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**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A CASE STUDY OF EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES  
OF FEEDBACK IN A UNIVERSITY EFL PREPARATORY SCHOOL**

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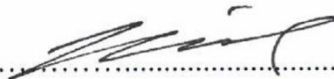
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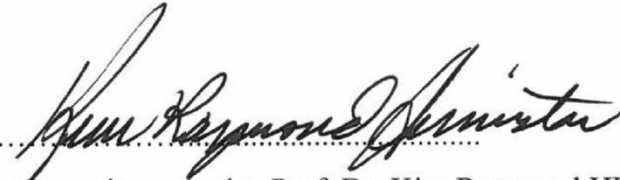
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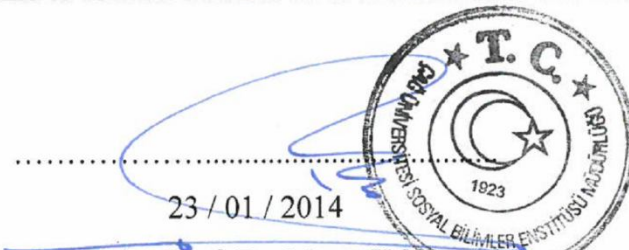
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## ÖZET

### BİR ÜNİVERSİTE HAZIRLIK OKULUNDA İNGİLİZCE OKUTMANLARININ GERİBİLDİRİM ALGILARI VE UYGULAMALARI ÜZERİNE VAKA ÇALIŞMASI

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Bu çalışma bir üniversite hazırlık okulunda İngilizce okutmanlarının geribildirime ilişkin algılarını ve geribildirim uygulamalarını araştırmayı amaçlamıştır. Bu amaca ulaşmak için nitel bir araştırma yöntemi kullanılmıştır. Bu çalışmada amaçlı örnekleme yolu izlenmiştir. Üç İngilizce okutmanı, bu çalışmada yer almıştır. Veriler kontrol listeleri, yarı yapılandırılmış görüşmeler ve gözlemler aracılığıyla toplanmıştır. Çalışmanın sonucunda, Kahramanmaraş Sütçü İmam Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıflarında İngilizce okutmanlarının geribildirime ilişkin algılarının öğrencilerin bireysel selameti ve not verme düşüncesinden çok öğrenme gelişimiyle güçlü bir şekilde alakalı olduğu ve öğretmen biçimlendirici geribildirim uygulamaları başlığı altında toplanan İngilizce okutmanlarının geribildirim uygulamalarının algılarıyla uyumlu olduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** Geribildirim, Geribildirim Algıları, Geribildirim Uygulamaları

## **ABSTRACT**

### **A CASE STUDY OF EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES OF FEEDBACK IN A UNIVERSITY EFL PREPARATORY SCHOOL**

**Zeynep POLAT (CANLI)**

**M.A. Thesis, Department of English Language Teaching**

**Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ**

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This study aims to investigate the perceptions of EFL instructors about the use of feedback and their feedback practices at a preparatory school. For the purpose of the study, a qualitative research was carried out. The study utilized purposeful sampling. Three EFL instructors participated in this study. Data were collected by means of checklists, semi-structured interviews and classroom observations. The study results reveal that EFL instructors' perceptions about the use of feedback are strongly related to growth of learning rather than students' well being and grading construction, and EFL instructors' feedback practices gathered under the teacher formative feedback practices are congruent with their perceptions in preparatory classes at Kahramanmaraş Sütçü İmam University School of Foreign Languages (KSUSFL).

**Key Words:** Feedback, Perceptions of Feedback, Feedback Practices

## ABBREVIATIONS

<b>AfL</b>	: Assessment for Learning
<b>AoL</b>	: Assessment of Learning
<b>EFL</b>	: English as a Foreign Language
<b>KSUSFL</b>	: Kahramanmaraş Sütçü İmam University, School of Foreign Languages
<b>TCoF</b>	: Teachers' Conceptions of Feedback
<b>TGAT</b>	: Task Group on Assessment and Testing

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## CHAPTER 1

### 1. INTRODUCTION

#### 1.1. Introduction

This thesis aims to investigate the perceptions of EFL instructors about the use of feedback and their feedback practices at Kahramanmaraş Sütçü İmam University School of Foreign Languages (KSUSFL). The chapter reviews the background to the study on feedback stating the problem, aims, research questions, and operational definitions followed by the limitations of the study.

#### 1.2. Background of the study

Feedback is considered as an important element of different fields. It is used in psychology, literature, and especially in education and training. In learning area, there has been lots of information reviewed on feedback throughout the years. By the help of the recent studies, it has been understood that “feedback is one of the most powerful influences on learning and achievement” (Hattie and Timperley, 2007, p. 81).

Besides Hattie and Timperley, there have been other researchers who believed in the same view about the importance of feedback (e.g. Black, Harrison, Lee, Marshall and William, 2003). Kluger and DeNisi (1996) point out that feedback activates the learning process and it can also help learners to be satisfied and persistent. It is obvious that in the learning process, the place of assessment is inevitable because it is an integral part of education. Assessment can be roughly divided into two categories: summative assessment, or assessment of learning and formative assessment, or assessment for learning. Summative assessment is usually undertaken at the end of the unit, period or term. When the assessment is used to promote student learning more effectively, to share a framework included educational objectives with students, and to help teachers to realize learners’ needs by the feedback information, it is called ‘formative assessment’ (Nicol and Macfarlane-Dick, 2004).

There is an increasing worldwide positive attitude towards feedback (Leahy, Lyon, Thompson and Wiliam, 2005). These researchers inform us about the consistence between feedback and the Assessment for Learning (AfL) strategy based on the

research by Black and Wiliam in 1998. Leahy et al. (2005) claim that there are different teachers and their different techniques, but they describe a set of five strategies of Assessment for Learning for teachers of all content areas and all grade levels:

- To clarify and share learning intentions and criteria for success,
- To engineer effective classroom discussions, questions, and learning tasks,
- To provide feedback that moves learners forward,
- To activate students as the owners of their own learning,
- To activate students as instructional resources for one another. (p. 20)

As confirmed above, it is clear that feedback is in the center of AfL. On the other hand, after the changes of approaches and methods in education, EFL teachers have no fear of errors' turning into habits because they have started to use feedback in their courses (Demirci, 2010). This is the result of the usage of formative assessment in second language learning. To enhance the learning, teachers are now aware of the power of feedback. They know that they can change and improve the learning process.

There is a direct link between feedback and learning process. Feedback gives information about the gap between actual and desired levels. It has been discussed that when successful students seem to respond positively and benefit from teacher feedback, unsuccessful students respond poorly and constantly need to be encouraged to comprehend the teacher's comments (Guénette, 2007).

The failure of teacher while giving feedback may result in students' inattention and negative attitudes toward feedback. Therefore teachers' effectiveness on feedback is important. Students may be affected as soon as they take feedback. Ferris and Roberts (2001) highlighted that there were significant differences between students who had received feedback and who had not, after students revised their papers.

Feedback can be considered as an indispensable part of quality teaching. There is a shared control through a partnership between students and teachers in the teaching and learning process. Feedback is a significant outcome of forming such partnerships.

By feedback students are able to improve their skills, performance, and behaviors. In other words, feedback has an impact on all fields of learning. Particularly, it helps students while learning foreign languages.

