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AN INVESTIGATION INTO PRE-SERVICE EFL TEACHERS' L2 WRITING DIFFICULTIES AND THEIR VIEWS AND PREFERENCES ON TUTORS' WRITTEN FEEDBACK

Hüsnü GÜMÜŞ

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MASTER'S THESIS

AN INVESTIGATION INTO PRE-SERVICE EFL TEACHERS' L2 WRITING DIFFICULTIES AND THEIR VIEWS AND PREFERENCES ON TUTORS' WRITTEN FEEDBACK

Hüsnü GÜMÜŞ

Supervisor

Prof. Dr. Demet YAYLI

JÜRİ ÜYELERİ ONAY SAYFASI

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Üye: Dr. Öğr. Üyesi Nur Yiğitoğlu

Üye: Dr. Öğr. Üyesi Filiz Rızaoğlu

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ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

Hüsnü GÜMÜŞ

To my wife, my parents, and my sisters

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ÖZET
Hizmet Öncesi İngilizce Öğretmenlerinin İkinci Dilde Yazma Zorlukları ve Öğretmen Geri Bildirim Türleri Hakkındaki Görüş ve Tercihleri Üzerine Bir Araştırma

GÜMÜŞ, Hüsnü
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Yazma, dil üretimi için önemli bir beceridir. Ancak, ikinci dilde yazma zor bir beceri olarak düşünülür ve bu yüzden öğrenciler ikinci dilde yazarken pek çok zorluk yaşamaktadırlar. Öğrencilere geri bildirim sağlamak, bu tür zorluklarla başa çıkmada önemli bir konu olarak ortaya çıkmıştır. Bu yüzden, bu çalışma, bir grup İngilizce öğretmeni adayının ikinci dilde yazma dersinde yaşadığı zorlukları araştırmak amacıyla gerçekleştirilmiştir. Buna ek olarak, bu öğretmen adaylarının yazma dersinde aldıkları dört çeşit farklı geri bildirim türüyle ilgili görüşleri ve tercihleri de araştırılmıştır. Bu türler: 1) *hatayı doğrudan düzeltme*, 2) *düzeltme yapmadan sadece hatanın altını çizme ve hatayı açıklama,* 3) *hatanın altını çizmeden sadece hatayı açıklama* ve 4) *sadece hatanın altını çizme* olarak belirlenmiştir.

Çalışma, Türkiye'de bir devlet üniversitesinde İngiliz Dili Eğitimi programında birinci sınıfta okuyan 61 katılımcı ile gerçekleştirilmiştir. Çalışmaya dair veri, öğrencilerin yazma derslerinde yazdıkları her yazı sonrası aldıkları dönütlerden sonra doldurdukları öğrenci günlükleri ve dönem sonunda gerçekleştirilen yarı-yapılandırılmış görüşmeler aracılığı ile toplanmıştır. Öğrenci günlüklerinden elde edilen veri, öğrencilerin yazma dersinde karşılaştığı en büyük sorunun *dilbilgisi kullanımı* alanında olduğunu göstermiştir. Bunu sırasıyla, *kelime kullanımı ve seçimi, fikir üretme, noktalama kurallarına uyma, imla kurallarına uyma ve metin organizasyonu* alanları izlemiştir. Öte yandan, 16 katılımcı öğrenci ile yapılan yarı-yapılandırılmış görüşmeler neticesinde elde edilen veriler, bu öğrencilerin en çok *fikir üretme* ve *metin organizasyonunda* zorlandıklarını ortaya çıkarmıştır. Bunun sebebinin, görüşme yapılan öğrencilerin çoğunluğunun hazırlık eğitimi almamış olması ve dolayısıyla makale yazımının bu öğrenciler için tamamen yeni bir deneyim olması olabileceği düşünülmüştür. Bu katılımcılar için diğer yaşanan zorluklar sırasıyla *dilbilgisi kullanımı, kelime kullanımı ve seçimi ve yazma öncesi bölümde yaşanan zorluklar* olmuştur.

Çalışmanın bulguları ayrıca, 4 farklı geri bildirim türünün de öğrenciler tarafından faydalı bulunduğunu göstermiştir. Ancak, öğrenci günlüklerinden elde edilen verilere göre, *hatayı doğrudan düzeltme* katılımcılar tarafından en çok tercih edilen ger bildirim türü olmuştur. *Düzeltme yapmadan sadece hatanın altını çizme ve hatayı açıklama* ikinci, *sadece hatanın altını çizme* üçüncü ve son olarak *hatanın altını çizmeden sadece hatayı açıklama* dördüncü en çok tercih edilen geri bildirim türleri olmuştur. Öğrenci günlüklerinden elde edilen bulgulara paralel olarak, öğrenci görüşmelerinden elde edilen veriler de en çok tercih edilen geri bildirim türünün *hatayı doğrudan düzeltme* olduğunu göstermiştir. Diğer en çok tercih edilen geri bildirim türleri sırasıyla *düzeltme yapmadan hatanın altını çizme ve hatayı açıklama* ve *sadece hatanın altını çizme* olmuştur. Öğrenci görüşmelerinden elde edilen bulgulara göre, hiçbir katılımcı *hatanın altını çizmeden sadece hatayı açıklama* geri bildirim türünü tercih etmemiştir. Özetlemek gerekirse, hem öğrenci günlükleri hem öğrenci görüşmelerinden elde edilen bulgular, çalışmada yer alan katılımcıların geri bildirim türlerine karşı olumlu bir yaklaşım içinde olduğunu ve bu dönüt türlerinin uygun bir şekilde sağlandığında katılımcılar için faydalı olduğunu göstermiştir. Çalışma ayrıca öğretmenlerin geri bildirim sağlarken, öğrenci dil seviyelerini göz önüne almaları gerektiğini öne sürmüştür. Buna ek olarak, öğretmenlere, öğrenci ihtiyaçlarına cevap vermek için zaman zaman farklı dönüt türleri sağlaması tavsiye edilmiştir.

Anahtar kelimeler: İkinci dilde yazma zorlukları, düzeltici geri bildirim, geri bildirim türleri, öğrencilerin geri bildirim üzerine görüşleri.

ABSTRACT

An Investigation into Pre-service Teachers' Writing Difficulties and Their Views and Preferences on Tutors' Written Feedback

GÜMÜŞ, Hüsnü

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Writing is an essential skill for language production. However, L2 writing is considered a difficult skill and thus students face many challenges in writing. Providing corrective feedback emerged as a key issue to deal with such challenges. Therefore, the present study was conducted with an aim to investigate the L2 writing difficulties of a group of pre-service EFL teachers. It also aimed at investigating their views and preferences regarding four types of feedback: 1) *direct correction*, 2) *underlining and describing the error*, 3) *describing the error but not marking the location* and 4) *underlining the error only*.

The study was conducted with 61 first-year university students who were enrolled in an English Language Teaching Program at a state university. The data were collected through learning diaries (journals) which were filled in by the students after they had produced a written work and received the four types of feedback, and semi-structured student interviews. The data gathered from the participants' learning diaries showed that the biggest problem in writing an essay for the participants was *the use of grammar*. This was followed by the problems in the *use/choice of vocabulary, generating ideas, punctuation, spelling and text organization.* On the other hand, the data gathered from the interviews conducted with 16 volunteer participants revealed that *generating ideas* and *text organization* in essay writing were the biggest problems for the participants. The reason for this could be that most of the interviewed participants didn't study at prep school. Therefore, essay writing was a totally new experience for them. The other problematic areas for the interviewed participants were *grammar, vocabulary and pre-writing difficulties* in the order of frequency.

The findings of the study also indicated that all 4 feedback types were reported to be useful by the students. However, according to the data gathered from the journals, *direct correction* was the most preferred type of feedback by the participants. *Underlining and describing the error* was the second most preferred feedback, followed by *underlining the error only* and *describing the error but not marking the location.* In parallel with the findings of the participants' journals, the data gathered from the student interviews indicated that

direct correction was the most useful and preferred feedback type for the participants. It was followed by *underlining and describing the error* and *describing the error only.* No participants, according to the data gathered from the interviews, preferred to be given the last type of feedback type, which was *describing the error but not marking the location.* All in all, the findings from both participants' learning diaries and participants' interviews demonstrated that the participants of the study had favored the four particular types of feedback which were all beneficial for the participants when they were used in a suitable way. The study suggests that teachers need to consider the language proficiency level of students while providing feedback. Furthermore, it is recommended for teachers to provide different of types of feedback to meet students' needs.

Key words: L2 writing difficulties, corrective feedback, types of feedback, students' views on feedback

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CHAPTER 1

INTRODUCTION

This chapter reviews the background to the study by stating the problem. In addition, the purpose, research questions, significance as well as the limitations and assumptions of the study will be presented.

1.1. Background to the Study

Writing is a significant but difficult skill for learners to acquire. It is a communication skill that is highly important in today's information society. The level of difficulty in writing is particularly high when it comes to writing in an EFL (English as a Foreign Language) context. Differences in language forms, the way of reflecting thoughts, writing styles and other various cultural factors significantly influence the way how language learners write in a foreign language (Benson & Heidish, 1995).

It is not that easy to produce an effective written text as many researchers have mentioned before. A written text of a successful EFL learner is supposed to be cohesive, rational, decently structured, and well-organized as well as including a wide range of lexis and efficient use of mechanics (Hall, 1988; Jacobs, 1981). Nunan (1989) maintains that writing is a very complex cognitive activity in which the learner to have be in control of different variables that range from previous academic experience and specific interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan, 2015; Haider, 2012).

Writing in a foreign/second language (L2) is regarded as a crucial skill that ought to be acquired in the process of learning English. Learners are supposed to know how to express themselves through writing as this is necessary in everything ranging from academic life to daily life as well as work life. Owing to this, foreign language teachers and learners focus on developing writing skills.

As briefly mentioned above, writing is an essential skill for academic success at school in addition to many other individual needs in a target language (Kroll, 1990). However, many students may have difficulty in creating written texts to convey their thoughts and feelings. During the process of composing new texts, they may produce works that include various types of grammatical and rhetorical errors. These kinds of errors can be common, particularly among L2 learners who have just begun their learning process. They might have a lot of new ideas and thoughts to express, but do not have sufficient language

proficiency to reflect their opinions and views in the correct way. While students are going through the process of L2 writing, they might need special attention from their tutors since writing in an L2 is considered more difficult and complex than writing in one's first language (L1). Therefore, they naturally make mistakes in their writings.

The most common way of dealing with such mistakes is to provide students with corrective feedback (Ferris, 1997). Due to the popularity of this issue, numerous research studies have been carried out to determine whether teachers' error correction is beneficial for L2 learners to make progress in their L2 writing skills. For many years, methodologists and education experts have been carrying out studies to reach a conclusion about tutor feedback and students' views toward receiving written corrective feedback. There are two popular contradictory views about this issue which were put forward by Truscott (1996) and Ferris (1997). Truscott (1996) claimed that tutor feedback in L2 is both useless and harmful for students, and therefore should be avoided. On the contrary, Ferris (1997) claimed that teacher feedback is significant for learners during the process of learning how to write in an L2. Namely, there was not a consensus among these researchers concerning the place of teachers' corrective feedback in L2 writing classes. The debate still continues because there hasn't been much attention given to the efficiency of corrective feedback over time. Moreover, studies which have investigated the issue of corrective feedback have not always been appropriately designed and they have yielded contradictory results (Ferris, 2004).

Another hotly-debated issue regarding feedback is whether providing corrective feedback is really beneficial for learners. If this is the case, are certain types of corrective feedback considered more useful than others? In addition, what are students' views and preferences for receiving feedback from their teachers for their errors? Students' perceptions about what useful feedback on writing means and their expectations related to what techniques should be used for paper-marking might have an impact on the effectiveness of such feedback (Schulz, 1996). As a result, it is important to investigate L2 students' views and preferences and their expectations related to corrective feedback.

L2 writing instructors might not be aware of students' views and perceptions of written feedback. In addition, they may not have a solid idea on how much feedback they should provide and how students will react to different types of feedback. Therefore, it is expected that this study will provide greater insights ofL2 writing students' views and preferences related to different feedback types based on the L2 writing difficulties they face.

1.2. Purpose of the Study

In the progression of L2 writing skill, learners go through several phases and they face a lot of difficulties during this process. In order to overcome these difficulties, the role of corrective feedback has been one of the most debated topics among the researchers of English Language Teaching (ELT). In spite of numerous studies, researchers have not reached an exact conclusion concerning the place and significance of teachers' corrective feedback in L2 writing classes. The main purpose of the present study was to investigate a group of EFL students' writing difficulties and their views and preferences regarding four types of feedback types their instructors provide to overcome these difficulties. They were a group of pre-service EFL teachers who were enrolled in an ELT program. Although there is no consensus about teacher feedback provision patterns for these students, it is expected that after the implementation process, the students would have a greater understanding of their common writing difficulties and their favorite feedback types as well as realizing the impact of getting feedback on their writing processes.

1.3. Research Questions

Considering the related literature, the following research questions form the basis of the present study.

1. Based on their statements, what are the participants' main difficulties in L2 writing?

2. Based on their statements, what are the participants' views on the four types of feedback?

2a. In their statements, which feedback type do they mention as the one that contributes most to the writing difficulties they mentioned earlier?

2b. In their statements, what benefits do they mention for these feedback types?

1.4. Significance of the Study

The significance of the study might be stated as consisting of two parts. Firstly, the study will present some insights into the writing difficulties of a group of EFL learners. Secondly, these participating pre-service EFL teachers' preferences and views related to different types of corrective feedback will be investigated. The results of the study might also have some practical effects. It can give clues to writing course instructors about the difficulties their students encounter in writing classes and possible ways of giving feedback and thus instructors can have better ideas while determining the best feedback type based on their students' needs and preferences. Instructors may also benefit from the findings of this study while shaping and implementing a writing feedback policy. The findings of this study

may shed light on investigating students' needs, observing their progress, and making changes in feedback practices in their writing classes.

1.5. Limitations of the Study

The present study aims to investigate the Pamukkale University pre-service EFL teachers' L2 writing difficulties, and their views and preferences on different types of written feedback. There are a number of limitations to this study. To begin with, the number of participants was limited. A total of 61 pre-service teachers studying ELT program at Pamukkale University contributed to the present study. Therefore, it is difficult to generalize the results for a larger population in different settings. For a more reliable result, a larger number of participants are needed.

In addition to this, the duration of the present study can be stated as another limitation. This study was conducted for a limited period of time (eight weeks). The results of this relatively short process might not be considered sufficient enough to reflect the accurate profiles of students receiving writing instruction and feedback sessions with longer periods of time. In addition, the participants who received feedback for eight weeks had limited understanding on what type of feedback they were given before the study, so they might have felt confused from time to time and thus needed some time to get used to the implementation process. Therefore, this should also be taken as another limitation possibly giving some harm to the reliability of the results.

Another possible limitation of the present study is the individual endeavors of the participating pre-service EFL teachers while analyzing their L2 writing difficulties and the feedback types they received from their teachers. Some participants might have taken this process more seriously than others as each participant has different personality traits. Therefore, this may have affected the results. Finally, the three instructors who participated in the present study had a lot of workload as they had other classes as well. As a result, they might have had some difficulties in managing and directing their students to contribute to the study in the best way.

CHAPTER 2

LITERATURE REVIEW

This chapter highlights literature regarding the research topic of the present study based on several studies conducted previously. This literature review aims to provide insights on certain aspects related to the difficulties of EFL writing in general and to review certain feedback types to overcome these difficulties as well as learners' views and preferences on certain corrective feedback types. This chapter consists of two main sections. The first section reviews various EFL writing difficulties that students face during their writing processes. These difficulties consist of several sections including: prewriting difficulties, difficulties related to text organization and language issues with a reference to grammar, vocabulary, punctuation, and spelling. The second section presents two major error correction types affecting the writing development of learners: explicit and implicit feedback types. In addition, students' views and preferences related to these feedback types will be examined.

2.1. The Writing Skill

The increasing interest in writing, particularly at higher levels has developed and become a distinguished field of study on its own. Many researchers have different opinions about the concept of writing, since everyone seeks to define it from a different perspective according to a specific field of study. According to Nunan (1989), writing is a very complex cognitive activity and learners need to be able to control several variables at the same time to become a good writer.