“The majority of research in education should be undertaken with a view to improving educational provision” (Black and William, 2003, p. 632). It is hoped that this study’s results will reveal advisory work. This study investigates feedback in a language-learning context with the aim of finding out what the perceptions of instructors in preparatory classes about feedback are and what their feedback practices are during their teaching.

### **1.3. Statement of the problem**

Most of the studies on feedback point out that the type of feedback may affect the students. When it is given positively, feedback may enhance students’ active participation in learning process and therefore it may provide an evidence of improvement. When it is given negatively, feedback may thwart learners’ active participation in learning process. This eventually may cause students to be passive.

No matter how much students believe that they do perfectly, there comes the time when they need feedback. A literature review on feedback reveals lots of studies all around the world. The study of Brown and Harris (2012) is a considerable one. Their study investigates the beliefs of teachers about feedback. It reports the results of a large-scale questionnaire survey of New Zealand 1492 teachers’ conceptions of feedback. Their understandings of feedback focus on improving learning instead of enhancing student well being. Therefore, there is a need for other studies to examine what the feedback perceptions of EFL instructors are in other contexts and what the EFL instructors’ feedback practices are.

In Turkey, English is an important subject in all schools from primary school to university. It means it is initial foreign language for Turkish students to be learned. There is also a need to investigate the feedback as a vital factor of effective teaching. This study, in this respect, aims to shed light on the importance of feedback in learning process.

### **1.4. Significance of the Study**

By investigating the perceptions of EFL instructors about feedback and their feedback practices, this study will add one more brick onto the present construction of

research on feedback. It may also encourage new studies to apply more extensive research about using feedback to improve learning process.

The results of this study might also have practical effects. It can also give ideas to institutions about setting feedback policies to support their courses. My home institution, KSUSFL, will also benefit from the findings of this study to improve their existing feedback policy.

This study will make an important contribution to research on the use of feedback in preparatory schools. It has implications for contributing to feedback perceptions of teachers in Turkey.

### **1.5. Aim of the study**

The aim of this study is to extend the research on the feedback and consider its practices in a university, Kahramanmaraş Sütçü İmam University in Turkey. This study investigates to what extent instructors' understandings of feedback influence the type and quality of feedback that they provide.

The purpose of this study is:

1. To find out EFL instructors' perceptions about the use of feedback,
2. To find out EFL instructors' feedback practices during their teaching process.

### **1.6. Research Questions**

The study seeks to answer the following research questions:

1. What perceptions of feedback do EFL instructors hold in a university preparatory school, KSU?
2. What are the EFL instructors' feedback practices at KSU?



## **1.7. Operational Definitions**

### **1.7.1. Assessment**

Task Group on Assessment and Testing (TGAT) defines assessment as a “process of gathering, analyzing, interpreting and using information about students' progress and achievement to improve teaching and learning” (1987).

TGAT (1987) while giving information about assessment to policy on National curriculum explains that assessment should be both summative and formative.

### **1.7.2. Summative assessment**

Summative assessment is also called as Assessment of Learning (AoL). It is mostly used to group and be recorded within a limited period of time. The records are mostly shown as marks and grades with numbers or letters.

The summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. When the information from an assessment is used only to make a judgment about level of competence or achievement, it is a summative assessment.

### **1.7.3. Formative assessment**

The formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. “Formative assessment is not an instrument or an event, but a collection of practices with a common feature: they all lead to some action that improves learning. Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning” (Vercauteren, 2005).

Tunstall and Gipps (1996) explain that formative assessment “is used essentially to feed back into the teaching and learning process” (p. 186). Furthermore, Harlen (1998) describes formative assessment as providing feedback for students to recognize the learning gap and close it.

#### **1.7.4. Feedback**

Feedback is defined as “the information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (Ramaprasad, 1983, p. 4).

Hattie and Timperley (2007) defined feedback as “information provided by an agent such as teacher, peer, book, parent, self, and experience regarding aspects of one’s performance or understanding” (p. 81).

#### **1.8. Limitations of the Study**

This study has certain limitations while attempting to seek answers to the research questions. First of all, the number of participants for this study was small. It is limited to three EFL instructors working at KSUSFL. As almost all universities in Turkey have preparatory classes, it was beyond the researcher’s ability to study all the preparatory school instructors in Turkey.

To find out the relationship between instructors’ feedback perceptions and their feedback practices, a longitudinal study with a larger sample of participants may be more beneficial. For this reason, the number of the participants and the length of the study may be the limitations of this study.

## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1. Introduction

This thesis aims to investigate the perceptions of EFL instructors about the use of feedback and their feedback practices. The chapter starts with formative assessment, and then reviews the existing literature on feedback. At first feedback will be defined, and then the source of feedback is discussed. Following, the timing and content of feedback are identified. The chapter turns to research on teachers' beliefs about the nature and purpose of the feedback.

#### 2.2. Assessment

Collins English Dictionary gives the word origin of 'assess' derived from the Latin *assidēre* to sit beside, from *sedēre* to sit. It means sit together holding a light to the use of assessment.

Assessment of students' achievement was described as one of the factors affecting on-going approach to learning a particular task.

Assessment is a fundamental and natural part of teaching and learning process. Assessment is gathered information from students to interpret and make decisions about students' works and performance status (Berry, 2009). The focus of assessment to support learning is obviously described as follows:

Assessment focuses on describing students' learning, identifying where each student is in his or her personal learning progression, diagnosing any difficulties students may be having in their learning, and providing direction to the instructor and the student in the steps to be taken to enhance learning. (Berry, 2009, p. 5)

William and Black (1996) define assessment by its functions, which can be "characterized at the ends of the continuum along which assessment can be located, at

one extreme formative assessment and at the other summative” (p. 544). According to the same analysis, assessment is formative when it provides a “basis for successful action” (p. 544).

### **2.2.1. Formative Assessment**

As Sadler (1998) explains that formative assessment “refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning” (p. 77), formative assessment provides chance for learners to change their mistakes in teaching and learning process.

For a long time, assessment terms have been discussed, and these discussions stem from how to decide their purposes. For this reason, these terms may not be existed clearly. Research identifies the problem that there is a tendency of using Assessment of Learning (AoL) rather than Assessment for Learning (AfL). Thus, opportunities to use assessment to improve learning are underestimated (Black and Wiliam, 1998b).

For Gipps (2000), there is a hierarchical connection between teacher and learner, and teacher designates the type of evaluation in traditional assessment. Traditional assessment view presents to be challenging. Some of the difficulties with assessment may be reduced, as Black and Wiliam (2003) claim, “it has been clear from their earliest use that the terms ‘formative’ and ‘summative’ applied to the functions they served rather than the actual assessments” (p. 624). Gipps (2000) acknowledges summative assessment data may be used just for students’ benefits, and reasonably, he highlights that feedback can be analyzed in terms of the relationships between teacher and learners.

Harlen and James (1997) express that formative assessment gives feedback “both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward” (p. 369). Ramaprasad’s (1983) view is the source of their thought because it is claimed formative assessment is essentially feedback.

What makes an assessment formative is that “information from assessment is fed back within the system and actually used to improve the performance of the system in the some way” (Wiliam and Leahy, 2007, p. 31).

Another well-known educational researcher, Shepherd (2008), gives a vital explanation of formative assessment and feedback:

Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning. What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning. (p. 281)

Fisher and Frey (2007) explain that formative assessments “are ongoing assessments, reviews, and observations in a classroom” (p. 4). Formative assessment is used to develop instructional methods and deliver student feedback during teaching and learning process. They give an example to us to be able to figure out the issue noticeably:

For example, if a teacher observes that some students do not grasp a concept, he or she can design a review activity to reinforce the concept or use a different instructional strategy to re-teach it. (At the very least, teachers should check for understanding every 15 minutes; we have colleagues who check for understanding every couple of minutes.) Likewise, students can monitor their progress by looking at their results on periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction. (p. 4)

Black et al. (2003), Gipps (2000), and Black and Wiliam (1998b) present a new view at formative assessment as assessment is formative when it occurs in the middle of learning-teaching process. When students are involved in the process, there comes to need to give feedback.

The study of Dixon and Williams (2000) investigates teachers’ understanding of assessment. It is an exploratory study with forty primary school teachers who are randomly selected. Interviews with teachers are used to provide data collection. The results show that there needs a more planned approach to professional development considering formative assessment in order to increase teachers’ knowledge of formative assessment.

In a like manner, Black and Wiliam (1998b) suggest necessary programs of formative assessment accepted as “the evolution of effective teaching” (p. 10). Therefore, they highlight the key tenets of formative assessment so that they can present robust components of a teaching plan, as followed: choice of tasks in terms of learning aims, building in opportunities, discussion, feedback, marking, questioning, observation, and self and peer observation. They express “opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning” (p. 7).

Gipps (2000) found that “feedback encouraged students to assess their own work and provided them with strategies that they could adopt to develop their work” (p. 6). The writers discuss the importance of relationships, the sharing roles and power between teacher and student, and an academic focus for feedback.

### **2.3. Defining Feedback**

Preferably, it might be beneficial to start feedback definitions with a dictionary survey. Feedback in Longman Dictionary of Contemporary English takes place as “advice, criticism etc. about how successful or useful something is” (Longman Dictionary of Contemporary, 1995, p. 510). “If you get feedback on your work or progress, someone tells you how well or badly you are doing, and how you could improve. If you get good feedback you have worked or performed well”(Collins Cobuild English Dictionary, 2003, p. 613). Another dictionary defines feedback as “information given in response to a product, performance etc., used as a basis for improvement” (Compact Oxford English Dictionary, 2005). Feedback in Macmillan English Dictionary for Advanced Learners (2006) is defined as “comments about how well or how badly someone is doing something, which are intended to help them do it better” (p. 512). Lastly, the definition of feedback in Merriam Webster Dictionary Online is “helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.”.

After its dictionary definitions, it might be useful to check how writers or researchers in the field define feedback. First of all, feedback has been widely cited as an important facilitator of learning and performance (Bandura, 1991; Bandura and Cervone, 1983; Fedor, 1991; Ilgen, Fisher, and Taylor, 1979). Bee and Bee (1998)

define feedback as “an integral part of two-way communication” and it gives information about something that leads to affirm or improve it (p. 1). Furthermore, Russell (1998) emphasizes the importance of feedback in learning process:

Feedback is letting trainees know what they have done that has reached the standard, so that they can reproduce that behavior, and what they have done that has not reached the standard, so that plans can be agreed with them on how to prevent a recurrence of that behavior and how to progress to the required standard. (p. 25)

According to Harmer (2001) feedback “encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise” (p. 99). When the students receive feedback, they “can actually do something right or, if not, there is a positive way forward to getting it right” (Bee and Bee, 1998, p. 2).

In respect of assessment, the literature makes it clear that formative assessment is shaped by the type and quality of feedback. It is strongly believed that feedback makes a difference to student achievement. Black and William’s (1998b) study demonstrates the importance and benefits of feedback in learning process and achievement in all levels. Furthermore, research on feedback has revealed by experimenting feedback quality.

Nicol and Macfarlane-Dick (2004), who found that feedback could be generated by formative assessment, used the Black and William’s (1998b) review to identify broad principles of good feedback practice. These principles were tools that teachers could use to analyze and improve their own formative assessment and feedback practices. Their provisional list includes the following seven principles:

Good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning,
2. Encourages teacher and peer dialogue around learning,
3. Helps clarify what good performance is (goals, criteria, expected standards),
4. Provides opportunities to close the gap between current and desired performance,

5. Delivers high quality information to students about their learning,
6. Encourages positive motivational beliefs and self-esteem,
7. Provides information to teachers that can be used to help shape the teaching. (p. 3)

According to Hattie and Timperley (2007), feedback can be accepted as an end product, as a result of performance: “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p. 81). In Figure 2.1, a framework of feedback is presented. The claim is made that the main purpose of feedback is to reduce gap between current understandings and performance and a goal.

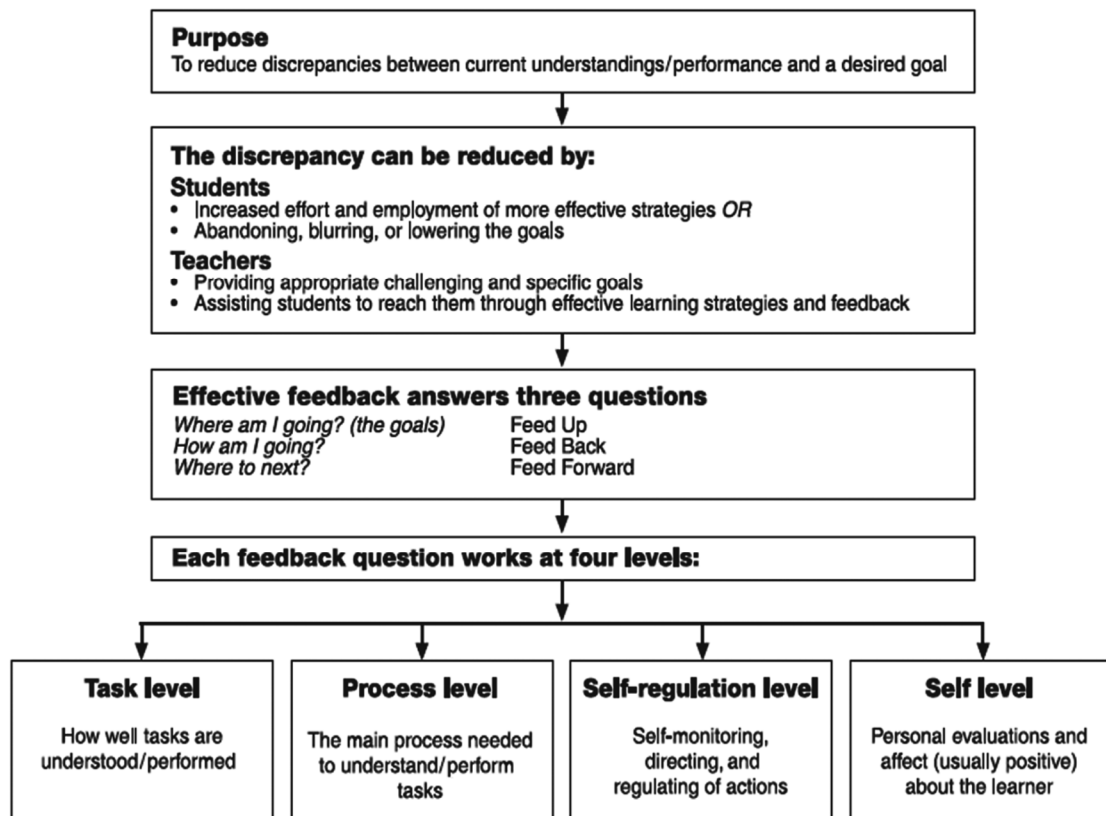


Figure 2.1. A model of feedback to enhance learning (Hattie and Timperley, 2007, p. 87).