Harmer (2007), considered writing as a process that includes several stages such as the drafting stage, the editing stage, the planning stage and the final draft production. Likewise, Damiani et al. (2011) approach the writing skill as the process that requires planning, reflection and the organization of ideas, as well as the necessary effort and attention that writers need to demonstrate.

2.2. Challenges and Difficulties in Writing

This section presents common L2 writing difficulties and the related studies based on the EFL context in general. The difficulties reviewed are the prewriting difficulties such as the selections for topics of writing; the organizational difficulties, and vocabulary difficulties along with technical difficulties such as grammar, punctuation, and spelling.

2.2.1. Prewriting Difficulties

Prewriting is regarded as a vital part of the writing process, without which generating a written text would be difficult. It has been defined variously since the 1960s. Rohman (1965) defines prewriting as the point where a person familiarizes himself with the subject of a writing task. According to Emig (1971), prewriting can be defined as the part of the composing process during which a writer selects the relevant features of his inner world or the environment surrounding him with the aim of writing about them. As can be understood from these statements, prewriting can be regarded as the first step of writing in which students engage in several activities to gather information about the topic that has been chosen and to generate relevant ideas and organize them for writing.

Several studies revealed that ESL/EFL students face some prewriting difficulties. Rao (2007) stresses that some of the prewriting problems which students might suffer from are a lack of interesting ideas as well as finding relevant essay topics. Myhill & Amer (2004) also highlighted that awakening students' imagination and activating their schemata are two of the challenges EFL teachers encounter in their writing classes. Another research which confirmed prewriting difficulties was carried out by Salem (2007, as cited in Huwari & Al-Khasawneh, 2013), in which he found that ESL and EFL students encounter difficulties hindering them from writing effectively. Students in this study have demonstrated difficulty in beginning to write, and generating ideas. In brief, these studies indicate that students face a variety of prewriting difficulties such as finding an appropriate topic to write about, generating ideas about the topic and supporting the main ideas related to the topic with details and examples.

2.2.2. Problems Related to Grammar

Learning how to use English grammar is vital in language learning. Gaining knowledge and becoming a proficient user of English grammar can enable learners to use the language appropriately and think about how language structures are used to convey the meaning across (Rodby & Winterowd, 2005).

Neuleib (1987) defined grammar as "the internalized system that native speakers of a language share" (p. 205). A broader definition was put forward by Harmer (2001) as "the description of the ways in which words can change their forms and can be combined into sentences in that language" (p. 12). These ways are called 'the grammar rules' that are basic elements in every language, and are also inseparable from writing (Hartwell, 1985).

Grammar rules basically consist of various rules such as tenses, prepositions, word classes, voice and many others, and these rules might create a problem for many students in writing.

When it comes to L2 learning and teaching, writing is seen as a means to reflect grammatical knowledge of the language, vocabulary, cohesive devices, and syntactic knowledge. Through writing, learners need to demonstrate their understanding by constructing sentences that reflect their knowledge of the language. As a consequence, it is considered "an extension of grammar teaching" (Hyland, 2015, p. 146).

Farooq (2012) states that grammar is the most problematic area for L2 writers. Students encounter difficulties in the use of appropriate language forms and paragraph design as well as creating a coherent text. However, students need to know how to build sentences, but when they try to apply them in their written work, they might face difficulties. These problems stem from the traditional way of teaching grammar on the part of teachers and a lack of practice on the part of students (Kleisar, 2005).

As it is mentioned above, the most common writing difficulties students mention related to grammar is the limited understanding of grammar, which leads to difficulties in creating proper writing (Bahri & Sugeng, 2010). Several studies have been carried out to pinpoint that students are not proficient in English grammar. For instance, Nyamasyo (1992) analyzed exam papers from a cross-section of 18 to 20 year-old students at a high school. His analysis clearly showed that Kenyan pre-university students had quite a lot of grammatical and lexical errors in their written work in English. Moreover, Mourtaga (2004) carried out a study in which 35 male and 35 female Palestinian freshman students wrote on one of 18 different topics regarding student writers' life and culture. Findings revealed that student' errors in verbs, articles and punctuation, were the most frequent.

In another study, Darus and Subramanian (2009) deeply analyzed the types of errors made by four Malay students in the written compositions that they produced as a part of their assignments. The results of the study revealed that the error committed by the students were mainly grammatical. The students also suffered from insufficient amount of vocabulary and they committed language structure errors in English language. Considering these, it was seen that the students had trouble in learning and applying grammatical rules in English language. When the findings of the study were considered, it was suggested that teachers should provide their students with practices on the fundamentals of grammatical rules of L2.

In another context, Manian (2010) conducted a study in which he looked into the impact of L1 grammar knowledge on L2 writing of Tamil secondary school students in Malaysia. At the end of the study, the findings revealed that students made errors while

constructing sentences since the Malay language has different grammatical rules from English. Therefore, it was suggested that students ought to notice the differences the two languages have. It was assumed that such awareness would reduce the occurrence of errors since students tended to resort to their L1 knowledge when they encountered problems in L2 writing.

In another study in a Turkish context, Yalçın (2010) investigated syntactic errors made by Turkish ELT students in their English argumentative essays. The study was conducted on 34 participating students (17 first year and 17 third year students) studying at Anadolu University to determine whether the errors of the participants demonstrate any difference according to the year level and error type. The result revealed that the most common error type students made was related to the use of articles (31.4%) followed by verb errors (25%), noun errors (16.6%), pronouns (12.8%) and others (14.2%). It was also found that the students' L2 writing productions seemed to be partly influenced by their L1, namely Turkish.

Several other studies have investigated and offered solutions for the grammatical difficulties L2 learners suffer from during their writing classes. Mouzahem (1991) analyzed the grammatical errors in the writing performance in English of a group of Syrian university students and reached the conclusion that focusing mainly on the teaching of grammatical rules is not a good solution to overcome the grammatical difficulties of the learners in the Syrian context. He claimed that the communicative functions of writing should be given more attention by teachers and students. In another study, Abdulla (1995) emphasized that grammatical rules are given to students in a structural manner that is isolated from other language skills. In other words, all language skills are taught in separate courses. Abdulla (1995) asserts that the idea of teaching skills, especially grammar, in an integrated way would be more beneficial to Yemeni students of English at the university level. He further claims that if language learning is to be meaningful, the integration of grammar and lexis in a piece of discourse as the central unit of learning is significant.

To support this view, Al-Sharah (1997), who analyzed the writing of 210 students studying English at two Jordanian universities, found that both bottom-up (i.e. linguistic aspects such as words and grammar, and top-down aspects (i.e. rhetorical aspects, such as the organization and structure of text, content, and purpose) are equally important in the writing process. In addition, Bidin (2004) asserted that a discourse-based grammar approach would be beneficial for local graduates in Malaysia to some extent for improving their accuracy and appropriateness of tense usage in L2 writing.

2.2.3. Problems Related to Vocabulary

Vocabulary is a vital aspect in language skills as suggested by Nation (2001, as cited in Mehring, 2005). Having sufficient amount of vocabulary is fundamental for writing. However, some research studies have revealed that L2 writers face some difficulties with vocabulary (Arndt, 1987; Dennett, 1985; Krapels, 1990; Silva, 1991, Skibniewski, 1988; Yau, 1989). Suffering from a lack of vocabulary which results in poor performance in L2 writing is also a difficulty that students encounter in acquiring L2 writing skills (Ouma, 2005). Furthermore, Rabab'ah (2003) states that students often suffer from a lack of vocabulary when they are involved in L2 writing. Therefore, they consider it a difficult task to reflect their ideas freely and appropriately during L2 writing tasks.

In this regard, several researchers in the field attempt to determine the reason behind such a difficulty. In an attempt to deeply identify errors in the writing samples of four Arab college freshmen students of English, Elkhatib (1984) identified the following eight lexical errors: (1) overgeneralization of the use of one translation equivalent; (2) literal translation; (3) divergence; (4) confusion of words formally or phonetically similar; (5) confusion of related or unrelated words with similar meanings; (6) unfamiliarity with word collocation; (7) overuse of a few general lexical items; and (8) nonce errors (i.e. those that seem to defy analysis).

In another study, Hemmati (2002) conducted interviews with thirty (30) Iranian EFL student writers related to their lexical difficulties in writing classes. He found that these learners had difficulties in both lexical and linguistic competence and performance. In other words, these writers lacked the vocabulary and grammatical knowledge of the L2 as well as the ability to apply this knowledge to appropriate contexts. He also reached the conclusion that not being able to integrate the practices of reading and writing into the English language are the basic reasons behind such a difficulty. Considering this situation, it was suggested that these difficulties might be solved by encouraging extensive reading among students in order to enhance their vocabulary knowledge.

In another study carried out by Williams (2004), who dealt with the problem of lexical choice that occurs in the writing of ESL/EFL learners, the general lack of linguistic resources commonly accessible and the misuse of the existing resources were noticed as the main issues that caused these problems. To investigate the poor performance in creative composition writing, Abaya (2006) conducted a study to analyze the vocabulary errors in the written English compositions of eight pupils in Kenya. The findings indicated that the lexical errors observed in their written compositions consisted of: confusion of synonyms,

inappropriate collocation, and incomplete sentence structures as well as first language interference and coinage. When the results of the study were taken into account, it was suggested that teachers ought to make use of a variety of reading texts in order to expose their students to new vocabulary items and sentence structures.

Some other researchers have also shown that English collocations constitute a problem for ESL/EFL students. For instance, Fan (2009) carried out a study in which he made a comparison between two groups of participants; a group of ESL students studying in Hong Kong and a group of L1 speakers of English. The comparison focused on the collocational uses of these two groups in writing classes. He found that the problems attached to collocational use of ESL students are influenced by their mother tongue, their inadequacy in the target vocabulary and grammar of the target language. Findings of the study highlighted that collocational knowledge should be considered an essential aspect of the learning and teaching of new vocabulary. Similarly, Li (2005) found that 188 collocational errors occurred in Taiwanese EFL college students writing consisting of 121 grammatical and 67 lexical ones. Results suggested that L1 interference errors were observed most frequently in the participating students' writing.

As noted above, difficulties related to vocabulary include students' failing to recall important words to use, failure in the use of appropriate words and the negative transfer of L1 knowledge related to vocabulary. Regarding this issue, Nakata (2008, as cited in Mehring, 2005) stated that acquiring new vocabulary is an ongoing process, and it requires students' constant repetition and use of words so that they can be efficiently retained in the long term memory, and then retrieved when needed.

Using vocabulary appropriately is obviously a challenge for many L2 learners as mentioned above. Attempting to learn vocabulary through memorizing is a traditional method and certainly not beneficial for students. Students need to learn words as a part of the context in which they occur. This way of learning is proven to be beneficial since "it helps the student understand the word's correct usage" (Mehring, 2005, p. 4). When learners have sufficient amount of vocabulary, it can have a remarkable effect on students' writing as it adds great value to the writing ability of students.

Considering all these, it can be stated that as long as learners have a positive attitude towards learning new vocabulary, and to recognize new words as part of their context of occurrence, they are likely to use them appropriately during their writing practices. In order to enrich the content of their written texts, learners need a wide range of vocabulary. If such

awareness can be created in students, their potential success in writing in an L2 will be automatically enhanced.

2.2.4. Problems Related to Spelling and Punctuation

Punctuation is often ignored as a writing skill among most teachers and learners of English. This often leads to students' difficulties and problems in punctuation skills. Spelling is also one of the basic skills for writing in general and essay writing in particular in any language. Learning to spell words correctly is expected to take place in the earliest stages of language teaching, yet it is not always the case for spelling which may become difficult in later stages as well. It is vital to improve spelling skills because if words are not spelled correctly, they might mean something totally different, which may lead to comprehension problems.

Davidson (2005) states that students encounter difficulties in L2 writing because of several factors. The irregularities and idiosyncrasies of the English language constitute several difficulties in writing especially for second language learners. For instance, when an English word is incorrectly spelled, it is not only a deviation from the standard but also negatively affects the intended meaning.

As for the spelling problems, Harmer (2001) states that "…the correspondence between the sound of a word and the way it is spelt is not always obvious" (p. 256). In addition, he states that the reason why students have difficulty in spelling is the fact that there are several varieties of English and they have different spellings for the same words. For example, the way American English pronounce the word '*behavior'*, differs from British English '*behaviour'*. As a result, Harmer (2001) suggested extensive reading as a remedy for students to deal with spelling difficulties. Additionally, Bancha (2013) maintained that mistakes regarding spelling might be observed when students suffer from concentration problems owing to tiredness or carelessness in writing classes.

On the other hand, punctuation also constitutes a barrier in writing. Caroll and Wilson (1993) indicated three problems connected with punctuation. The first is that punctuation rules are not totally precise, and punctuation is complicated, and lastly students have different styles of using punctuation to determine the meaning. The way a student punctuates writing can change the meaning totally, since each punctuation mark is a distinctive way of conveying meaning. As a result, students need to pay great attention to the way they punctuate, which is a very problematic area for them.

Several studies investigated the issue of punctuation and spelling in L2 writing classes. For instance, Mourtaga (2004) examined the texts and other data of Palestinian freshman students and found that they had errors in punctuation and many of these errors stemmed from the features of both Arabic and English. In another case, while reviewing students' written texts, Al-Hazmi (2006) noticed that punctuation was the least edited part of Saudi students' writing in English. Considering these findings, it can be concluded that students had difficulty in the use of punctuation due to L1 interference and not paying much attention to it.

Cook (1997) on the other hand, conducted a study in which he compared the spelling practices of adult L2 users of English with native L1 users. The results of the study indicated that frequent spelling mistakes have been observed in the similar categories of letter insertion, omission, substitution and transposition, except for a lower proportion of omission errors for L2 users.

Alhaisoni, Al-Zoud and Gaudel (2015) carried out a study to analyze the spelling errors of Saudi Beginner learners of English who were enrolled in prep school at a university. The study revealed that the participants made spelling errors due to thedifferences between the articulation of English words and the actual spelling of these words. In addition, the differences between the language systems of Arabic and English played a role in the occurrence of the errors here. The most frequently made errors were those of omission in which the learners had trouble with silent vowels since they faced difficulty with the articulation of the words. The same occurred with substitution errors in which again learners had to cope with the substitution of vowels. In short, the Arabic language interference was claimed to affect the learners' spelling errors but it was also implied that when the learners were able to remember the articulation of the word, the words were written exactly how they should be articulated (Alhaisoni et al., 2015).

In a recent study, Hameed (2016) conducted a study and investigated the mechanics of writing and analyzed the spelling errors made by 26 Saudi university students of different proficiency levels. The participating students had to complete a dictation exercise of 50 words. The dictation included words which were considered problematic for the learners (containing silent letters, consonant clusters, homophones, etc.). The results of the study revealed that four types of spelling errors occurred: substitution, omission, transposition and insertions.

This section emphasized how punctuation and spelling have a vital role in ESL/EFL writing. It also showed that punctuation and spelling constitutes a problem and presents an

obstacle for most students in writing. This situation implies that new effective punctuation and spelling teaching/learning strategies need to be employed by teachers to solve this problem. If students are able to learn how to use punctuation and spell words appropriately, they will be able to produce more understandable and meaningful written texts.

2.2.5. Organizational Difficulties

Another problem some learners encounter in L2 writing is that of organization of ideas. When the information is presented in an organized and proper way, it is easier to recall and understand it (Grabe & Kaplan, 1996). Therefore, the organization and argumentation of a written text is seen as an important issue in academic writing (Bridgeman & Carlson, 1983, Hamp-Lyons, 1991). Coherence is also a significant feature of a text which ensures the flow of the ideas in and information embodied in a discourse in a logical way (Bex, 1996). However, producing a piece of writing which has coherence and a good organization is a difficult task for many learners. This is mainly due to the differences between English and other languages in terms of the rhetorical conventions of texts such as the structure, organization, lexis and grammar (Ahmed, 2010).