All in all, feedback in learning process can be seen as an integral part (Cramp, 2011) and as a “supported sequential process rather than a series of unrelated events” (Archer, 2010, p. 101). In the light of what Ramaprasad (1983) and Sadler (1989) claimed, Lizzio and Wilson (2008) propound that the purpose of feedback is to enable



the gap between the actual level of performance and the desired goal to be filled. For some, if it causes some changes in the gap and effect on learning, then feedback may be mentioned (e.g., Draper, 2009; Wiliam, 2011).

With the help of feedback, students can improve their critical thinking ability, and develop their understanding, and further their performance. Henceforth, students tend to create new insight and competence rather than recycle past achievements and errors; avoid fossilization of the errors. In this respect, feedback that refers to the teacher's immediate or delayed response to learners' errors has been drawing more and more attention among researchers.

After examining research about feedback, thought occurs about who should be the source of feedback, how it is received and what the time of it is best, what feedback should include, and what reasons are behind it should. In addition to these debates (Hattie and Timperley, 2007; Kluger and DeNisi, 1996; Shute, 2008), this chapter will clearly review the main ideas relevant to feedback and teacher understandings of feedback.

### **2.3.1. Source of Feedback**

Sadler (1989) states that students may not know what to do with feedback when they are given it. Of course, it is believed that for teachers, there has been endless debate about how to give feedback. Years of experience, gender, age, or characteristic features are some of the factors, which may play role in changing the method of how to give feedback from praise to harsh criticisms (Lepper, Drake and O'Donnell-Johnson, 1997).

Lepper, Drake and O'Donnell-Johnson (1997) conclude that in order for teachers to be effective, they may get on with next step rather than just giving praise, so students may understand why they deserve the praise or not.

According to Hattie and Timperley (2007), there are two parts of effective teaching including information and understandings to students, providing constructive tasks, environments, and learning and assessment and evaluation of students' understanding of this information. Next step comes after matching to the present understanding. At this point, there comes to need to answer these three questions Hattie and Timperley (2007) asked:

Where am I going? How am I going? and Where to next? An ideal learning environment or experience occurs when both teachers and students seek answers to each of these questions. Too often, teachers limit students' opportunities to receive information about their performances in relation to any of these questions by assuming that responsibility for the students and not considering the learning possibilities for themselves. (p. 88)

Hattie and Timperley (2007) also state that teachers need to view feedback from different perspectives while answering three questions about feedback above. In this case, they draw attention to students' perspective:

Students, too often, view feedback as the responsibility of someone else, usually teachers, whose job it is to provide feedback information by deciding for the students how well they are going, what the goals are, and what to do next. (p. 101)

It is generally accepted that teachers are responsible for giving feedback, but there has been an increasing agreement recently that students can also be responsible for feedback (Subaşı, 2003; Strijbos and Sluijsmans, 2010). Andreda (2010) claims that peer and self-assessment foster learners to determine learning objectives and comprehend the criteria while judging their own work with the aim of self-regulation. According to Andreda (2010), if learners bear the responsibility, it abates teachers' problem about feedback. It is emphasized that student feedback can be accepted as reliable as teacher feedback, yet students should train in these practices.

Peer-feedback or self-feedback can be valid and effective when feedback is based on interpersonal relationships and psychological issues (Cowie, 2009; Peterson and Irving, 2008; Topping, 2010). In the review of literature, Peterson and Irving (2008) indicate that both students and teachers discuss the validity and reliability of feedback. It is briefly obvious that students may not be found themselves expert as much as their teachers while giving feedback. The students may not have the necessary competence of giving feedback; however they feel more confident when they encounter peer feedback rather than teacher feedback. To get back to the point, students may be

autonomous people so as to assess their work in spite of its difficult implementation.

### **2.3.2. Timing of Feedback**

Decision of feedback's timing is important during lesson with some "objectives" which have some "desired standards of performance" (Russell, 1998, p. 24). To begin with, the rapport with desired standards should be created; that is, the expectations from the elements of teaching-learning process.

Timing might be of great importance in the aspect of giving feedback in an effective way. In order to provide feedback, well-arranged time of feedback needs great care. It is suggested that feedback can be given during or after the performance. Then, it requires the question of 'when' Hattie and Timperley (2007) emphasizes that it is much more preferable using feedback immediately, and the time may change according to the feedback's content. According to them, for simple errors feedback is required as soon as possible, and for more complicated tasks it is appropriate to use delayed feedback in order not to interrupt students' concentration during lesson.

Bergquist and Phillips (1975), Brinko (1993), Bee and Bee (1998), and Hathaway (1998) have consensus to give feedback right after the performance. Ilgen, Fisher and Taylor (1987) suggest that if feedback is provided immediately, learners may be affected. Nevertheless, if delayed feedback is provided, it may not be effective. By the same token, Bee and Bee and Hathaway conclude that feedback should be given "as close to the event as possible" when the tasks might be "fresher in minds" of the learner and feedback should be "more specific, better understood, and easier to incorporate into future work" (Bee and Bee, 1998, p. 4; Hathaway, 1998, p. 84)

Shute (2008) explains timing of feedback in a different perspective; that is the success of students. Whereas successful students may benefit from even delayed feedback, immediate feedback may be more efficient for low-achieving ones. Consequently, when feedback is best delivered is an ongoing debate because of teachers' divergent views.

### **2.3.3. Manners of Feedback**

How feedback is delivered (e.g., written, spoken, graphical, behavioral, grades or scores) affects its influence on student learning. For AfL, verbal teacher feedback is preferred. During teacher-student interactions, teachers notice, realize and react to student in a spontaneous manner. Nonetheless, Kluger and Denisi (1996) and Shute (2008) maintain that written feedback may be chosen rather than verbal comments so that students can reconsider them.

Conversely, in the study of Cohen and Herr (1982) it is explicated that written feedback is as effective as verbal feedback. Written feedback may be met in speaking tasks, for instance; role-plays, presentations, and so on. This type of feedback may be delayed and there is no need

to be in the same place for students and teachers who take feedback or give feedback. Written feedback includes very detailed information. Giving written feedback takes much more time than receiving feedback.

In verbal feedback, teachers and learners need to be in the same place or time. Verbal feedback is interactive, so it may be detailed and private except given to a group. It does not take too much time for preparation and it includes some elements of non-verbal communication such as body language. Giving the verbal feedback in the right time, it helps students to increase intrinsic motivation. Using students' names and eye contact may result in effective learning. It provides clear messages, so it exists motivating.

### **2.3.4. Content of Feedback**

Types of feedback content may differ according to purposes and outcomes (Hattie and Timperley, 2007; Shute, 2008). Hattie and Timperley (2007) state four types of feedback:

- Feedback Task (how well tasks are understood or performed),
- Feedback Process (the main process needed to understand or perform tasks),
- Feedback Self-regulation (self-monitoring, directing, and regulating of actions),
- Feedback Self (personal evaluations and affect about the learner). (p. 90)

Hattie and Timperley (2007) find the self-regulation feedback as the most powerful type because this type of feedback leads the students to be more engaged and self-efficient during teaching-learning process.