Several studies were carried out to investigate whether L2 learners had difficulties in text organization. Khuwaileh and Al Shoumali (2000) conducted a study on the analysis of Jordanian students' text organization in Arabic, which is their first language, and English. They found that 55% of the participating students wrote compositions in both languages that lacked organization with no logical connection of ideas. Furthermore, Ahmed (2010) examined the writing compositions of EFL Egyptian students and found similar problems concerning the flow of ideas in an organized way and writing appropriate topic sentences.

In another study, Uysal (2008) investigated whether there were any shared writing preferences or specific common patterns in the argumentative essays of Turkish students that might stem from previous writing experiences and what similarities and differences are observed in rhetorical patterns in their Turkish and English argumentative essays. The results of the study indicated that there were similarities or preferences in rhetorical patterns especially regarding the organization of essays around an introduction, body, and conclusion. All participants, irrespective of their language proficiency, writing skills, and their previous experiences in L2 writing, could easily integrate their knowledge about general organization of the essay, coherence, and transition signaling into both their essays. The similarities found in some patterns or preferences in Turkish and English essays of the

same individuals' essays might indicate the occurrence of transfer across languages (Uysal, 2008).

In another study, Yaylı (2011) carried out a study with volunteering 32 first-year university students (pre-service EFL teachers) to identify both how the participating students' genre awareness is reflected in their views through genre-based writing instruction in an EFL context. The researcher also aimed to determine whether multi-genre portfolio use is applicable in genre-based EFL writing instruction. Since the concept of genre emphasizes the importance of reader– writer relationship and purpose in writing activities, each task has its own style of lexical use and organization. The study revealed that the participants had difficulty in organizing their written compositions since genre-based writing was a totally new experience for them. In other words, lack of writing practice on different genres caused the participants to have difficulty in text organization. However, the participants were reported to enjoy writing assignments as they got familiar with the organization and purpose of genre-based writing.

This section emphasized how important text organization is in ESL/EFL writing. It also showed that producing a well-organized written composition constitutes a problem for many students in writing. The results of the studies above indicate that teachers need to provide their students with various writing genres as well as making them aware of the similarities of L1 and L2 writing so that they can benefit from these common features of the two languages. If such awareness is raised, students will be able to produce more organized and meaningful written texts.

Considering all these difficulties that L2 learners encounter in their writing classes, providing appropriate feedback appears as a vital issue. Thus, feedback needs to be given importance and addressed carefully. The following section will provide the basic information related to corrective feedback and its role in dealing with students' errors in L2 writing.

In process based approach, writing is seen as an opportunity so that learners can convey their ideas, express them clearly and support them. As writing is a complex process, it is inevitable that learners make errors while mastering their writing skills. Providing feedback is viewed as a great way both to help students to deal with such errors and track their progress. Since providing feedback at different stages of writing is considered to be a vital role of writing teachers, with the beginning of process based approach, a lot of attention was given to issues of feedback providing. Several researchers questioned the use of feedback, what it should focus on as well as how and when it should be provided. In this

section, first of all, several definitions of feedback will be given. Then different opinions on the usefulness of corrective feedback will be presented through a comparison of two main corrective feedback types: implicit and explicit feedback. Lastly, students' views and preferences on different types of feedback will be reflected.

2.3. What is Feedback?

It would be a good start to have a look at how writers or researchers in the field define feedback. Feedback can be defined as teachers' input to a learner's writing in the form of information to be used for editing and revising (Keh, 1990). Ur (1996) defined feedback as information that is provided to a student about his/her writing performance with a view to improving his/her overall performance in a writing class. According to Harmer (2001) feedback means not only correcting students, but also providing them an assessment of how well they have done during a language production. Hyland and Hyland (2006) have noted that feedback is "crucial for encouraging and consolidating learning" (p.83). Feedback could be given both orally and in written form but in this study, only four types of written feedback were taken into consideration so as to be more specific.

2.3.1. Contrasting Views on the Usefulness of Feedback

The issue of whether teachers should provide any corrective feedback (CF) to second language students for their errors in writing classes and whether corrective feedback helps learners in terms of accuracy in writing has been hotly debated for years. This debate started when Truscott (1996) claimed that correcting writing errors of L2 students is not beneficial for student accuracy and it is even harmful for L2 students. The usefulness of CF has been hotly debated since Truscott's (1996) article. In this article, he claimed that error correction in L2 writing is mostly ineffective and even has hazards for learners. Truscott stated that

> Grammar correction has no place in writing courses and should be abandoned. The reasons are: (a) Research evidence shows that grammar correction is ineffective; (b) this lack of effectiveness is exactly what should be expected, given the nature of correction process and the nature of language learning; (c) grammar correction has significant harmful effects; and (d) the various arguments offered for continuing it all lack merit (pp. 328-329).

Truscott (2004) also noted that when teachers correct students' errors, they might direct students to avoid more complex grammatical structures. He claimed that when learners see the corrected versions of their errors on their papers, they might feel discouraged from using these structures in the future.

Truscott's claims are based on several studies in which he found that error correction did not lead to improved accuracy in student writing (e.g. Kepner, 1991; Sheppard, 1992). In his article, he also noted practical and theoretical arguments for his claim. The "practical problems" he mentioned regarding error correction were teacher limitations and students' lack of interest. When it comes to teacher limitations, he asserted that there are serious problems concerning the quality of teachers' written responses to L2 compositions, and that, in many cases, teachers are unable to detect and correct errors appropriately either because of lack of knowledge or a lack of time. Students, on the other hand, may not understand feedback, or they might fail to respond to it. As for "theoretical problems", Truscott stated some crucial insights from second language acquisition (SLA) theories that error correction fails to take into account: *orders of acquisition process*, *interlanguage*, and *the role of L2 intuition versus meta-linguistic knowledge*. He maintained that acquisition of grammatical rules is not a sudden process. In addition, he stated that learners go through an interlanguage period, which is a gradual and complex process. He also maintained that it is reasonable to think that syntactic, morphological, and lexical knowledge is acquired in different ways. Therefore, it is unlikely that any single form of corrective feedback could be effective for all three. Truscott emphasized his claims in his later articles (1999, 2004, 2007) claiming that correction provides very little contribution to the learners' accuracy in writing. He even asserted that corrective feedback could be harmful in the learning process and thus should be abandoned in L2 writing classes.

Kepner (1991) supported Truscott's argument related to the usefulness of corrective feedback. In this study, teachers provided two groups of students with two kinds of feedback on their guided-journal writing during the course of a semester: error correction vs. message-related comments. It was revealed that when teachers made use of written error correction techniques combined with explicit grammar rule reminders, these turned out to be ineffective for the improvement of writing accuracy in the L2. In this study, error corrections and rule-reminders were not observed to serve the improvement in the participants' level of written accuracy in L2 surface skills. They were also ineffective in enhancing the ideational quality of their writing.

Truscott's view is also supported by Sheppard (1992). In this study, Sheppard contrasted the impact of two different ways of responding to a student essay: discrete item attention to grammar structures and holistic feedback on content. After analyzing the first and final essay drafts of a group of 26 college freshmen, it was seen that the employing a

holistic feedback approach on content, rather than grammar structures, was more likely to increase an awareness of sentence boundaries for learners.

Polio et al. (1998) also conducted a study supporting Truscott's claims on the usefulness of corrective feedback (CF). In this study, to what extent ESL learners can improve the grammatical accuracy of their writing without feedback and whether additional instruction on editing improves this process were investigated. The control group wrote four journal entries each week for seven weeks receiving no feedback at all. The experimental group, on the other hand, wrote journal entries regularly, had grammar review sessions and editing exercises and revised one of the two entries. They were provided with corrective feedback on both the editing exercises and journal entries. When the two groups were compared based on their pre-tests, no difference was observed. The results indicated that the grammar correction practiced in this study didn't prove to be effective.

In addition, from the students' point of view, students may not fully understand the CF provided and fail to remember the meaning of the CF during revision sessions (Chandler, 2003; Lee, 2008). To support this claim, Crosthwaite (2017) used a longitudinal corpus to track student errors over a semester of instruction in English for academic purposes with several opportunities for CF in different forms. However, he found that there was no longitudinal reduction in the frequency or type of errors made in spite of the teachers' best efforts.

On the other hand, there are several other researchers and studies suggesting that providing corrective feedback is actually effective and can help learners improve the accuracy in their writing. Ferris (1999) responded to the arguments in Truscott's (1996) article and expressed a distinctly contrasting view. She states that Truscott could be right in claiming that the evidence which supports the effectiveness of corrective feedback is minimal, but that it is practically impossible to reach any generalizations with the studies Truscott cited. The reason for her claim is that there were important differences in subjects, research design, and instructional methods.

Regarding the "practical problems" Truscott stated, Ferris agrees that they are legitimate and serious issues, but they can be dealt with in certain ways. For the teacher, she stressed the necessity of preparation, practice, and willingness to give effective corrective feedback. As for the problems attributed to students, she states that while providing effective grammar feedback and instruction, teachers should consider students' L1 backgrounds, their proficiency in English, and their previous experience with English grammar instruction and editing strategies. In addition, she maintains that a dedicated writing instructor should also

deal with the issue of students' motivation by making them conscious of the accuracy of their written texts and about the need to develop self-editing skills. Finally, she points to the enormous variability in learners' abilities to make use of grammar instruction and corrective feedback and to learn to self-correct their errors (Ferris, 1999).

There are some other researchers who support the view of Ferris and claim that providing corrective feedback to students' errors is of great importance. Myles (2002) notes that feedback is of great significance to the writing process, and stated that without special attention and adequate feedback on errors, improvement will not be observed. Hyland and Hyland (2006) also maintains that providing corrective feedback offers individualized attention to the needs of learners and therefore it is considered an important task of ESL writing teachers.

Ellis, Sheen, Murakami, and Takashima (2008) also looked into the usefulness of providing corrective feedback for EFL students. It was revealed that the students who had received both focused and unfocused feedback benefited from these feedback types and performed better in redrafting or composing new pieces of writing compared to those students who were provided with no feedback at all.

As the arguments above indicate, different views and opinions exist concerning the question of whether corrective feedback is effective in improving learners' accuracy in their written texts. It is usually agreed in corrective feedback (CF) literature that more studies with control groups addressing this question are needed to determine the effects of corrective feedback.

2.4. Types of Written Corrective Feedback

Providing corrective feedback (CF) to students is considered an important part of writing instruction. Teachers have been giving different types of feedback in their writing classes according to the levels and needs of their students. Most of the studies on written corrective feedback (Bates, Lane, & Lange, 1993; Ferris, 1995; Ferris & Hedgcock, 1998; Hendrickson, 1978, 1980; Lalande, 1982; Walz, 1982) focused on the distinction between direct CF and indirect CF, which are two common types of written corrective feedback. The following section will discuss these two types of feedback in detail.

2.4.1. Direct Corrective Feedback

As one of the prominent researchers of the related topic, Bitchner et al. (2005) stated that direct or explicit feedback occurs when an error is marked and the correct form is provided above or near the error. According to Russell and Spada (2006), explicit or direct

feedback provides explanation of the incorrect form that students have written so that they can produce more accurate language. Moreover, Bitchener (2008, p .105) stated that direct or explicit feedback might be provided by "crossing out of a word/phrase/morpheme which is considered unnecessary, the insertion of a missing word/phrase/morpheme, or the provision of the correct form or structure". Direct feedback is made up of various forms such as written meta-linguistic explanation where grammar rules and examples are given at the end of a students' written work with an indication of the places of the students' errors. Another direct (explicit) feedback form is oral meta-linguistic explanation. In this type of feedback, grammatical rules and related examples are provided, exercised and examined in a mini lesson session. This can also be done in face-to-face conferences between teacher and a student or small student groups (Bitchener, 2008).

Direct corrective feedback, as Ellis (2009) states, provides learners with explicit guidance about how to correct their errors in their written texts, which is necessary if learners lack the necessary linguistic competence to self-correct their errors. Those who support direct feedback suggest that it is more beneficial to students since it

(1) "reduces the type of confusion that they might experience if they fail to understand or remember the feedback they have been given (for example, the meaning of error codes used by teachers);

(2) provides them with information to help them resolve more complex errors (for example, syntactic structure and idiomatic usage)

(3) offers more explicit feedback on hypotheses that may have been made; and

(4) is more immediate" (Bitchener & Knoch, 2010, pp. 209-210).

2.4.2. Indirect Corrective Feedback

An indirect corrective feedback approach, on the other hand, consists of stating that an error has been made and it is the responsibility of the learner to come up with the correct linguistic form. When compared to direct corrective feedback, where teachers take on the responsibility to provide the corrected forms, indirect corrective feedback requires students to resolve and correct the problem to which their attention has been drawn.

Bitchener and Knoch (2008) state that researchers who support the use of indirect written corrective feedback (Ferris, 1995; Lalande, 1982) have claimed it may promote a more profound language engagement and processing as it requires the student to get involved in "guided learning and problem solving," thus resulting in the "type of reflection that is more likely to foster long-term acquisition" (p. 415). Therefore, advocates of indirect written CF have suggested that indirect feedback, which requires the student to correct the mistake

independently, may be more beneficial for learners who have relatively advanced linguistic knowledge.

As mentioned above, there are two main types of written corrective feedback each with its own advocates. However, it can be stated for the moment that while the overall efficacy of written corrective feedback in the L2 writing classroom is gaining wider acceptance whether it is provided in direct or indirect form, there remains considerable debate concerning their efficacy and the most beneficial practices in their implementation.

2.5. Previous Research on Direct and Indirect Corrective Feedback

A great deal of research has been carried out to make a comparison between direct (explicit) and indirect (implicit) types of corrective feedback. In one of the earliest studies, Lalande (1982) revealed an advantage for indirect corrective feedback. In this study, Lalande compared the effects of two methods of corrective feedback. With the first type, the teacher corrected all of the student errors and with the second one the teacher indicated the errors using codes and leaving it to the students to find the correct forms. The students in the explicit and implicit (direct and indirect) corrective feedback groups were asked to write revised drafts. Lalande found that the students who were provided with indirect corrective feedback and figured out their errors themselves had fewer errors by the end of the term. However, three later studies (Fratzen, 1995, Robb et al, 1986; Semke, 1984) found no difference between direct and indirect feedback approaches. However, it should be noted here that neither Lalande (1982) nor Robb et al. (1986) had control groups that received no correction.

Another study which focused on the impact of various types of implicit feedback on accuracy was carried out by Lee (1997) with ESL college students in Hong Kong. Lee found that the students were remarkably better at dealing with errors which were underlined than those that were either left unmarked or indicated by certain signs in the margin. We should also note here that accuracy in students' follow- up texts was not examined in this study.

Ferris and Roberts (2001) carried out a study with 72 university ESL students to investigate their differing abilities to self-correct their errors in their written compositions using three types of feedback: errors that are identified with codes, errors only underlined, and errors with no feedback given at all. It was revealed that students who were provided either coded or un-coded feedback outperformed the control group on the self-editing session. However, there were no dramatic differences between the performance of codes and no-codes groups, even though the latter is less explicit than the former.

In another study, Chandler (2003) also investigated whether teachers should provide correct forms for errors or just mark errors. He also considered whether teachers should point to the location or type of errors or both of them at the same time. At the end of the study, he discovered that providing direct correction and only underlining the errors reduced the errors learners made in the long-term more than just describing the type of errors. Besides, direct correction helped students to perform better in revision sessions than all of the other feedback types and students stated that it was the easiest and most useful kind of feedback as they could utilize it without much effort while revising their papers.

In another study, Bitchener et al. (2005) tried to investigate the effectiveness of three types of feedback. These were direct correction with explicit written feedback accompanied with five-minute face to face individual conferences, direct correction with explicit written feedback without individual conferences and no feedback at all. The study revealed that the students who were given the two direct feedback types demonstrated greater improvement in their accuracy in writing than the no-feedback group. The study also indicated that providing direct corrective feedback including explicit written and oral feedback (individual conferences) contributed to the accuracy remarkably in the use of *past simple tense* and the *definite article* in the following revisions of the learners, yet it did not have a positive effect on students' accuracy in the use of *prepositions*. The finding of the study suggests that providing learners with this type of explicit feedback contributes to improving accuracy for the error categories which are more treatable (Bitchener, et al., 2005).