In contrast, most frequently provided type is task feedback. However, task feedback is the type most frequently provided to students in the schools. Teachers are likely to give praise in feedback, which is controversial (Sadler, 1998; Black and Wiliam, 1998; Hattie and Timperley, 2007). On its own, praise may not have sufficient information to move students forward in their learning (Hattie and Timperley, 2007; Kluger and DeNisi, 1996; Shute, 2008). Yet, the praise makes students motivated so as to overcome the difficulties easily. Moreover, Irving, Harris and Peterson (2011) present evidence that some teachers consider praise as a tool in improving students' self-esteem.

There are divergent reasons for providing feedback. In education field, the purpose of feedback is improving student learning, not the sense of personal well-being. Irving et al. (2011) found feedback "as being about learning, grades and marks, or behavior and effort", and they deliberates that feedback is served with an encouragement purpose (p. 415). To be able to accomplish this purpose, students need teachers as a source of accurate information related to their performance.

In the aspects of teachers, there may be some external reasons such as administrators or external stakeholders, so teachers are required to provide certain types of feedback like grades. Besides, there are several factors that influence the effectiveness of feedback. Sadler (2010) gives examples of these factors as students' ability of interpreting, using, and their motivation to do so.

There are some other factors to influence the feedback effectiveness: the type, content, timing, complexity, and accuracy of the feedback. Teachers take the control of these factors when AfL is implemented, so teachers' understanding and belief of feedback seem critical.

### **2.3.5. Types of Feedback**

Tunstall and Gipps (1996) developed a typology of teacher feedback by observing the feedback given by teachers to their students in primary schools. They classified feedback into two main types: descriptive and evaluative. Evaluative feedback

is a result of summative assessment. This type of feedback is a summary for the student of how well he/she has done his/her work during a specific period (e.g. at the end of the term). It involves rewards, letter grades, numbers, check marks, symbols, general comments, general criticisms, punishments.

Descriptive feedback is a significant part of formative assessment and it has a positive intention. This type of feedback provides specific information such as written comments or conversations that help the learner understand what he/she needs to do to improve. According to Tunstall and Gipps (1996), descriptive feedback is composed of "achievement feedback" and "improvement feedback". They concluded that "the judicious combination of both evaluative and descriptive types of feedback by the teacher creates the most powerful support for learning" (p. 403).

#### **2.4. Teachers' perceptions of feedback**

Teachers' beliefs about the usage, nature, and purpose of feedback have been investigated in a number of studies. The scrutiny of O'Quin (2009) is among the pioneer studies in this area. 308 middle school teachers in Louisiana participated in the study. They stated that they use feedback to enhance student learning. The results of the study indicate that most participants (especially, teachers of alternative not regular classrooms) find that there is a relationship between feedback and students' improvement in teaching-learning process. Surprisingly, there is not statistically significant relationship between what the Louisiana teachers think about feedback and the usage of feedback because others require it. Namely, it means teachers' beliefs about the effectiveness of feedback in learning structure their feedback practices.

The study of Irving, Harris and Peterson (2011) is surveyed in New Zealand context. Participants of the study, New Zealand teachers explain three types of feedback:

- Spoken or written comments about learning,
- Grades or marks,
- Spoken or written comments about behavior or effort.

For these three types feedback, teachers have four main purposes. Teachers identified these purposes as followed:

- Improving student learning (e.g., providing information about weaknesses in

student work and how to correct them),

- Reporting and compliance (e.g., giving grades, hinting to students about their final results),
- Encouraging students (e.g., praise, feedback about effort)
- Serving no function (e.g., narrative feedback)

The last purpose is for feedback on which students do not act, and it makes irrelevance. These teachers describe feedback given with a final grade as narrative. It is related to irrelevance because the teachers believe most students ignore such comments.

The study of Brown and Harris (2012) is another considerable one about the same issue. Their study investigates the beliefs of teachers about feedback. It reports the results of a large-scale questionnaire survey of New Zealand 1492 teachers' conceptions of feedback. There are several factors that influence teachers' beliefs. For instance; "Assessment policies are also probable factors in shaping teacher conceptions of feedback" (p. 977). Their understandings of feedback focus on improving learning instead of enhancing student well being. Therefore, clearly, other studies with different teacher populations and in different contexts are required.

## CHAPTER 3

### 3. METHODOLOGY

#### 3.1. Introduction

This thesis aims to investigate the perceptions of EFL instructors about the use of feedback and their feedback practices. The purpose of the present chapter is to address the method and the research procedure used in the study. The chapter consists of four sections, which present the research questions, the research design, participants, and the procedure through which the research is carried out and the data analysis.

#### 3.2. Research Design

The ultimate goal of the study was to extend the research on the feedback and consider its practices in a university, Kahramanmaraş Sütçü İmam University in Turkey. This study investigated to what extent instructors' understandings of feedback influence the type and quality of feedback that they provide.

After carefully considering the literature, a qualitative approach was used in this research study. According to Creswell (1994), qualitative research is “an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p. 2).

Merriam (1988) explains six statements of qualitative studies as followed:

1. Qualitative researchers are concerned primarily with process rather than outcomes or products.
2. Qualitative researchers are interested in understanding meaning- how people make sense of their lives, experiences, and their structures of the world.
3. The qualitative researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.
4. Qualitative research involves fieldwork. The researcher physically goes to the



people, setting, site, or institution to observe or record behavior in its natural setting.

5. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.
6. The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details. (pp. 19-20)

Phipps and Borg (2009) claim that qualitative studies have the potential to be more productive in advancing the understanding of the complex facts in teacher cognition research rather than methods such as questionnaires.

It was determined that the most appropriate type of research for this study would be case study. Furthermore, designing a case study would provide rich information about teaching and learning processes. As Creswell (1994) stated, case study is an adequate research type for studying an educational phenomenon such as person or process. The researcher chose the case study design because it is the appropriate design for this study that focuses on the process.

### **3.3. Participants of the Study**

Initially, the researcher contacted her colleagues in the foreign languages department of the university. She selected the participants among her colleagues by using purposive sampling since it was aimed to include EFL instructors who participated in the study voluntarily. (Fraenkal and Wallen, 2006).

These three teachers of the study taught full-time (20-25 hours per week) in the university's preparatory program. The teaching context was a monolingual classroom setting in which most teachers and all students were non-native speakers of English.

In this study, the researcher used pseudonyms instead of the real names of the participant teachers because she wanted to respect participants' right to anonymity. Their pseudo names were used as Mert, Fersu and Ela. Table 1 displays the characteristics of the participant teachers. The participant teachers were not homogenous in respect to age and teaching experience. Mert is 32 and has been an English Language instructor for 9 years. Fersu is 33 and has been teaching English for

10 years. Ela is 27 and has been working as an EFL instructor for 5 years. They all worked in universities. All of them have been teaching A1 level at KSUSFL.

**Table 3.1. Characteristics of the Participant Teachers**

Participants	Age	Years of Experience	Institutions worked before
Mert	32	9	Ministry of Education, Private School, State University
Fersu	33	10	Ministry of Education, State University
Ela	27	5	State University

### 3.4. Procedures

The researcher met the headmaster of Foreign Languages department of Kahramanmaraş Sütçü İmam University in Kahramanmaraş and explained the details of the study and asked for permission to speak with the EFL instructors of school. After getting permission of the headmaster of the department, the researcher met with the instructors, if the instructor was not already there, she asked for an appointment with him/her. Next, she held a meeting with three volunteer EFL instructors. The researcher met the instructors and after explaining the purpose of the study appealed to them to participate by promising to share the key findings of the study with both the instructors and their institutions.