In the Turkish educational context, Erel and Bulut (2007) compared directly and indirectly coded feedback with students that were enrolled in EFL writing classes. The students in the study were divided into two groups. The students in the first group received direct feedback and the ones in the other one were provided indirectly coded error feedback. The study lasted for one semester consisting of three periods. According to the test results, the participants provided with indirect feedback committed fewer errors when the first period of the study ended. However, they did not show a notable difference from the participants who were provided direct feedback. When the remaining two periods ended, however, the difference between the two groups increased and this was thought to be noteworthy.

In a similar study, Liu (2008) investigated the effectiveness of direct versus indirect feedback by carrying out a study with university ESL students. At the end of the study, Liu revealed that direct feedback helped students to make fewer errors than indirect feedback in the immediate revisions. However, it did not contribute to students' accuracy in L2 writing when they had to produce new pieces of writing. Similar to what Erel and Bulut's (2007)

study found, indirect feedback helped students to produce more accurate new pieces of writing than direct feedback.

In a more recent study, Binglan and Jia (2010) investigated whether providing direct corrective feedback and explicit explanation at the same time would have a positive impacton the long-term accuracy in writing. 44 second year Chinese EFL university students in Hefei participated in the study. Students were given instructions on what they were going to write before they started each task. After each task, the participating instructors made corrections on the compositions that were produced by the experimental group. Then they provided corrections of grammatical errors along with explicit explanation of errors and grammatical rules on the margin. On the other hand, the participating instructors corrected the compositions produced by the control group, but this time they only provided an overall commentary by writing suggestions to improve the compositions. The results of the study revealed a notable difference between the two groups because the experimental group showed a much better performance than the control group in general writing accuracy. Binglan and Jia (2010) thus concluded that these students achieved a significant accuracy in writing when they were provided with direct corrective feedback combined with explicit written explanation.

2.6. Students' Views and Preferences on Corrective Feedback Types

So far, I have presented several studies that focused on the usefulness of feedback and the different types of feedback that were provided to learners for error correction. On the other hand, there are other studies that investigated the views of learners toward feedback and types of feedback. There has been a great deal of literature discussing the significance of L2 students' preferences related to corrective feedback. There are researchers who asserted that student preference should not be ignored when it comes to providing feedback. Leki (1991) explains that students have certain expectations from teachers when it comes to language learning, and states that "ignoring their request for error correction works against their motivation" (p. 210). Ferris (1999) also maintains that students' desires and preferences for correction is one of the most important reasons to continue to provide error correction.

Kanani and Kersten (2005) conducted a study to investigate whether feedback practices of teachers and students' preferences for feedback matched. The participating teacher in this study underlined or circled the students' errors, but did not correct the error or place a code for it. The study revealed that while the students appreciated the teacher's feedback, they expected more explicit feedback from their teacher.

In another study, Diab (2006) explored 156 EFL Lebanese students' attitudes towards corrective teacher feedback related to different aspects of their writing such as content, organization, grammar, vocabulary choice, and writing style along with students' preferences for various teacher papers' marking techniques. He found that the students who participated in the study were not sure of the accuracy of their written compositions. The students also believed that all parts of their writings were equally important, and most of them maintained that they valued every teacher mark or comment on their papers. They also opted for more direct error correction and wanted all their errors to be corrected by the teacher on their papers. Some of the students also expected to receive teacher comments on the ideas of their writing. This finding was considered interesting as students generally tended to receive comments and feedback on the form rather than the content in their writing (Diab, 2006).

In a perception-focused study, Lee (2008) analyzed students' perceptions from different perspectives by gathering data using tools such as student questionnaires, a teacher interview, and analysis of feedback practices. After the study, she concluded that students generally opted for more teacher comments and expected more direct (explicit) feedback on their writings. Besides, students could not always figure out the teacher feedback on their papers on their own. Considering these, it is crucial for teachers to adapt their feedback practices according to the needs of their students. The findings of Amrhein and Nassaji (2010) support Lee's (2008) findings in that the students preferred having all their errors clearly marked and corrected by the teacher as they believed that seeing their errors marked and corrected would help them learn and remember better.

In another study, Kahraman (2013) examined the interaction between learners' attitudes toward corrective feedback and their level of writing anxiety along with their writing performances. Participants of the study were 125 freshmen students who attended a "Composition Writing Skills I" course in the English Language and Literature department at a university in Turkey. The participants, whose English proficiency levels varied from pre-intermediate to intermediate, were randomly assigned as the control and experimental group. The participating students in the control group were provided with merely un-coded feedback while all the mistakes of the participating students in the experimental group were underlined, and they were provided coded feedback. The findings of the study revealed that the participants had positive attitudes toward corrective feedback in general. In addition, the study revealed that receiving feedback from the teacher seemed to foster good and effective

writing. Another important finding of the study was that coded-feedback had a more positive impact on the improvement of writing than un-coded feedback.

Although the students' views and preferences related to corrective feedback were investigated in many different studies, the results of these studies may yield different outcomes, even applied with the same participants. This could be because students' views might change because of their improvement in language proficiency. A learner who has a low proficiency level of English might prefer receiving explicit feedback. However, as the learner makes progress in English, his or her preference may change. Related to this issue, Sakalı (2007) carried out a study with 200 students who had pre-intermediate level of English proficiency. The results indicated that majority of the students changed their preference as time went on due to their progress in L2 writing. This finding suggested that teachers may need to provide different types of feedback depending on students' level of proficiency and needs. Since students' proficiency levels change over time, their ability to utilize corrective feedback changes, too. To support this view, Sakalı (2007) claimed that students change their feedback preference over time due to their self-awareness of their progress in their writing skills.

As mentioned above, several studies focused on students' views and preferences on teacher feedback in L2 writing. It should be noted here that this issue has important implications for language teaching. As several researchers (e.g. Storch & Wigglesworth, 2010) suggest, learners' views towards feedback affect how much they benefit from it. In addition, in order for instructional activities to be effective, students' and teachers' views regarding corrective feedback should match. A mismatch between the two might lead to students' dissatisfaction and learning can be hampered (Brown, 2009; Schulz, 2001). Hence, students' perceptions of corrective feedback and their preferences should be investigated carefully.

In this literature review, EFL students' certain writing difficulties and their preferences as well as views related to feedback in writing have been reflected. In addition, different feedback types have been discussed in detail. Based on the relevant literature, it can be concluded that learners face several problems in L2 writing classes and providing corrective feedback emerges as a key issue in dealing with such problems. In addition, two major feedback types (implicit and explicit) have been presented in detail with their pros and cons based on the previous studies. Lastly, students' beliefs and attitudes toward these feedback types have been analyzed because feedback directs both teacher and student to benefit from feedback efficiently. It can be concluded from the studies that the different

language background of learners and their proficiency level and progress in the language may influence learners' preferences for certain types of feedback, and a certain conclusion on this issue has not been achieved yet. This study therefore aimed to investigate a group of pre-service EFL teachers L2 writing difficulties and their views and preferences on tutors' four types of written corrective feedback.

CHAPTER 3

METHODOLOGY

This chapter presents the research design, setting and participants of the study along with data collection instruments, data collection process, and data analysis.

3.1. Research Design

The present study has adopted a qualitative research method to gather information regarding the research questions. The qualitative inquiry aimed at examining beliefs, opinions and views of a group of teacher candidates with regard to their L2 writing difficulties and different types of written corrective feedback they received in their writing classes. The research design will be discussed in detail in the following sections.

Denzin and Lincoln (2008) define qualitative research as "a situated activity that locates the observer in the world" (p. 4). Creswell (2007) elaborated on the necessary steps that a researcher must undertake in order to conduct successful qualitative case study research. These steps include (a) identifying whether or not qualitative case study is the right method of research for the given study, (b) identifying the case or cases, (c) identifying what types of data (i.e. interviews, observation, and documents) will be appropriate for the research, (d) identifying type of analysis, and (e) reporting the meaning of the case. Creswell (2009) also maintains that depending on participants' views of the situation which is being studied, the researcher following the interpretative paradigm inductively develops patterns of meanings.

Investigating the nature of a lived experience is seen as significant characteristics of the present research. Writing difficulties of a group of pre-service EFL teachers and their views and preferences regarding four types of feedback might allow an understanding of these issues from learners' perspectives. In addition, it might present an exploration of how L2 writing difficulties and feedback providing should be handled by instructors.

3.2. Setting and Participants of the Study

The aim of this study was to investigate a group of pre-service EFL teachers' academic writing difficulties and their views on tutors' four types of written corrective feedback. The study adopted a qualitative approach involving portfolios that all the participants kept during the academic year, and semi-structured interviews with 16 of the participants. A total of 61 students who were studying at an ELT program were chosen as

the participants of this study and put into three groups; consisting of nearly 20 students in each class. The study lasted nearly eight weeks. The study was conducted in the ELT program of a state university in Denizli.

Table 3.1. *Distribution of Participants Regarding Their Prep. School Education*

Number of Sts.	Number of Sts. who had Prep. School ed.	Number of Sts. who had no Prep. School ed.
61	38	23

The participants were mostly native speakers of Turkish and there were also foreign students as well. The classrooms mostly consisted of students who had studied at the prep school for a year. However, there were also students who directly started their departments without studying at the prep school. In order to gather some background information regarding their previous writing experiences, an open-ended questionnaire (See Appendix 1) was conducted with 97 students at the very beginning of the academic year. According to the survey, it was seen that more than half of the students had not taken a writing class before. As a result, their L2 writing proficiency level varied. The majority of the participants (See Table 3.1.) had just finished preparatory school where they had taken classes on four skills which were reading, writing, speaking and listening during their preparatory education. They took this prep year education in the School of Foreign Languages before starting their education in the ELT program. However, there were also some students who had passed the placement exam at the beginning of the year and thus they had not studied at prep school (See Table 3.1.). These students' main concern was to get a good place at a decent university so they had been preparing for the university entrance exam, which mostly focuses on the use of grammar, vocabulary and reading while ignoring the other skills of English such as writing, listening and speaking. As a result, these students might have had more difficulty in the writing classes compared to those who had studied at prep school.

Finally, the number of the participants who were consistent in contributing to this qualitative study fell down as the study went on. There were 61 consistent participants throughout the study. In terms of the proficiency level of these students, they could be considered as B1 or B2. I did not give a proficiency test but these students were the ones who passed the proficiency test given in the School of Foreign Languages. To be successful in this test, the students must reflect a B2 level of proficiency, as decided by the administration. Although they all passed the same test of proficiency given by the School of

Foreign Languages, the participants were observed to form a heterogeneous group in terms of their linguistic competencies.

During this study, the students had 3 hours of Reading & Writing classes each week and as a part of their writing performances in the writing classes, they were engaged in producing four different types of essays. The majority of the pre-service EFL teachers had already learned how to write an essay at prep school while some others had their first essay writing experience in their school lives. During the academic year, we know that students typically have weekly assignments, and they are required to revise their written production using the feedback provided by their writing instructors. However, the feedback type teachers provide appear to be influenced by teachers' approaches to writing, time constraints, students' proficiency levels and needs, or teachers' approaches to writing instruction. Therefore, there is not a standard type of corrective feedback given to students on their writing tasks and assignments, and the teachers are free to implement their own feedback methods. However, both the writing instructors and their students (i.e., pre-service EFL teachers) who participated in this study were introduced to four types of written corrective feedback (See Appendix 2) which were investigated in this study. The instructors were kindly requested to provide these four types feedback for their students' errors throughout their writing lessons. The instructors were free to choose the feedback type they considered appropriate for the problems they observed in pre-service EFL teachers' writings. The number of the drafts the pre-service EFL teachers had to write depended on the seriousness of the problems in their drafts. The feedback types also depended on the types of problems observed. While some participants were observed to suffer from language issues more often, the problems observed in some other pre-service EFL teachers' drafts were mainly centered on meaning dimensions of writing. This also influenced the instructors' choice of feedback types. In sum, these instructors were not imposed on any kind of feedback type and they gave their free decisions based on their students' writing problems and needs. All the pre-service EFL teachers were required to revise their weekly writing assignments and save all the drafts in a portfolio. The final draft of each assignment was graded by the teacher, and the overall score obtained from these assignments had a significant effect in the grading process.

The three instructors regularly checked the works of their students in their classes and provided feedback if necessary. The students then made the necessary revisions based on the feedback provided for their errors. They also wrote their journal entries at the end of the lesson to reflect their views and opinions on the writing difficulties they have

encountered as well as the feedback types provided for them. The instructors required their students to keep a portfolio as they were supposed to keep all their essays until the end of the year for formative assessment. The pre-service EFL teachers were supposed to keep both the first and the following drafts of their works in their portfolios. At the end of the year, the instructors collected and graded these portfolios by evaluating the progress of the students in the writing classes.

3.3. Data Collection Instruments

The study made use of a questionnaire in a written interview form to gather some background information regarding the learners' previous writing lesson experiences (See Appendix 1). In addition, the participating students were asked to keep learning diaries, also known as journals (See Appendix 3) and a portfolio in which they kept all their written works. Finally, semi-structured interviews (See Appendix 4) were carried out at the end of the term to get the participating students' final views.

3.3.1. The Questionnaire with Open-Ended Questions (Written Interview)

Questionnaires are used for many purposes, most commonly to discover what the masses are thinking. Qualitative questionnaires are employed to elicit more in-depth responses and are usually designed to include open-ended questions. An open-ended question allows participants more options for responding while a closed-ended question provides a preset response (Cresswell, 2012). In this respect, questionnaires with open-ended questions can be implemented as "written interviews".

In qualitative research specifically, written interviews with open-ended questions are used to determine the implications of central themes on the bases of their specific context. The main purpose in interviewing is to grasp the meaning of what the interviewees say (McNamara, 2009). Generally, open-ended questions are asked during interviews with the aim of obtaining impartial answers, while closed ended questions may force participants to answer in a particular way (Creswell, 2012; McNamara, 1999). In this study, I made use of a background survey in the form of a written interview (See Appendix 1) to gather some background information regarding the pre-service EFL teachers' previous writing experiences.

3.3.2. Portfolios

Portfolios might be defined as the collections of learners' work which display students' endeavors, how they progress, or demonstrate achievement in certain areas. Portfolios have a purpose since they are supposed to reflect the collections of students' work based on certain criteria. They also include record of students' self-reflection or assessment (Arter, Spandel, & Culham, 1995; Brown, 2004; Gottlieb, 1995; Jones & Shelton, 2006; O'Malley & Pierce, 1996).

Samples of students' work, student self-reflection, as well as clearly defined criteria are regarded as the basic components of portfolios by O'Malley and Pierce (1996). Brown (2004) maintains that portfolio is not merely a folder. Rather, it is a process during which students carefully collect, revise and evaluate their performance as well as monitoring their own language development.

Considering all these characteristics of portfolios, the pre-service EFL teachers who participated in the study were asked to keep a portfolio so that they could both observe and reflect upon their improvement and also the researcher could trace their views on the research questions. The portfolios the participants kept also included journal questions which they had to answer at the end of each writing lesson.

3.3.3. Learning Diaries (Journals)

Prinsloo et al. (2011) states that in the field of formal study, the practice of keeping learning diaries as a strategy to reinforce learning and foster critical thinking has increased in recent years. Moon (1999, cited in Prinsloo et al., 2011) points out that learning diaries have various purposes and they provide learners with the opportunity to record experience, facilitate learning and develop critical thinking skills. He also claims that their use of learning diaries promotes improvement in writing and encourages self-expression by giving "voice" to learners.

In the present study, the participating pre-service EFL teachers were required to keep a learning diary (journal) for two main reasons. The first reason was to gain a deeper understanding of their writing difficulties by stimulating their critical thinking and action. The second reason was to have an understanding of their preferences and perceptions regarding four types of corrective feedback. They were allowed to keep their diaries in Turkish, their native language, as I thought that this would help them produce longer entries since they would naturally feel more comfortable while writing about their experiences in their native language. The participants were provided with an outline to keep their learning

diaries (See Appendix 3). The outline I provided for the participants included some guiding questions so that they could understand what they were supposed to include in their entries. I also explained to them that the only reason for asking them to keep learning diaries was to record their experiences during the study. The participants felt sure they would never be judged on their feelings or opinions. The minimum requirement was that they had to write at least one entry into their learning diary about each essay. The participants were required to keep their journals in their portfolios along with other works that they had produced.