If the instructor agreed to participate in the study, the researcher asked for his/her email address so that he could send the detailed information (Appendix A), consent form (Appendix B) and checklist (devised version of the Teachers' Conceptions of Feedback (TCofF) questionnaire by Hattie and Timperley(2007)) for interviews (Appendix C). The instructor was asked to confirm that s/he agreed to participate in the survey by writing his/her initials and date on the consent form and then to agree to a specific time for the interview and classroom observation by replying to an email. The researcher met with each informant for interview and classroom observation.

### **3.5. Data Collection**

The study employed qualitative research methods, using checklists, semi-structured interviews and classroom observations for getting information before these interviews with the participant teachers.

#### **3.5.1. Checklists**

Before the semi-structured interviews, the researcher sent the participants a checklist to get more information about their perceptions of feedback. This checklist was devised and derived from the Teachers' Conceptions of Feedback (TCoF) questionnaire by Hattie and Timperley (2007). Items of the checklist were categorized. The first four factors were related to purposes of feedback such as irrelevance, improvement, reporting and compliance and encouragement. The next four factors were related to four feedback types as task, process, self-regulation and self. The last two factors were related to questions arising from the feedback literature. While Factor 9 was related to self and peer feedback, Factor 10 was related to timing of feedback. In Factors 4 and 8, the items were used simultaneously for both encouragement and self-type.

Table 3.2 shows the distribution of the items about the instructors' perceptions about the use of feedback from the perspective of factors.

**Table 3.2. Distribution of the checklist items**

<b>Items no</b>	<b>Factors</b>
7, 10, 18, 23	Irrelevance
1, 3, 11, 24	Improvement
12, 30, 25	Reporting and Compliance
8, 13, 21, 29, 32	Encouragement
4, 14, 26	Task
20, 27, 31, 34	Process
2, 5, 15, 28, 35	Self- regulation
8, 13, 21, 29, 32	Self type
16, 19, 22	Peer and Self-feedback
6, 9, 17, 33	Timing

### **3.5.2. Semi-structured Interviews**

Interviewing is known as one of the most powerful data collection techniques employed for understanding people's point of views, beliefs and attitudes. The researcher conducted all interviews in the native language of the participants, Turkish, rather than the target language, English, in order to reduce the risk of language blockage. Interviews lasted for between 30 to 40 minutes.

The researcher paid attention to ensure the meeting place with the participants and necessary equipment such as tape recorder and battery. Every word of participants was noted down and translated into English and then transferred to computer.

All interviews were held in instructors' own offices. Since all of them shared their offices with another instructor, the researcher tried to create a silent atmosphere because the interviews took place face to face. Before interviews, all participants were informed that they were being recorded. The researcher audio-recorded and took notes during the semi-structured interviews (See Appendix D).

Following Phipps (2010), the researcher preferred conducting semi-structured interviews due to the following reasons:

- The open-ended format allows issues to be explored as they arise;
- The interview can proceed more like a conversation than a formalized exchange;

- It enables issues to be explored in depth, and from participants' perspectives;
- Participants are able to discuss issues they are interested in;
- Greater rapport can be established with participants. (p. 46)

The researcher interviewed all the participants in order to get a deeper understanding of about their perceptions about the use of feedback. The interview was designed as a semi-structured interview to provide a framework for it. Mitchell and Jolley (2013) emphasize that in a semi structured interview, the participant teachers are asked a list of standard questions which may be expanded to explore a given response in-depth.

The following questions constituted the framework of the semi-structured interview:

1. How does feedback affect your students?
2. How does feedback improve your students learning process?
3. What are your reasons for giving feedback? (Do you give it voluntarily or compulsorily)
4. What is the role of praise in feedback?
5. How do you know that your students understand feedback?
6. What process do you follow by providing feedback?
7. What is the importance of your feedback in students' self-regulation?
8. What do you think about peer-feedback and self-feedback?
9. When do you think feedback should be given?

### **3.5.3. Classroom Observations**

Gebhard (1999) defines classroom observation as “non-judgemental description of classroom events that can be analysed and given interpretation” (p. 35). It enables direct information by providing “live data from live situations” (Cohen et al., 2000, p. 305). Researchers are able to witness the phenomena and comprehend the situation. Particularly, observation was used as a means of focusing what the instructors were doing related to feedback and gaining an in-depth understanding of that issue. The

researcher did not aim to evaluate the teacher, and she conducted two forty-minute observations of each participant’s class. In total, she did approximately four hours of observation in the context. All of classroom visits were pre-arranged. The participants were informed that they did not have to make any special preparation.

The researcher encouraged the participants to act naturally and not to think about her presence in the classroom. Creswell (2002) states that:

A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place to watch and record the phenomenon under study (i.e., the back of the classroom). (p. 212)

In time, as the researcher became a regular member of their class, they forgot her presence as an observer and she was able to easily observe feedback practices. As a non-participant observer, she sat at the back of the classroom and did not interfere with the lesson. She only video recorded and filled the checklist of feedback practices (Appendix E) taking place in the classroom. Table 3.3 illustrates that there were four parts including 16 items in the checklist.

**Table 3.3. Distribution of the Observation Checklist Items**

<b>Items no</b>	<b>Parts</b>
1, 2, 3	Non-teacher
4,5, 6, 7, 8, 9	Teacher Formative
10, 11, 12, 13, 14	Teacher Protective Evaluation
15, 16	Headmaster Reporting

### **3.6. Data Analysis**

The data gathered through the instruments was exposed to qualitative analysis technique. The qualitative data collected through interviews, were analysed separately and content analysis technique was applied. The data gathered through interviews was

transcribed and the coding procedure was started. Then, through working on the relevant parts of the data and forming a code list, data were coded. After having coded the data, labels were assigned to these similar codes and the researcher was able to identify categories or classes in the data.

## CHAPTER 4

### 4. DATA ANALYSIS AND RESULTS

#### 4.1. Introduction

The preceding chapter has demonstrated the methodology employed for the purposes of this study. The purpose of this chapter is to present a thorough description of each case and its analysis.

The analyses consist of the data gained from checklists, semi-structured interviews, and classroom observations. The data was analyzed by utilizing content analysis. The findings of the data are presented in three sections for each participant instructor. After describing the participant instructors' perceptions of feedback, the next section explores the feedback practices of each instructor. Finally, in the third section, the summary of the findings concerning each research question is presented.

The data collected by checklists were classified under ten factors. Since Factor IV, *Encouragement* and Factor VIII, *Self* were investigated by using same items, so the two factors were combined under the same heading as Factor IV, *Encouragement and Self*. These nine factors are listed below with a sample item provided for each:

- I. *Irrelevance*: Students rarely make changes in their work in response to my feedback.
- II. *Improvement*: I can see progress in student work after I give feedback to students.
- III. *Reporting and compliance*: Feedback practices at my school are monitored by school leaders.
- IV. *Encouragement and Self*: Feedback should be full of encouraging and positive comments.
- V. *Task*: My feedback helps students decide what to include and/or exclude in their work.
- VI. *Process*: I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.



- VII. *Self-regulation*: My feedback reminds each student to self-assess his or her own work.
- VIII. *Peer and self-feedback*: Students can be critical of their own work and can find their own mistakes.
- IX. *Timeliness*: Quality feedback happens interactively and immediately in the classroom when students are learning.