3.3.4. Interviews

Interviews have long been recognized as commonly used data collection tool. Since qualitative researchers have a tendency to provide detailed descriptions of individuals and events in their natural environments, interviewing has 'usually' been regarded as a key factor in research design (Weiss, 1994). Kvale (1996) points out that, as such events are not usually observed directly; interviewing is one of the most effective methods for obtaining and exploring such constructs.

In addition, the interactive nature of interviews makes it possible for interviewers to ask for complete, clear answers and probe into any emerging issues. According to Schostak, (2006, p. 54) an interview can be described as an extendable conversation between partners which aims at having an 'in-depth information' about a particular topic or subject, and by which a phenomenon could be interpreted based on the meanings interviewees bring to it.

 In the field of social science research, three main types of interviews are frequently employed, each of which serves a different purpose. The first type of interview is called structured interview. This type of interview mostly includes a set of predetermined direct questions and require immediate, mostly 'yes' or 'no' type, responses. Therefore, in such an interview, the interviewer and interviewees would not have much freedom (Berg, 2007). The second type of interview is the open-ended (unstructured) interview. Gubrium & Holstein (2002) maintain that compared to structured interview, this type of interviewing allows more flexibility and freedom for the implementation of interviews. Therefore, the interviewer here would be more "keen to follow up interesting developments and to let the interviewee elaborate on various issues" (Dörnyei, 2007, p.36). The third type is the semi-structured interview, which is a more flexible version of the structured interview since it provides the opportunity on the part of the interviewer to interpret and elaborate on the interviewee's responses (Rubin & Rubin, 2005, p.88).

For the purpose of the present study, I decided to choose semi-structured design of interviews as this design would allow covering various issues concerning my study. In order to identify the views and perceptions of the participants in-depth, I interviewed sixteen pre-service EFL teachers after they had submitted their portfolios to the instructors at the end of the year. Three male and thirteen female students were selected with a purpose. This purposive selection was based on the fact that the participating pre-service EFL teachers had to reflect the whole group. Since I was not the instructor of the participants, I asked the opinions of the instructors and relied on their judgements about their own students. In sum, the selection was made among the most verbose pre-service EFL teachers who we thought would provide essential amount of data.

The interview questions, which were written in English initially, were translated into Turkish. (See both English and Turkish versions of the student interview question in Appendix 4). Interviews were conducted in Turkish so that the data collection process would be easier. The participants, in simple terms, were asked to a) *name any difficulties they had during essay writing* b) *name the types of feedback they received* c) *explain whether they had benefited from these feedback types* and d) *name the most effective feedback type for them*. The interviews were audio-taped for transcription purposes.

3.5. Data Collection Process

I collected the data in the spring semester of the 2015-2016 academic year at an ELT program of a state university in Denizli. At the beginning of the term, I informed the three instructors about the aim of my study and they all willingly allowed me to conduct my study with their students. As the first step, I informed both the instructors and their students (i.e., pre-service EFL teachers) in three different classrooms about the four types of feedback they were going to make use of throughout the term. I distributed a copy of the four types of feedback to each student with some examples so that students could understand these feedback types better (See Appendix 2). I also informed the students about the journal (learning diary) questions which they were supposed to answer after each class. I got the students' written consent allowing me to examine their portfolios together with their journal entries. As indicated above, I also got the permission of the three instructors of the Advanced Reading and Writing course to integrate my study concerns into their writing classes. Since this university and the curriculum followed for language teacher education has not specified any kind of feedback forms to be used in writing classes, instructors are free to use their own style for responding to the students' texts. However, for research purposes, I kindly

requested the instructors to provide four types of feedback while responding to their students' written text as these types were of the main foci of the present study. I informed them of these types in order to refresh their minds without imposing any of feedback types to be used. In other words, these participating instructors were free to use among these four types of feedback according to their own observations of pre-service EFL teachers' problems in writing.

Before I started the data collection process, the participants had already studied the basics of good essay writing. During the study, the participants were taught to write different types of essays such as opinion essay, cause and effect essay, and compare and contrast essay in the writing sessions of the course. At the end of each session, students were given a topic or they were asked to come up with a topic on their own to write about. They were asked to finish writing an essay within the time limit of the lesson. They were given the freedom to use dictionaries and reference tools while writing their initial drafts and during revisions. However, the participants were asked to work alone as this had great significance for the reliability of the results. They all agreed to write all the drafts and make all the revisions by themselves without consulting someone. After they finished writing the first draft of an essay in class, the instructors collected the essays, gave different types of written corrective feedback dealing with the content and organization of the texts and then returned the essays to their students. These feedback sessions were implemented after each essay was submitted to the instructors for revision. After they received their feedback and made the necessary corrections, the participants answered the questions in their journals which were related to the writing difficulties they had encountered during the writing session and the different types of feedback that they had received from their teachers. The students kept all the drafts and revised versions of their writings and journal entries (learning diaries) in their portfolios. At the end of the eight weeks, I collected the portfolios in which the participants included all their written works and learning journals as these journals were one of the main data collection tools of the present study. As the last step, I interviewed sixteen volunteering students to get their final views in-depth. The aim of conducting interviews with these participants was to get more data on the issues raised through the research questions of the present study. The data collection process was completed in nearly two months. The overall data collection process is illustrated in the figure 3.1. below.
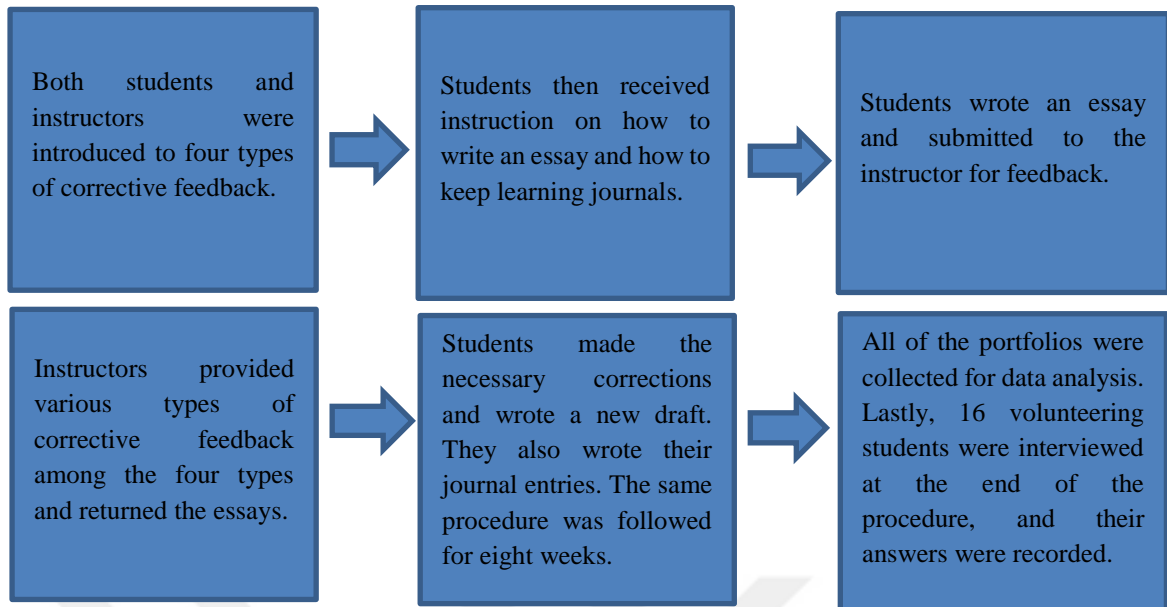
Figure 3.1. Data collection process

3.6. Data Analysis

The present study focused on identifying the L2 writing difficulties of a group of pre-service EFL teachers and their views on four types of written corrective feedback. This study employed qualitative data collection methods. The data collected were classified and prepared for analysis when the data collection procedure ended. The student interviews were transcribed and translated into English. Next, the transcribed data was analyzed through pattern-coding process (Miles & Huberman. 1994) to identify recurrent themes. Pattern-coding is defined as a method of "grouping large numbers of texts into smaller numbers of sets or themes" (Miles & Huberman, 1994, p. 69). The participants' statements were read in detail for several times so as to determine consistent and contradictory patterns. As the next step, the statements were divided into segments which were labeled as codes. Having finished coding the whole texts, similar codes were grouped while overlapping and/or redundant codes were omitted. As the last step, the frequencies and percentages were calculated based on the number of responses with the same codes in each category. In order to ensure the reliability of the analysis, a colleague also analyzed a quarter of the data as supported by Creswell (2007). No major differences were observed and we reached an agreement on the recurrent themes in our analyses. In addition, the participants' journals were examined. As for the journals (learning diaries), the statements of students were carefully read and the frequencies and percentages were calculated for each question.

CHAPTER 4: RESULTS AND DISCUSSIONS

This chapter presents the findings and the discussion of the study. The purpose of the study was to identify a group of pre-service EFL teachers' L2 writing difficulties and their views and preferences regarding what type of feedback they expected to be given. The data of the study were gathered through learning diaries (journals) and semi-structured interviews. The results of the study have been presented on the basis of the research questions.

4.1. Writing Difficulties of Pre-service EFL Teachers in L2 Writing

Research Question 1: Based on their statements, what are the participants' main difficulties in L2 writing?

In order to answer the first research question, the data related to the common writing difficulties of the participants were collected via learning journals (See Appendix 3). Furthermore; semi-structured interviews were conducted with these participating pre-service EFL teachers at the end of the procedure to gather more data on this issue.

Journal Question 1*: In which of the following areas did you have difficulty in your written compositions today?

Table 4.1. *The Writing Difficulties Participants Mentioned in Their Journals*

Difficulty Area	Number of Participants	Total Number of Journals	Frequency of Difficulty Occurrence
Use of Grammar	61	235	168
Use / Choice of Vocabulary	61	235	96
Generating Ideas	61	235	83
Punctuation	61	235	47
Spelling	61	235	45
Textual Organization	61	235	33

4.1.1. Use of Grammar

According to Table 4.1., a striking result was observed. A big proportion of the difficulties were observed in the use of grammar. The participants generally stated that their lack of grammatical rules created these problems. Most of the participants especially emphasized that they had difficulty in articles, subject-verb agreement, active-passive usage, conjunctions and prepositions as well as complex structures of English such as noun clauses.

The high percentage of difficulties regarding the use of grammar might stem from the teachers' views about grammar teaching and the importance of using grammar appropriately in writing classes. The teachers' awareness of students' grammatical needs might have made them focus on grammar teaching frequently in their essay writing courses. Teachers might hold different views about how to teach grammar, but most of them see it as a crucial component of writing. Therefore, because of the importance attached to accuracy in grammar in English language teaching in Turkey (Kırkgöz, 2006), the participating instructors might have tended to correct grammatical errors more than the other difficulty areas.

The findings of the Table 4.1. agree with the findings of Nyamasyo (1992) who analyzed exam papers from a cross-section of 18 to 20 year-old students at a high school. His analysis clearly showed that Kenyan pre-university students had quite a lot of grammatical and lexical errors in their written work in English. Another study which had similar results with this specific study was carried out by Mourtaga (2004) who carried out a study in which 35 male and 35 female Palestinian freshman students wrote on one of 18 different topics regarding student writers' life and culture. Findings revealed that students' errors in the use of verbs and articles were the most frequent.

The findings presented in the Table 4.1. also support the findings of Darus and Subramanian (2009), who analyzed the types of errors made Malay students in their L2 writings. The results of the study revealed that the error committed by the students were mainly grammatical. The students also suffered from weak vocabulary and they committed errors in sentence-level structure rules in L2. Considering these findings, they reached the conclusion that the students had problems with essential grammatical rules in English language. When the findings of the study were taken into account, it was suggested that teachers should teach their students some ways of the mastery of essential grammatical rules of L2.

As the above mentioned studies demonstrate, use of grammar is the biggest problematic area for L2 learners in their writing endeavors, which was also the case for the participants of the current study. The reason for the prevalence of grammar errors could be that most of the writing instructors in Turkey believe correcting language use mistakes and teaching students to use language accurately is their main concern. In addition, students expect to receive feedback on their grammar mistakes as they believe that grammar accuracy is important for their performance in exams (Schulz, 2001). Therefore, teachers tend to correct grammatical mistakes more frequently than the others to meet their students'

expectations. Another point to consider is if these teachers have been taught writing by teachers who dealt with mostly the issues of grammar, vocabulary and mechanics, they may have acquired the impression that these are the only main issues of writing. In addition, institutional rules like the grading criteria imposed on the writing teachers might cause these teachers to believe that accuracy is more important than meaning-making, messages and organization. Lastly, students in Turkey view grammar as the core of English learning due to traditional "paper and pencil" tests (Kırkgöz, 2006) and therefore expect their grammatical errors to be corrected by their teachers.

On the other hand, there is little evidence supporting that the teaching of formal grammar is efficient in improving the quality, fluency and accuracy of students' writing in English (Andrews, 2005; Andrews et al., 2006; Balester, 2009, Johannessen, 2001). In order to deal with grammar mistakes, grammar can be taught implicitly in writing classes through correcting students' grammatical mistakes in their writings. However, it should be noted that focusing too much on students' grammatical errors might affect students' attitudes towards writing classes negatively.

4.1.2. Use /Choice of Vocabulary

Table 4.1. indicates that the incorrect use and choice of vocabulary ranked as the second most problematic area for the participants in their writing classes. Some pre-service EFL teachers stated that they didn't have enough vocabulary to express their ideas on the paper while others focused on the lack of variety in their vocabulary use. In addition, most students attributed the difficulty in vocabulary to their prior knowledge of the topics of writing. They stated that whether they would have difficulty in an essay writing depended on their familiarity with the topic and the repertoire of their vocabulary. Another problem mentioned in this section was the wrong choice of vocabulary. Some students stated that some words had multiple meanings, so they got confused about which one to use in a sentence. Some other difficulties the participants mentioned included using synonyms and antonyms, and using idioms and collocations.

The findings reflected in Table 4.1. supports the findings of Abaya (2006), who conducted a study to analyze the vocabulary errors observed in the written compositions of eight students in Nyamira district, Kenya. The findings indicated that the errors related to the use of vocabulary errors consisted of: confusion of synonyms, inappropriate collocation, incomplete sentence structures, first language interference and coinage. When the findings of the study were taken into account, it was suggested that teachers need to make use of

various reading texts in order to expose their students to new lexical items and different sentence structures.

Some other researchers have also conducted studies that yielded similar results to the ones obtained in the present study. For instance, Fan (2009) carried out a study in which he compared the collocational use of ESL students from Hong Kong and native speakers in the writing classes. He found that the problems attached to collocational use of ESL students are influenced by their mother tongue, their inadequacy in the target vocabulary and grammar of the target language. Findings of the study highlighted that collocational knowledge should be considered as an essential part of the learning and teaching processes of new vocabulary. Similarly, Li (2005) found that 188 collocational errors occurred in Taiwanese EFL college students writing consisting of 121 grammatical and 67 lexical ones. These results suggested that L1 interference errors were observed frequently in the participating students' writing.

As the above mentioned studies demonstrate, use/choice of the vocabulary is a problematic area for L2 learners in their writing endeavors, which was also the case for the participants of the current study. Many L2 students suffer from a lack of vocabulary in Turkey because they usually memorize the words they have learned out of context due to the traditional exam system (Kırkgöz, 2006). Therefore, they have difficulty in using these words in a sentence appropriately. Considering this issue, it might be a good idea for teachers to come up with some vocabulary learning strategies by which they can teach vocabulary in context and enhance their students' repertoires of vocabulary. Teachers should also consider the levels and needs of their students when they plan these strategies. In this way, students might be able to use the vocabulary appropriately in the writing classes, as well.

4.1.3. Generating Ideas

As Table 4.1. illustrates, generating ideas ranked as the third in terms of the participating pre-service EFL teachers' difficulties in their writing classes. Lack of ideas during essay writing was a repeated concern for many students from different perspectives. Some students stated that they were unable to generate ideas to support their thesis statements in their writings. Furthermore, some other students complained that some topics chosen by the teacher were too difficult or unfamiliar for them to generate ideas. They admitted that a lack of topic prior knowledge was a barrier for them and they had great difficulty in generating ideas in elaboration and adding details.

The findings presented in Table 4.1. agree with the statements of Rabab'ah (2003), who states that students often suffer from a lack of vocabulary in L2 writing. Therefore, they

find it difficult to reflect their opinions accurately in L2 writing. These difficulties might be solved by promoting extensive reading among students so as to enhance their vocabulary level. Suffering from a lack of adequate vocabulary which results in poor expression in L2 writing is a difficulty that students encounter in learning L2 writing skills (Ouma, 2005). As can be understood from these statements, having a wide range of vocabulary repertoire affects learners' ability to generate ideas on a given topic.

Another reason why the participants had difficulty in generating ideas could be related to lack of grammatical knowledge in L2. When it comes to L2 learning and teaching, writing is seen as a means to reflect grammatical knowledge of the language, vocabulary, cohesive devices, and syntactic knowledge. Through writing, learners need to demonstrate their understanding by constructing sentences that reflect their knowledge of the language. As a consequence, writing is considered as "an extension of grammar teaching" (Hyland, 2015, p. 146). As one can understand from these statements, learners need both grammatical and lexical knowledge to express their ideas in a written composition.

Another research study which confirmed the findings of this study was carried out by Salem (2007, as cited in Huwari & Al-Khasawneh, 2013), who stated that ESL and EFL students encounter difficulties hindering them from writing effectively. Students in this study frequently stated that they had difficulty in beginning to write, namely in generating ideas.

As can be clearly seen above, generating ideas can be problematic for students including the participants of this study. They might not possess topic-related knowledge, or the necessary vocabulary or grammatical knowledge to express their ideas on paper. When students do not possess knowledge, they cannot produce quality writings. To overcome this problem, learners should be encouraged to do extensive reading or do online search to gain knowledge about the related issues. Another good idea might be to get ideas by brainstorming and discussion with their classmates. This would allow for more creative ideas and enable students to express themselves in a better way. Another reason for not being able to generate ideas on a given topic might be lack of vocabulary as students need appropriate words to convey express opinions on a writing composition.

4.1.4. Punctuation

Table 4.1. illustrates that punctuation errors, though not as common as grammatical or lexical errors, constituted another serious problem for L2 students. Some students stated that using comma (,) appropriately was a big challenge for them while some others stated

they forgot to add full stop (.) at the end of a sentence. Several of them also maintained that they were not aware of their punctuation errors and stated that they lacked knowledge of some punctuation marks. Davidson (2005) maintains that students encounter difficulties in L2 writing owing to several factors in the learning process. The English language has a lot of irregularities and idiosyncrasies that lead to a number of difficulties in writing particularly for second language learners. Students tend to commit errors using comas, full stops, semi colons and colons, and this has a negative impact on their L2 writings. Problems related to the use of capitalization are also observed as a part of the punctuation difficulties which might be attributed to a lack of practice or ineffective teaching.

The findings presented in Table 4.1. support the findings of Mourtaga (2004) who examined the texts and other data of Palestinian freshman students and saw that they had errors in punctuation and many of these errors stemmed from both Arabic and English. In another case, while reviewing students written texts, Al-Hazmi (2006) noticed that punctuation was the least edited part of Saudi students' writing in English. This implies that use of punctuation is ignored by students in general. Therefore, they don't struggle to learn the punctuation rules of the target language.

As we know, punctuation is one of the problems L2 students face while writing because it is underestimated by students. Students mostly focus on grammar, vocabulary and content when they produce a piece of writing. As a result, they ignore punctuation marks. Another reason why students make and complain about punctuation errors might be the negative impact of technology on their writing habits. Students usually send texts messages in an informal style without using punctuation marks in their everyday lives (Yousaf & Ahmed, 2013). Therefore, they might do the same in their academic writings. Finally, the poor level of punctuation knowledge in their mother tongue might be another reason for these punctuation errors in L2 writing.

4.1.5. Spelling

Spelling, just like punctuation, is a technical writing skill that students need to master. As Table 4.1. indicates, spelling and punctuation constituted more or less an equal degree of problem for the participants. Some students stated that they experienced some spelling difficulties because they didn't use some words frequently enough to spell them correctly. In addition to this, several students maintained that they made spelling mistakes without being aware of it. Regarding this issue, Bancha (2013) noted that spelling mistakes might occur when students are not concentrated enough due to tiredness or carelessness about the

correctness of words. The participants of the present study might have suffered from these negative factors, as well. Furthermore, for English language, which is highly opaque, Harmer (2001) states that the sound of a word and the way it is spelt is not always clear. In addition, he states that the reason spelling is difficult for students is "…the fact that not all varieties of English spell the same words in the same way". For example, the way American English pronounce the word '*behavior'*, differs from British English '*behaviour'*. Davidson (2005) states that students encounter difficulties in L2 writing because of a number of factors involved in the learning process. The English language has a lot of irregularities and idiosyncrasies which constitute various problems in writing particularly for L2 learners.

The findings of Table 4.1.are in line with the findings of Alhaisoni, Al-Zoud and Gaudel (2015), who carried out a study to analyze the spelling errors of Saudi beginner learners of English who were enrolled in an intensive English language program during the students' preparatory year at the University of Ha'il. The purpose of this study was to determine deviant forms, analyzing and categorizing spelling error through the participants' writing samples, and establishing a frequency count of the errors as well as its sources. A total of 122 participants, consisting of both males and females, were given an hour and half to write on one of four familiar topics. The study found that spelling errors were made because of differences between the articulation of English words and the actual spelling of these words, and the differences between Arabic and English language systems. Considering these findings, it can be concluded that negative transfer of L1 also affects the spelling of the words of the target language negatively.

Hameed (2016), who conducted a study and investigated the mechanics of writing, analyzed the spelling errors made by 26 Saudi university students of different proficiency levels. The participants of the study were asked to complete a dictation exercise of 50 words. The dictation included words which were considered problematic for the learners (containing silent letters, consonant clusters, homophones, etc.). The results of the study revealed that four types of spelling errors occurred: substitution, omission, transposition and insertions.

As indicated in the Table 4.1., the participants of the present study stated that they suffered from spelling problems in their writing classes. This might be because of the fact that students mostly focus on the meaning of the words rather than their spellings. Another reason could be the lack of practice with the new words that have just been learned. Finally, the negative transfer of L1 knowledge might lead to spelling problems for the participants as there are many words with similar spellings in both English and Turkish. In order to overcome such problems, it is suggested that students should try to use the newly learned

words frequently so that they could learn how to spell these words correctly. Furthermore, developing some self-learning strategies for correct spelling can help learners deal with this problem.

4.1.6. Textual Organization

Textual organization refers to writers' ability to address one topic in several coherent paragraphs with relevant sentences. It is easy to recall and grasp the meaning when the information is presented in an organized way. (Grabe & Kaplan, 1996). Therefore, coherence is a significant feature of a text as it ensures the logical flow of the ideas and information embodied in discourse (Bex, 1996). Table 4.1. demonstrates that textual organization was the least problematic area for the participants in this study. Most of the pre-service EFL teachers who participated in this study claimed that organizing ideas in a logical order didn't constitute a big problem for them. As long as they had sufficient knowledge about the topic, they were able to present their ideas in an organized way.

The findings of Table 4.1.are in line with the findings of Uysal (2008), who carried out a study and investigated whether there were any shared writing preferences or patterns in the Turkish and English argumentative essays of Turkish students. The findings of the study indicated that there were commonalities or preferences in rhetorical patterns especially with the organization of essays around an introduction, body, and conclusion. As can be understood from these findings, the researcher stated that the participants might have transferred their L1 writing knowledge to L2 writing or vice-versa. Similarly, the reason why the participants of the present study stated that they didn't have much difficulty in text organization could be attributed to the fact that they also made use of their L1 writing knowledge regarding text organization while writing their essays in English.

On the other hand, the findings of Table 4.1.are not in line with the findings of Khuwaileh and Al Shoumali (2000), who conducted a study on the analysis of Jordanian students in Arabic, their first language, and English as their second one. They found that 55% of the students wrote compositions in both first and second language that lacked organization of thoughts and with no logical connection of ideas. As one can see, unlike the participants of the current study, textual organization constituted a major problem for these learners. Furthermore, Ahmed (2010) examined the writing compositions of EFL Egyptian students and reported similar problems concerning sequencing ideas and writing topic sentences.

Moreover, in a study with a very similar group of participants, Yaylı (2011) found that the pre-service EFL teachers who were engaged in genre-based writing activities had difficulty in organizing their written compositions since it was the first time the students had been instructed in genre-based writing. The participants had some problems while dealing with genre-based tasks as they were only familiar with paragraph or essay writing until this study. However, the participants made progress in producing several different genres, and their attitudes changed. Their positive remarks related to genre-based instruction at the end of the study implied that writing teachers in L2 classrooms should consider integrating genre-based teaching into their syllabuses. Although in the presents study, the pre-service EFL teachers were engaged in writing a single genre, which was essay, there were some common issues observed. For instance, the participants in the present study were also observed to suffer from issues related to textual organization and some found following the writing cycle (i.e., drafting, receiving feedback, revising and portfolio keeping) difficult. As some language learners might have certain writing goals and different types of writing experiences in their minds, it would be a good idea for writing instructors to conduct a needs and analysis survey. Based on the results of this survey, L2 writing instructors ought to consider adopting a genre-based approach during their teaching practices of L2 writing in their classes (Yiğitoğlu, 2014). Similarly, if teacher education programs allow for genre-based pedagogies in their actual programs, teacher candidates may increase their awareness toward genres and their socio cultural contexts of use and thus their chances of integrating such new literacy practices into their future teaching will increase (Yaylı, 2011).

All in all, it is certain that the quality of textual organization partly depends on the brainstorming and planning part of a writing session as pre-writing session forms the general outline for students and guide them through the writing tasks. In addition, L2 writers will be only good at organizing their ideas provided that they have familiarity with the topic and the genre of writing. This might encourage writers to produce writings that are rich in content with good textual organization. Finally, transferring their L1 writing knowledge to L2 writing might be helpful for writers in text organization as languages possess some similarities in several aspects.

4.2. Participants' Views and Preferences on Corrective Feedback

Research Question 2: Based on their statements, what are the participants' views on four types of feedback?

2a. In their statements, which feedback type do they mention as the one that contributes most to the writing difficulties they mentioned earlier?

2b. In their statements, what benefits do they mention for these feedback types?

The rest of the items (*Journal Question 2, 3, and 4*) in participants' journals (See Appendix3) were related to their views on four types of corrective feedback.

Journal Question 2: Which of the following feedback types have you received from your teacher in your writing lesson today?

- direct correction
- underlining and describing the error
- describing the error but not marking the location
- underlining the error only

Table 4.2. *Corrective Feedback Types Provided to Learners by Teachers*

Feedback Type	Number of Participants	Number of Journals	Number/Frequency of Received Feedback Type
Direct correction	61	235	155
Underlining the error only	61	235	101
Underlining and describing the error	61	235	79
Describing the error but not marking the location	61	235	30

As seen in Table 4.2., according to the participants' journal entries, their teachers provided four particular types of feedback for the errors their students made during the writing classes. This implies that teachers value the effectiveness of different types of feedback in their writing classes. It can be clearly seen in the Table 4.2. that the feedback type mostly preferred by teachers was *direct correction*. Bitchner et al. (2005) maintained that direct or explicit feedback occurs when the teacher identifies an error and specifies the correct form above or near the error. The teachers might have preferred this type of feedback as they tend to believe that when students see their errors corrected on their papers, they will improve their accuracy in writing classes. Another reason for the popularity of direct corrective feedback could be that it is more understandable for students than the other types.

In addition, teachers tend to believe that their students need explanation for many of their mistakes. They expect that if they are given the correct answer, they can make use of the feedback they have received without much effort because it is clear.

The findings of the Table 4.2.are in line with the findings of the study conducted by Chandler (2003), who investigated whether teachers should provide direct correction for the errors or just mark and describe errors. He discovered that teachers preferred to provide direct correction since this enabled learner to commit fewer errors in the long-term compared to just describing the type of errors. Besides, direct correction helped students to be more accurate in revision sessions, and teachers found it the easiest and most useful kind of feedback as their students could incorporate it into their texts while revising them. Similarly, in the present study direct correction was also found to be the most preferred type of feedback by the participating writing instructors as they noticed the positive effect of this type of feedback on their students within a short time.

In another study which justified the teachers' preferences for direct correction, Bitchener et al. (2005) tried to investigate the effectiveness of three types of feedback: direct correction with explicit written feedback accompanied with five-minute face to face individual conferences, providing direct correction with explicit written feedback only and no feedback at all. The study revealed that the students who were given the two explicit types of feedback improved their accuracy in writing considerably more than the no-feedback group. These findings reveal that teachers, just like the participating writing instructors of the present study, tended to provide direct correction for several reasons.

In another study, Binglan and Jia (2010) investigated whether combining direct corrective feedback with explicit explanation would have a positive effect on the long-term accuracy in writing. 44 second year Chinese EFL university students, divided into two groups, participated in the study. The results of the study revealed the experimental group achieved a much more significant accuracy in their writings when their teachers provided direct corrective feedback combined with explicit written explanation than the control group, who were provided an overall commentary by writing suggestions to improve the compositions. As can be seen here, the findings of this study also justified the use of direct correction by teachers.

As the above mentioned studies indicate, just like the writing instructors of the participant students in the present study, many other teachers also prefer to provide direct correction for their students' errors in their writings and they have their reasons for this. Direct corrective feedback, as Ellis (2009) states, provides learners with explicit guidance

about how to correct their errors in their written texts, which is necessary if learners lack the necessary linguistic competence to self-correct their errors. Therefore, the writing instructors of the participant students in the present study might have preferred this type of feedback considering their students' needs and expectations.

Table 4.2. indicates that *underlining the error only* was the second most frequently received feedback type by the students. This type of feedback might have been preferred by the teachers because it guides students to self-correct their mistakes. Bitchener and Knoch (2008) state that researchers who support the use of indirect written corrective feedback (Ferris, 1995; Lalande, 1982) have claimed that it may promote deeper language engagement and processing as it requires the student to get involved in "guided learning and problem solving," thus resulting in the "type of reflection that is more likely to foster long-term acquisition" (p. 415). Another reason for providing an implicit type of feedback could be that when teachers think a student has enough proficiency to self-correct their mistakes, they give an implicit type of feedback. The participant students in this study studied at an EFL program so their proficiency in English might have been considered suitable for this type of feedback by some writing instructors. In other words, teachers tend to believe that students with a high level of competence do not need to be provided feedback explicitly.

As Table 4.2. demonstrates, *underlining and describing the error* ranked as the third common feedback type that the participating writing instructors provided for their students. The participating teachers might have provided this type of feedback not very frequently as they tend to believe that providing explanation on the error does not meet some of the students' requirements for learning. In addition, it causes confusion and demotivation towards error correction. It should be noted here that the level of proficiency of the students again plays a role here. Some students might need a more explicit description of the errors they have made. Such students want to see more comments and explanations regarding their errors so that they can make the necessary corrections on their papers. In the present study, the participating students were already proficient with B1-B2 levels of proficiency but still they did not receive such feedback often and their course instructors did not provide this type of feedback frequently.

As seen in Table 4.2., the least provided corrective feedback type was *describing the error but not marking the location*. Teachers might have a tendency to avoid this type of feedback as learners expect to see the exact location of the errors they have made. This type of feedback might create ambiguity for learners and prevent learning since some learners

might not be able to find the location of their errors by themselves. As a result, they need more guidance from their teachers on error correction.

Research Question 2a. In their statements, which feedback type do they mention as the one that contributes most to the writing difficulties they mentioned earlier?