The data collected by classroom observations were classified under four parts. When the researcher observed the classroom, she used a checklist including these four parts:

1. The Non-teacher part consisted of practices in which students give feedback instead of the teacher.
2. The teacher formative part included practices associated with interaction between teachers and students about how to improve.
3. The teacher protective evaluation part integrated praise to the student within feedback.
4. The headmasters reporting part had the teacher communicating with headmasters about the student.

#### **4.2. Mert**

Mert was a thirty-two year old male instructor from Turkey working in a state university in Kahramanmaraş, Turkey at the time of the study. He has been an English Language instructor for 9 years. He has worked for Ministry of Education, a private school, and a state university before. He had a BA degree in English language teaching from one of the top universities of Turkey. After his graduation, he focused on his professional development in EFL and attended seminars, workshops and conferences in relation to English language teaching approaches and methods. He had MA degree in TESL in the USA. Recently, he has started PhD degree in English language and literature in a state university in Turkey.

#### 4.2.1. Mert's Perceptions of Feedback

Table 4.1 shows the results of Mert's perceptions about Factor I, *Irrelevance*. The *Irrelevance* factor focused on students ignoring teacher feedback. As indicated in Table 4.1, Mert answered all the statements in the checklist as "no". He believed in the importance of feedback for students' improvement, so he did not agree with any of these items.

**Table 4.1. Mert's responses to items of Factor I, Irrelevance Factor**

Item No	Items	Yes	No
7.	Feedback is pointless because students ignore my comments and directions.		√
10.	Students rarely make changes in their work in response to my feedback.		√
18.	I seldom give written feedback because students throw it away.		√
23.	Time spent giving feedback is wasted effort.		√

Items of *Irrelevance* factor were also related to students preferring grades or marks to written comments. Mert explained that his students were sometimes willing to take grades rather than learning how to become formative with feedback support.

He expressed similar ideas in the interview when asked "How does feedback affect your students?". Related to this, he stated the following:

*Feedback mostly affects my students positively. I try to show the importance of feedback to them. I strongly believe that it can help them to become more successful, so I always want them to learn from my feedback. My students prefer grades, but I know if they see their improvement, they can feel more comfortable in teaching and learning process.*

Table 4.2 shows the results of Mert's perceptions about Factor II, *Improvement*. The *Improvement* factor focused on items describing students using the feedback they received. As indicated in Table 4.2, Mert answered all the statements in the checklist as

“yes”. Mert emphasized that feedback should focus on growth in student learning, so he agreed with all these items.

**Table 4.2. Mert’s responses to items of Factor II, Improvement Factor**

Item No	Items	Yes	No
1.	Students use the feedback I give them to improve their work.	√	
3.	I can see progress in student work after I give feedback to students.	√	
11.	Students use comments I give them to revise their work.	√	
24.	Giving students feedback is important because it helps them learn.	√	

*Improvement* factor did not include items related to teacher intentions and values for feedback; they just are discussed in terms of students. Mert expressed that there was a significant improvement in his students’ learning progress after he gave feedback to them.

In response to the second question “How does feedback improve your students’ learning process?” in the semi-structured interview, Mert stated the following:

*Initially, feedback improves my students’ language skills. I believe that it is especially beneficial for writing skill. Feedback gives the opportunity to edit and revise in their work. Feedback may also help my students to be motivated during the lesson. Whenever I realize a de-motivated student, I immediately require the feedback support to gain that student back. It generally serves this purpose.*

Above is the quote from the semi-structured interview of Mert respectively about the *Improvement* factor. As it is clear from this quote, Mert viewed feedback as a pathfinder to lead student growth.

Table 4.3 shows the results of Mert’s perceptions about Factor III, *Reporting and Compliance*. The *Reporting and Compliance* factor contained statements indicating feedback should inform the headmaster of student progress. As indicated in Table 4.3,

Mert answered all the statements in the checklist as “yes”. The results pointed out that Mert had to give reports about the use of feedback to his headmaster and it was an obligation in his department, so he agreed with all these items.

**Table 4.3. Mert’s responses to items of Factor III, Reporting and Compliance Factor**

Item No	Items	Yes	No
12.	At my school, teachers are expected to give both spoken and written feedback to students.	√	
25.	I give feedback to students because my school expects me to.	√	
30.	Feedback practices at my school are monitored by school leaders	√	

Mert’s response to the third question “What are your reasons for giving feedback, and do you give it voluntarily or compulsorily?” in the semi-structured interview, Mert confirmed the results shown in Table 4.3:

*I give feedback to my students voluntarily. However, to be honest, I do not have enough energy to do this. At such times, I remember that it is compulsory and I have to give feedback. Then, I find myself when I give feedback reluctantly.*

As it is obviously understood from Mert’s answer, he sometimes felt bad because of this compulsory duty. He informed the researcher during the interview that he wanted to give feedback voluntarily to be more helpful. Mert was aware of the benefits of feedback, so he tried to give it consciously.

Table 4.4 shows the results of Mert’s perceptions about Factor IV, *Encouragement and Self*. The *Encouragement and Self* factor included statements suggesting that providing students with praise would boost self-esteem. As indicated in Table 4.4, when Mert answered the statements 13, 21 and 29 in the checklist as “yes”, he answered the statements 8 and 32 as “no”. The items Mert agreed with showed that he used feedback as a facilitator in his class. He highlighted that his feedback had positive explanation to enhance his students learning. Conversely, Mert did not accept

the students' happiness as a purpose of feedback, and he rejected to give feedback about the students' effort during their work, too.

**Table 4.4. Mert's responses to items Factor IV, Encouragement and Self Factor**

Item No	Items	Yes	No
8.	The point of feedback is to make students feel good about themselves.		√
13.	The goal in giving feedback is to protect and enhance the student's self-esteem.	√	
21.	Feedback should be full of encouraging and positive comments.	√	
29.	Teachers should always include praise in their feedback about student work.	√	
32.	My feedback includes comments on the effort students put into their work.		√

Mert claimed that encouragement motivates greater student effort as he answered the fourth question "What is the role of praise in feedback?" in the semi-structured interview:

*I believe that praise is booster. It plays an important role in students' education life. The students always want to hear good comments from their teachers. Therefore, feedback should consist of praise to help students go further.*

Table 4.5 shows the results of Mert's perceptions about Factor V, *Task*. The *Task* factor focused on giving students information about aspects of their work that could be improved rather than on accuracy or specific error correction. As indicated in Table 4.5, Mert found feedback useful because it made positive changes in his students' projects. Therefore, Mert answered all the statements as "yes".

**Table 4.5. Mert’s responses to items of Factor V, Task Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
4.	My comments help students create the kind of work I expect from them.	√	
14.	My feedback is specific and tells students what to change their work	√	
26.	My feedback helps students decide what to include and/or exclude in their work.	√	

Mert said that he used feedback to show what was necessary. As he maintained that his feedback created required changes, he answered the fifth question “How do you know that your students understand feedback?” in the semi-structured interview:

*I observe whether their spoken and written language changed definitely. I can see that most of my students understood my feedback because it is clear that there is an enhancement in their work in the light my feedback.*

Table 4.6 shows the results of Mert’s perceptions about Factor VI, *Process*. The *Process* factor focused on allowing students to engage actively in responding to feedback. As indicated in Table 4.6, when Mert answered the statements 20 and 31 in the checklist as “yes”, he answered the statements 27 and 34 as “no”. The items that Mert agreed with showed that feedback was a bridge between students and teacher. He paid attention to his students’ responses to his feedback. However, Mert did not explain the process of his feedback and he did not set a specific time to give feedback to his students individually during lesson time.