Journal Question 3: Which feedback types were the most useful to deal with the writing difficulties you mentioned earlier*?*

Table 4.3. *Students' Preferences across Four Feedback Types*

Feedback Type	Number of Participants	Number of Journals	Number/Frequency of Feedback Types Found Most Useful
Direct correction	61	235	140
Underlining and describing the error	61	235	44
Underlining the error only	61	235	40
Describing the error but not marking the location	61	235	13

As Table 4.3. clearly demonstrates, the participating pre-service EFL liked receiving all the types of feedback in general. However, when it comes to the most useful types of feedback, they mainly favored the explicit types of feedback like *direct correction* more than the implicit ones.

The findings of the Table 4.3.are in line with the findings of Chandler (2003), who analyzed 31 students' views and preferences related to explicit and implicit feedback types. After analyzing the results of the study, Chandler concluded that direct correction was the most preferred by students because they can benefit from it easily. This type of feedback was also seen to be preferred by teachers since they can respond to students' writings within a short time.

Another study which supported the findings of the Table 4.3 was conducted by Diab (2006), who analyzed 156 EFL Lebanese students' attitudes towards corrective teacher feedback related to different aspects of their writing such as content, organization, grammar, vocabulary choice, and writing style along with students' preferences for various teacher

papers' marking techniques. Diab (2006) found that most of the participants in this study, just like the participants of the present study, opted for more direct error correction and wanted all their errors to be corrected by the teacher on their papers. The participants also expected to receive teacher comments on the ideas of their writing. The findings of Amrhein and Nassaji (2010) also support the findings of the Table 4.3.in that the students preferred having all their errors clearly marked and corrected by the teacher as they believed that seeing their errors marked and corrected would help them learn and remember better.

In another study conducted in Turkey, Coşkun (2007) investigated the preferences of students for error correction and found similar results. The participants in his study were fourth-year students of Department of Foreign Languages Education at Abant İzzet Baysal University and Hacettepe University in Turkey. The results of the study revealed that majority of the students, just like the participants of the present study, favored direct error feedback and wanted the teachers to provide them with the correct form. This study is significant as these students were also pre-service EFL teachers and their views and preferences regarding corrective feedback would play a key role in shaping their feedback practices in writing classes in their future teaching practice.

The reason why the majority of the participants preferred direct correction in the present study could be that direct correction was more obvious and understandable than the other types of feedback. In direct correction, the teachers indicated the errors and corrected them for the learners. Therefore, it might have helped them better to understand their mistakes and improve their accuracy in writing. The learners with a lower proficiency level of English among the participants especially might have benefited from this type of feedback as they might have been unable to figure out their errors by themselves. Although all of the participants passed the same proficiency test given at the School of Foreign Languages, some were still behind others in terms of their linguistic competencies.

On the other hand, the Table 4.3. indicates that some learners, probably the students with a higher level of proficiency, liked being provided implicit type of feedback such as *underlining and describing the error* or *underlining the error only.* These students might have been the ones who just liked to be guided by the teacher and wanted to correct their errors themselves. By doing so, they might have felt that they achieved a more permanent learning.

In a previous study, which supported the use of indirect feedback, Kahraman (2013) examined the interaction between learners' attitudes toward corrective feedback, their writing anxiety, and their writing performances. Participants of the study were 125 freshmen

students who were enrolled in a "Composition Writing Skills I" course in the English Language and Literature department at a university in Turkey. The study revealed that receiving feedback from the teacher seemed to foster good and effective writing in general. Another important finding of the study was that coded-feedback, namely underlining and describing the error with cues, had a positive impact on the improvement of writing. Students who want to take more responsibility for their progress in the target language tend to prefer receiving implicit type of feedback as they believe that discovering the correct forms of the errors on their own provide a more permanent learning for them (Ferris, 1995). Therefore, some of the participants who wanted to take more responsibility for their own learning in the present study might have favored implicit type of feedback types.

Table 4.3. also demonstrates that the least preferred feedback type was *describing the error but not marking the location.* This might indicate that making general comments on the errors without showing the exact location doesn't help students much to enable them to improve their accuracy in their writing. The reason why students do not prefer this type of feedback as much as other types could be that students generally prefer more teacher comments rather than peer feedback and prefer more explicit feedback on their papers (Zhang, 1995).

The overall implications from the Table 4.3. could be that providing explicit feedback like direct correction is the most preferred feedback type among the students who participated in the study. These students were observed to depend on their teachers for the explanation and correction of the errors on their papers. On the other hand, providing feedback implicitly worked for a small number of students. However, it apparently didn't meet the majority of students' needs or preferences for learning. In sum, all these four types of corrective feedback are useful for students to some extent. However, the proficiency levels of the students and the type of errors should be considered while choosing the most suitable feedback type to achieve the best outcomes possible.

Research Question 2b. In their statements, what benefits do they mention for these feedback types?

Journal Question 4: In which of the difficulties mentioned above did you notice the biggest improvement after receiving feedback?

Table 4.4. *Participants' Improvement in Six Writing Difficulty Areas*

Difficulty Area	Number of Participants	Number of Journals	Number/Frequency of Difficulty Area Improved Most
Use of Grammar	61	235	126
Use / Choice of Vocabulary	61	235	41
Generating Ideas	61	235	28
Spelling	61	235	25
Punctuation	61	235	21
Textual Organization	61	235	18

As Table 4.4. indicates, most of the pre-service EFL teachers participated in this study believed that they had improved their accuracy in the writing difficulty areas that are mentioned above. The participants claimed that their biggest improvement occurred in the *use of grammar* after getting feedback. In other words, when they received feedback on their grammar errors, they stated that they were able to learn from these errors and improved their accuracy in the use of grammar. The reason for this could be the fact that teachers tended to correct the grammatical errors more than other types of errors, thus helping learners overcome their grammatical problems. Table 4.4. demonstrates that students also made the second biggest progress in the *use/choice of vocabulary*. They seemingly learned to use the appropriate vocabulary in their sentences after getting feedback on their lexical errors. Students also got better at *generating ideas* after they received feedback from their teachers. This implies that they got feedback not only on technical difficulties but also on content issues. Furthermore, students showed a similar degree of improvement in using the correct *spelling and punctuation*, which are two mechanics skills, after receiving feedback. Lastly, according to the actual statements of the participants, the least observed improvement occurred in *textual organization*. The reason why the participants claimed they didn't notice a dramatic improvement in their text organization could be that most of the participants had already learned about text organization at prep school and didn't need to learn much about it. Also, similar text organization patterns followed both in the Turkish and English languages (i.e., introduction, body and conclusion organization) might have helped the participants in this issue. In other words, the participants probably benefited from positive L1 language transfer here (Uysal, 2008).

4.3. Findings from Interviews

As the final part of the data collection process, semi-structured interviews were conducted with 16 participating pre-service EFL teachers who were chosen purposively. The participants' responses to the interview questions were content analyzed. The analysis of each question was separated under a category. For the data collected through the semi-structured interviews, content analysis was implemented and the 16 participating students' responses were categorized under recurring responses. For this purpose, the interview questions listed below were given shape as follows on the basis of the research questions of this study:

1- What were the most common problems in your writings? Grammar, vocabulary or any other areas? (Related to Research Question 1)
2- How did your teacher provide feedback in your writing classes? (Related to R.Q. 2)
3- Which feedback was the most effective one for you in general? Why? (Related to R.Q.2a)
4- Did you notice any kind of improvement in your accuracy in the problematic areas after getting feedback? (Related to R.Q. 2b)

Interview Question 1: What were the most common problems in your writings? Grammar, vocabulary or any other areas. Explain in detail, please.

The 16 participants' opinions on writing difficulties were collected through interviews. A content analysis was conducted by the researcher together with another rater to reach more reliable results. All of the participants presenting their ideas stated that they in some way experienced some difficulties in their writing classes. The themes gathered from the analysis regarding these difficulties are shown below in Table 4.5.

Table 4.4. *Themes About Writing Difficulties by the Participants*

Participants	Themes
P1,P3,P4,P6,P7,P8,P9,P10,P12,P14,P15,P16 (12)	Difficulty in Generating Ideas
P1,P2,P3,P6,P7,P11,P13,P14,P15,P16 (10)	Difficulties in Text Organization
P2,P4,P5,P6,P8,P9,P12,P13,P15 (9)	Grammar Difficulties
P1,P3,P5,P8,P10,P14,P15,P16 (8)	Vocabulary Difficulties
P4,P5,P7,P10,P13 (5)	Pre-Writing Difficulties

As Table 4.5. indicates, according to the analysis of data gathered from the interviews with 16 participants, the most recurrent theme that emerged from the statements of 12 participants was *difficulty in generating ideas*. Secondly, the statements of 10 participants pointed to the issue of *difficulties in text organization*. Furthermore, nine participants stated

that they had *grammar difficulties*. In addition, eight participants made statements related to the issue of *vocabulary difficulties*. The last theme that emerged from the statements of five participants was *pre-writing difficulties*.

Theme 1: Difficulty in Generating Ideas

According to the data gathered from the interviews, it was clear that most of the students had difficulty in generating ideas while writing an essay. This issue generally stemmed from inappropriate topic selection for essay writing. For example, P3 said *"I had difficulty in supporting my ideas in my essay because of the unfamiliar topics my teacher chose for essay writing. Teachers should be more careful while choosing the topics. I didn't like some of the topics our teacher chose for us such as comparison of physical beauty and inner beauty."*

To support this claim, P4 said, *"Choosing a good topic is important for me. I feel comfortable with familiar topics while writing an essay. For example, I had written a very good essay on the topic called home schooling while I wrote a poor essay on the topic called subliminal message."* Regarding this issue, P16 said *"I spend too much time trying to find ideas related to the essay topic given to us."* Considering all these statements, the importance of choosing an appropriate topic for essay writing emerges as an important issue which might affect students' ability to generate ideas. The participants above clearly called our attention to the connection between the selection of topics and the quality of writing. Regarding this issue, the teachers can adapt their pedagogic approaches and can mutually design such tasks that could motivate and encourage students by giving them freedom of selecting topics of their interest (Pineteh, 2013; Quintero, 2008).If students are given this freedom, they might feel more motivated and produce better works.

Another reason why students might have difficulty in generating ideas could be that some of the students found it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate academic writing style (Gonye, Mareva, Dudu, & Sib, 2012; Kalikokha, 2008). For instance, P8 said *"I can't produce enough ideas on my own related to a given essay topic. I need to do some research on the Internet on the topic."* In addition, P12 said *"I need to be guided by my teacher while finding ideas as I had difficulty in coming up with good ideas on my own."* Furthermore, P 15 said *"I find it hard to start writing an essay as I can't express myself using academic vocabulary"*. Considering these statements, it can be concluded that some students needed extra resources to gather information on an essay topic so that they could generate ideas well

on it. In addition, they expressed that they felt the need for a wide range of academic vocabulary to express themselves in writing an essay. A good idea for teachers to support their students would be to provide them authentic materials such as published articles or other reference books so that these students would have some background knowledge on the topics they are supposed to write on. In addition, asking students to do some pre-search on the Internet before coming to the class would be helpful, too. Thus, one of the best ways to follow would be the integration of some of the principles of content-based writing which suggests doing readings together with writing activities (Hyland, 2015).

Theme 2: Difficulties in Text Organization

Based on the data gathered from the interviews, more than half of the participants had problems in text organization. According to Kharma (1986), learners have a number of difficulties related to organization such as structuring the paragraph, developing the topic of a paragraph, and structuring the whole theme in a discourse. Text organization is considered as an essential component of an essay. An incoherent text makes it difficult to convey ideas, which leads to a lack of confidence in learners even if they have the necessary syntactic, lexical and grammatical command over text composition (Rico, 2014).

Related to text organization, P1 said *"I have difficulty in organizing my ideas in the introduction paragraph."* while P2 said *"It was difficult for me to organize body paragraphs in a logical order."* In addition, P7 said "There *are so many ideas that come to my mind that it is difficult to organize them in the paragraphs."* Lastly, P11 said "*I have so many ideas that sometimes I am afraid to add off-topic ideas in my essay.*" Considering all these statements, it can be concluded that students need the help of their teachers on text organization. Although they can come up with so many ideas on a topic, whether relevant or irrelevant, they have difficulty in expressing them in an organized way in an essay. It should be noted here that most of the participants (12 out of 16) who were interviewed hadn't studied at prep school. Therefore, writing an essay in L2 was a totally new experience for them, and this could be the reason why they had difficulty in text organization.

Theme 3: Grammar Difficulties

The data gathered from the interviews shows that almost 50% of the participants stated that they suffered from grammar problems while writing. For example, P2 said "*I made grammar errors while trying to make complex sentences.*" Related to grammar difficulties, P5 said "*I had grammar problems, especially with complex structures like noun*

clauses, while writing an essay. P12 said "*I had problems with the use of prepositions while writing an essay* while P13 said "I made several mistakes while using conjunctions *in my essay.*" When these statements are taken into account, it can be concluded that use of correct grammar is another great challenge that students encounter in essay writing. Although these students had been learning English grammar for years and taking many exams on it, they still complained of having several problems with their grammatical knowledge and use on a piece of written work.

Theme 4: Vocabulary Difficulties

According to the data obtained from the interviews, 8 out of 16 participants stated that they had vocabulary related problems while writing an essay. For example, P10 said *"I realize that I don't have enough vocabulary to express my ideas while writing an essay."* Related to vocabulary problems, P8 said *"I noticed that I used the same words again and again in my essay."* In addition, P14 said, *"I feel that I am not able to write an academic essay. My sentences look too simple to me due to my limited range of vocabulary knowledge."* Considering these statements, it can be clearly seen that students need a wide range of vocabulary to write a quality essay. In addition, they should also be able to use words appropriately according to the context. It should be noted here that a good writing or composition should contain appropriate and varied range of vocabulary used along with proper grammar and a varied range of sentence structures (Alamirew, 2005; Norish, 1983). Teachers should be aware of the fact that if their students lack the necessary vocabulary knowledge, they will have difficulty in expressing themselves on paper. As the actual statements of the participants stated above indicate, students also complain about not being able to convey their ideas in an academic way. Therefore, it would be a good idea to expose students to academic articles or reading texts so that they could be familiar with academic vocabulary and use them in their writings when necessary. If students have this academic vocabulary repertoire, they might produce academic writings.

Theme 5: Pre-writing Difficulties

The data gathered from the interviews demonstrate that nearly one third of the participants had pre-writing difficulties while writing an essay. For instance, P7 said "*As there is a time limit, I find it difficult to generate ideas during brainstorming session*." Also, P10 said "*For me, the biggest problem is to get started. I usually can't find a good topic to write about. I waste a lot of time."* As one can see, students might have difficulties even

before they start writing, and they need guidance from their teachers to overcome these problems. Teachers should act as a facilitator and create a situation to activate their students' schemata so that they can come up with some ideas on related topics assigned to them.

Interview Question 2: How did your teacher provide feedback in your writing classes?

*Interview Question 3***:** Which feedback was the most effective one for you in general?

The second question of the interview was related to the feedback practices of the participants' teachers while the third question investigated feedback preferences of the participants. The participants' responses for both of these questions are illustrated together in the Table 4.6. below.

Table 4.5. *The Feedback Types Provided to the Interviewed Participants and Their' Feedback Preferences*

Feedback Type	Number of Participants Interviewed	Number/Frequency of Received Feedback Type	Number/Frequency of Preferred Feedback Type
Direct correction	16	15	8
Underlining and describing the error	16	11	5
Underlining the error only	16	11	3
Describing the error but not marking the location	16	3	-

As Table 4.6. indicates, the interviewed pre-service EFL teachers mostly received explicit type of feedback from their teachers such as *direct correction*. However, implicit type of feedback was also provided by the teachers when necessary. When the participants were asked about their preferences for the type of corrective feedback they wanted to receive, half of them (8 participants) stated that they preferred *direct correction* because it was the most useful one to them. For instance, P2 said, "*I liked the direct corrections most. These corrections were like a warning or punishment for me. I made fewer errors as the time passed.*" In addition, P6 said "*I want my teacher to correct my mistake. I am learning in this way.*"

Finally, P12 said "*The best correction type is direct correction for me. I noticed my mistakes immediately.*" Considering these statements, it can be concluded that most of the participants preferred to be given direct corrective feedback because it gives them the

opportunity to learn from their mistakes quickly. As Chandler (2003) stated explicit feedback is more effective in providing accurate revisions, and most of the students prefer it because it is the easiest and quickest way for them to learn correct forms.

On the other hand, the rest of the participants were observed to prefer implicit feedback with favoring *underlining and describing the error* (5 participants) and *underlining the error only* (3 participants). These students stated that they liked these feedback types because they can learn more from self-correction. For example, P1 said "*I just want my teacher to underline my mistakes. I do some search on them, ask my friends to help me, or check some other sources. In this way, I learn well. When my teacher corrects my mistakes, I forget about the correction and do not learn well.*" To support this claim, P4 said, "*Underlining the error is the best feedback type for me because I learn better this way. When I receive direct correction, I learn at that moment, but later I don't remember what I have learned.* In addition, P5 said "*When my teacher underlines my errors, I try to correct my error myself. I think this provides permanent learning for me.*" Some other participants stated that implicit feedback is useful, but they still need some guidance. Therefore, they liked *underlining and describing the error* feedback type more. For example, P7 said "*I prefer my mistakes to be underlined and explained to me. I don't like direct correction since it prevents me from thinking over my mistakes. I can't learn from my mistakes this way.*" In addition, P13 said "*When my teacher just underlines my errors, I sometimes get confused. I want to see some explanations and comments on my errors.*" It is interesting to note that none of the participants interviewed opted for the feedback type *describing the error but not marking the location.* This implies that the participants wanted to see the exact location of their errors.

Considering these statements on implicit type of feedback, it can be concluded that some students prefer to be given implicit feedback types as they want to discover and learn on their own. They believe that they can learn better this way since permanent learning occurs. It other words, it can be stated that indirect corrective feedback also plays an important role in improving learners' proficiency level in writing an essay or composition. It is the responsibility of teachers to find out whether their students could benefit from indirect corrective feedback as the English proficiency level and learning styles of students play a role here.

Regarding this issue, Lyster et al. (2013) claim that although explicit corrective feedback types seem more likely to be noticed than implicit ones by students, several studies reveal that effects of implicit corrective feedback might be more long-lasting than explicit

ones which might be profound in short terms (Ellis, et.al., 2006; Li, 2010, Mackey & Goo, 2007).

Interview Question 4: Did you notice any improvements in the writing difficulties?

The last question of the interview aimed to examine whether the participants noticed any improvements in the writing difficulties they had mentioned after receiving feedback.

Table 4.7. *Improvement Observed by the Participants after Receiving Feedback*

Participants	Difficulty Areas Improved
P4,P6,P7,P9,P11,P13,P15,P16(8)	Text Organization
P1,P3,P4,P5,P9,P14(6)	Grammar Difficulties
P5,P9,P10,P14(4)	Vocabulary Difficulties
P2,P8,P14(3)	Difficulties in Generating Ideas

As Table 4.7 indicates, half of the participants (eight participants) stated that they improved themselves in text organization with the help of feedback they received from their teacher. For example, P13 said *"I learned how to write a well-organized essay thanks to my teacher's feedback."* In addition, P16 said *"It was hard for me to write an essay at the beginning. Now, it is fun."* P11 said *"I didn't know what essay writing was like before this class. Now, I learned a lot after getting feedback on it."* The statements of the participants demonstrate that receiving feedback helped them a lot in terms of essay organization and they learned something new in their writing classes. Also, nearly one third of the participants stated receiving feedback from their teachers was crucial in dealing with grammar difficulties. For instance, P1 said *"I used to make many mistakes related to the use of singular and plural forms. Receiving feedback was useful for me, especially with grammar issues."* Furthermore, P3 said *"I made several tense mistakes as well as conjunction mistakes. After receiving feedback, I made fewer mistakes on these."* Four participants out of 16 stated that receiving feedback helped them overcome their vocabulary difficulties. For example, P9 said *"Thanks to my teacher's feedback, I enhanced my vocabulary knowledge related to different essay types."* Finally, three participants out of 16 maintained that their teachers' feedback helped them generate ideas related to different essay types. For example, P8 said *"I used to write simple and short. Now, I can write longer essays that are rich in content."*

Considering the participants' statements, it can be concluded that the participants benefited from corrective feedback in many ways. The main area in which the interviewed participants improved themselves was text organization. In addition, many of the participants

overcame their problems related to grammar and vocabulary. Lastly, they got better at generating ideas on the essay topics given to them. All in all, the interviewed participants valued receiving feedback from their instructors as they improved their writing skills in different aspects.

CHAPTER 5
CONCLUSION, SUGGESTIONS AND IMPLICATIONS

5.1. Conclusion

This study investigated a group of pre-service EFL teachers' writing difficulties and their views on four particular types of feedback: 1) *direct correction*, 2) *underlining and describing the error*, 3) *describing the error but not marking the location* and 4) *underlining the error only*. The data gathered from the participants' learning diaries showed that the most problematic area in writing an essay for the participants was *the use of grammar*. This was followed by the problems in *the use/choice of vocabulary*, *generating ideas, punctuation, spelling* and *text organization*. On the other hand, the data gathered from the interviews indicated that generating ideas and text organization in essay writing were the biggest problems for the participants. The reason for this could be that the majority of the interviewed participants (12 out of 16 participants) did not study at prep school. Therefore, essay writing was a totally new experience for them. The other problematic areas for the interviewed participants were grammar, vocabulary and pre-writing difficulties in the order of frequency.

The findings of the study also indicate that all four types of feedback were considered to be beneficial by the pre-service EFL teachers. However, according to the data gathered from the journals, *direct correction* was the most preferred type of feedback by the participants. *Underlining and describing the error* was the second most preferred feedback, followed by *underlining the error only* and *describing the error but not marking the location*. In parallel with the findings of the participants' journals, the data gathered from the student interviews indicated that *direct correction* was the most useful and preferred feedback type for the participants. It was followed by *underlining and describing the error* and *describing the error only*. No participants, according to the data gathered from the interviews, preferred to be given the last type of feedback type which was *describing the error but not marking the location*. All in all, the findings from both participants' learning diaries and participants' interviews demonstrated that the participants of the study had positive attitudes toward the four particular types of feedback and they thought that these types were all beneficial in writing classes for different types of errors.

5.2. Suggestions for Further Research and Implications

This study investigated a group of pre-service EFL teachers' L2 writing difficulties and their views and preferences towards four particular written corrective feedback types. As for the writing difficulties, the current study aimed to identify the participants'L2 writing difficulties which they had in their writing classes. A further study can be conducted to determine the roots and underlying reasons of such difficulties. In this way, a more solid action can be taken to prevent learners' writing difficulties.

In addition, the participants' views and preferences towards four types of corrective feedback have been investigated in the current study. It is recommended that a further study should be conducted to investigate teachers' views and preferences towards these feedback types so that it would be possible to see whether there are any differences/similarities between these views. Moreover, there is a necessity for a further study to explore whether the feedback views and preferences of the participants would change as their English proficiency level increases in time, in their future years of their education at the program (i.e., when they are third or fourth year students) or when these pre-service teachers start actual teaching.

The data collection process in the current study took place at one institution and lasted eight weeks. It is recommended that a further study should be designed to collect data from different institutions and for a longer period of time. More longitudinal studies which provide rich qualitative results in various higher education settings should be carried out. In this way, more data could be collected and the comparisons of results would be possible. Moreover, the method used in the present study was qualitative. It would be a good idea for the future studies to utilize statistical methods of data collection in addition to qualitative data since mixed methods would produce more reliable results.

Finally, there is necessity for further studies to explore to what extent written corrective feedback helps learners overcome the writing difficulties of EFL learners. In order to do this, students' progress would have to be tracked on a regular basis. Their writing practices should be recorded and analyzed at different time periods during their educational lives to reach more conclusive remarks.

The findings of this study have also several pedagogical implications for instructors working in ELT institutions in Turkey. First, these teachers should be aware of the fact that in spite of their previous L2 learning efforts lasting for years, their students (i.e., pre-service EFL teachers) encounter several difficulties during the process of L2 writing even before they start planning their essays until they finalize them. It is mostly because of the fact that

many pre-service EFL teachers take skill-based courses for the first time in their university education. During their secondary education; they have been receiving a structurally oriented and form-focused language instruction for years (Kırkgöz, 2007). Therefore, it is necessary for skills instruction teachers (i.e., writing course instructors or speaking course instructors) to provide a learning atmosphere in which their students learn to deal with difficulties.

In the present study, the most common problems reported in the participants' L2 writings were related to the use of grammar. Therefore, the place and importance of grammar in L2 writing needs to be reconsidered. As mentioned above, these pre-service EFL teachers have a language learning background which is based on structural language teaching. Thus, the participants might be still under these structural perspectives while analyzing their writing difficulties and feedback type preferences. Teachers should also provide various sources, extensive reading materials and strategies for their students so that they can deal with their difficulties related to the use of vocabulary, spelling and punctuation (Harmer, 2001). Lastly, text organization seems to be a problematic area for some learners as they lack the awareness of different genres in L2 writing. Therefore, teachers should provide learners with more practice of different genres other than essay writing only through engaging them in genre-based tasks and activities.

Another implication of the study is related to feedback practices of writing teachers in L2 writing classes. It has been found that learners have a variety of preferences for types of feedback for the treatment of different types of errors they commit in their writings (Schulz, 2001). Therefore, teachers should have the capacity, awareness and knowledge to meet the feedback expectations of their learners. They can directly ask their students' opinions about their feedback expectations towards different types of errors. Finally, teachers should be aware of their learners' various learning styles, proficiency levels and individual differences while providing feedback for their students.

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APPENDICES

APPENDIX 1: Background Survey (Sormaca)

Bu veri toplama aracı, Pamukkale Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı öğrencilerinden görüş toplamak üzere geliştirilmiştir. Elde edilen veriler araştırma dışında hiç bir amaçla kullanılmayacaktır. Katılımınız için teşekkür ederim.

Okt. Hüsnü GÜMÜŞ

Lütfen aşağıdaki soruları görüşleriniz doğrultusunda yanıtlayınız.

1.Ortaokul, lise ya da üniversite eğitiminiz esnasında İngilizce yazma dersleri aldınız mı?

   a) Hayır.

   b) Evet ise, ne tür konularda yazdınız?

2.Birinci dönemki yazma derslerini nasıl buldunuz? Sizin için sıkıcı mıydı, zor veya kolay mıydı? Sebeplerini açıklayınız.

3.Birinci dönemde aldığınız yazma dersinde, öğretmenlerinizden yazdığınız bir şey için yazılı veya sözlü ne tür geri dönüt alıyordunuz? Açıklayınız.

4. Bu dönütleri nasıl buldunuz?

5. Dönüt almada karşılaştığınız sorunlar nelerdi?

6.Yazma dersinde yazdığınız bir şey için öğretmeninizden mi sınıf arkadaşınızdan mı dönüt almayı tercih edersiniz? Sebepleriyle açıklayınız.

7. Bu dönemki yazma derslerinden beklentileriniz nelerdir? Sizce iyi bir yazma dersi nasıl olmalı?

Background Survey (English Version)

This data collection tool has been designed to get the views and opinions of a group of pre-service EFL teachers. The data collected will not be used for any other purposes except for the present research. Thank you for your contribution.

Instructor Hüsnü GÜMÜŞ

Please answer the following questions.

1. Did you take any writing classes during your high school or university education?

a) No

b) If yes, on what topics did you write about?

2. What do you think about the writing classes you took in the first term? Was it boring, easy or difficult etc. for you? Explain in detail, please.

3. How did you receive feedback from your writing instructors on any written work you produced?

4. What do you think of these feedback types?

5. What difficulties did you encounter during the feedback sessions?

6. Would you prefer to receive feedback from your instructors or classmates? Explain the reasons, please.

7. What are your expectations from the writing classes this term? What is a good writing class for you?

APPENDIX 2: Four Types of Written Corrective Feedback

A) Direct correction

There are several <u>effect</u> of divorce on children. (Student)
effects √ (Teacher)

B)   Only underlining and describing the error, but not correcting it.

<u>First of all</u> children suffer from loneliness. (Student)
    1

   1- "After transition signals, we use comma." (Teacher)

C) Describing the error, but not marking the location.

Couples might love each other, and it is sometimes not enough. (Student)

"You used some inappropriate linkers/conjunctions." (Teacher)

D) Underlining the error only

According to a study <u>which carried</u> out in England, divorce rate has increased by 20% in major cities the last 5 years. (Student)

The teacher only underlines the error here.

APPENDIX 3: Journal Questions

Please answer the following questions after each writing class.

1- In which of the following areas did you have difficulty in your written compositions today?

    a. Grammar:

    b. Vocabulary:

    c. Spelling:

    d. Punctuation:

    e. Generating ideas:

    f. Organizing the text:

2- Which of the following feedback types have you received from your teacher in your writing lesson today?

    a. direct correction
    b. only underlining and describing the error, but not correcting it,
    c. describing the error, but not marking the location,
    d. underlining only

3- Which feedback types were the most useful to deal with the writing difficulties you mentioned?

4- In which of the difficulties mentioned above did you notice the biggest improvement after receiving feedback?

Journal (Günlük) Soruları

Lütfen aşağıdaki soruları her yazma etkinliğinden sonar cevaplayınız.

1- Bugünkü yazma dersinde karşılaştığınız sorunlar nelerdi? Aşağıdaki alanlara göre belirtiniz.

    a. Dilbilgisi kullanımı

    b. Kelime kullanımı/Seçimi

    c. İmla kurallarına uyma

    d. Noktalama kurallarına uyma

    e. Fikir üretme

    f. Metin Organizasyonu

2- Bugünkü yazma dersinde aşağıdaki dönüt türlerinden hangilerini aldınız?

    a. Hatayı doğrudan düzeltme.
    b. Düzeltme yapmadan sadece hatanın altını çizme ve hatayı açıklama.
    c. Hatanın altını çizmeden sadece hatayı açıklama
    d. Sadece hatanın altını çizme.

3- Yaşadığın zorluklarla başetmede en çok hangi dönüt türü fayda sağladı?

4- Birinci maddede bahsettiğin sorunlardan en çok hangisi bu aldığın dönütlerle gelişme gösterdi?

APPENDIX 4

Interview Questions for Students

1- What were the most common problems in your writings? Grammar, vocabulary or any other areas?

2- How did your teacher provide feedback in your writing classes?

3- Which feedback was the most effective one for you in general? Why?

4- Did you notice any kind of improvement in your accuracy in the problematic areas after getting feedback?

Öğrenciler için Mülakat Soruları

1- Yazma dersinde karşılaştığınız ana zorluklar nelerdi? Dil bilgisi kullanımı, kelime seçimi ve kullanımı ya da herhangi diğer bir alanda zorlandınız mı?

2- Yazma derslerinde hocalarınızdan nasıl ve ne tür dönüt aldınız?

3- Bu dönütlerden hangisi sizin için en etkili olanıydı?

4- Dönüt aldıktan sonar yazma dersinde yaşadığınız zorluklarda gelişme gözlediniz mi?

PERSONAL INFORMATION (CV)

Personal Information	
Name	Hüsnü
Surname	Gümüş
Birth place/date	Adana, 17/09/1986
Nationality	T.C.
Contact address/e-mail address	Pamukkale Üniversitesi Yabancı Diller Yüksek Okulu husnugumus@gmail.com
Educational Background	
Primary	Öğretmen Ayfer Doğruol İlköğretim Okulu (1992-2000)
Secondary	Adana/Danişment Gazi Anadolu Lisesi (2000-2004)
Higher education (Bachelor's degree)	Istanbul/Marmara Üniversitesi (2004-2008)
Higher education (Master's degree)	Pamukkale Üniversitesi, Yabancı Diller Eğitimi ABD (2013-)
Foreign Language	
Foreign language	English
Exam name	YDS
Exam date	April, 2017
Points received	100
Professional Experience	
2008-2009	İstanbul/Marmara Üniversitesi/ Okutman
2009-2011	İstanbul/Doğuş Üniversitesi/Okutman
2011-still	Denizli/Pamukkale Üniversitesi/Öğretim Görevlisi