**Table 4.6. Mert’s responses to items of Factor VI, Process Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
20.	I give students opportunities to respond to my feedback.	√	
27.	In feedback, I describe student work to stimulate discussion about how it could improve.		√
31.	Feedback is a two-way process between my students and me.	√	
34.	I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.		√

The results of Table 4.6 were double-checked in Mert’s response to the sixth question “What process do you follow by providing feedback?” in the semi-structured interview:

*I generally keep a feedback process between my students and me, as it is a link between us. I try to give enough time for them to reflect my feedback. I do not spend time in the lesson separately for giving individual feedback. If I see the necessity of individual feedback, I take that project or student to my office, and then I give feedback. It means that I prefer delayed feedback in such situations.*

Table 4.7 shows the results of Mert’s perceptions about Factor VII, *Self-regulation*. The *Self-regulation* factor included items about student self-sufficiency and agency in evaluating their own work. As indicated in Table 4.7, when Mert answered the statements 5 and 15 in the checklist as “yes”, he answered the statements 2, 28 and 35 as “no”. The items that Mert said “yes” showed that his feedback played an important role for his students’ self-evaluation. Yet, Mert did not find his students successful enough to correct themselves without his feedback.

**Table 4.7. Mert’s responses to items of Factor VII, Self-regulation Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
2.	I encourage students to correct/revise their own work without my prompting.		√
5.	Feedback is about helping students evaluate their own work.	√	
15.	My feedback reminds each student to self-assess his or her own work.	√	
28.	My students generate ideas about improving their learning independent of me.		√
35.	My students analyze their own work with little direction from me.		√

In response to the seventh question “What is the importance of your feedback in students’ self-regulation?” asked in the semi-structured interview, Mert expressed that:

*Mainly, my feedback aims to teach my students to be more autonomous learners, so they can learn from their mistakes, and they can correct themselves by the time. But, to be able to achieve this, they should show required interest in my feedback. For this reason, my feedback is important to facilitate my students to get the ability of self-regulation.*

Table 4.8 shows the results of Mert’s perceptions about Factor VIII, *Peer and Self-feedback*. The *Peer and Self-feedback* factor focused on students actively giving themselves and each other feedback. As indicated in Table 4.8, when Mert answered the statement 22 in the checklist as “yes”, he answered the statements 16 and 19 as “no”. The item that Mert agreed with showed that he found self-feedback beneficial in certain situations, but the other statements proved that he did not accept the peers as great sources of feedback.



**Table 4.8. Mert’s responses to items of Factor VIII, Peer-Self Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
16.	Students are able to provide accurate and useful feedback to each other and themselves.		√
19.	Peers are the best source of feedback.		√
22.	Students can be critical of their own work and can find their own mistakes.	√	

Mert demanded that self-feedback should be taken as a good directive, whereas peer-feedback can lead students from the right place to wrong destinations as he answered the eighth question “What do you think about peer-feedback and self-feedback?” in the semi-structured interview:

*If the students learn how to give self-feedback, it provides more permanent learning for them. I found self-feedback more useful than peer-feedback. I think peer-feedback just creates lots of noise in class. It is waste of time because students tend to speak about irrelevant subjects instead of giving effective feedback each other.*

Table 4.9 shows the results of Mert’s perceptions about Factor IX, *Timeliness*. The *Timeliness* factor included items relating to the importance of prompt response to student work. As indicated in Table 4.9, when Mert answered the statements 9, 17 and 33 in the checklist as “yes”, he answered the statement 6 as “no”. Mert stated that he found delayed feedback useful as much as immediate feedback.

**Table 4.9. Mert’s responses to items of Factor IX, Timeliness Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
6.	Feedback that takes more than a week to get to the student is useless.		√
9.	Students should not have to wait for feedback.	√	
17.	I give students feedback immediately after they finish.	√	
33.	Quality feedback happens interactively and immediately in the classroom when students are learning.	√	

Mert expressed that he usually preferred immediate feedback because he believed feedback became better when it was sooner as he answered the last question “When do you think feedback should be given?” in the semi-structured interview:

*Feedback should be given as soon as possible. I think teachers should be aware of the importance of the right time for giving feedback. For example; if a teacher gives a feedback for an activity one month later, it does not work because students would forget what they have done. Thus, time is a vital component of useful feedback. I admit that both immediate and delayed feedback can be used effectively, but I say again and again, it should not be too late.*

#### **4.2.2. Mert’s Feedback Practices**

The researcher conducted two forty-minute observations of Mert’s class. In the observed lessons, Mert typically followed a routinized pattern of a lesson. He went through the following order of actions:

- Greet the class.
- State the agenda of the day and the focus of the lesson.
- Set a warm-up activity. (a communicative activity)
- Explain the rules and form of the structure.
- Provide examples and attract attention to the important points.
- Set some exercises to practice the structure from the course book, workbook,

and worksheet and/or from teacher-generated exercises.

He began his lessons by greeting the class and also initiating a small talk in Turkish instead of English. His lesson was a typical lesson as most of teachers would follow. During the lesson time, the researcher observed almost all example practices of feedback written in her observation checklist.

In non-teacher part, item 3 “comments students give to themselves” was observed. This observation proved that Mert preferred self-feedback rather than peer-feedback in his class. In teacher formative part, the researcher observed spoken comments, instant responses to students’ classroom work, hints, tips, and reminders written on student work and discussions with students about their work. As Mert emphasized the importance of the time of feedback, it was seen in his lesson. He tried to give feedback in the right time especially with spoken comments. Grades, scores, or marks on student work, ticks or crosses on student work, praising students for how hard they have worked and giving correct answers when students answer incorrectly were observed in teacher protective evaluation part. Mert did not hesitate the use of feedback as a part of evaluation. These results reveal that Mert used both descriptive and evaluative feedback practices in his classroom. In the headmaster reporting part, reports to headmaster were observed as Mert explained that he had to give feedback because it was obligatory.

### **4.3. Case 2: Fersu**

Fersu was a thirty-three year old female instructor from Turkey working in a state university in Kahramanmaraş, Turkey at the time of the study. She has been teaching English for 10 years. She has worked for Ministry of Education, and state university before. She had her BA and MA degree in English language teaching from a private university in Turkey. Recently, she has started PhD degree in English language and literature in a state university in Turkey.

#### **4.3.1. Fersu’s Perceptions of Feedback**

Table 4.10 shows the results of Fersu’s perceptions about Factor I, *Irrelevance*. The *Irrelevance* factor focused on students ignoring teacher feedback. As indicated in

Table 4.10, Fersu answered all the statements in the checklist as “no”. As Mert stated above, Fersu found the feedback necessary for her students’ enhancement, so she did not agree with all these items.

**Table 4.10. Fersu’s responses to items of Factor I, Irrelevance Factor**

Item No	Items	Yes	No
7.	Feedback is pointless because students ignore my comments and directions.		√
10.	Students rarely make changes in their work in response to my feedback.		√
18.	I seldom give written feedback because students throw it away.		√
23.	Time spent giving feedback is wasted effort.		√

Fersu explained that her students knew how much feedback was important for their improvement, so her students did not throw any piece of her written comments. She responded to the question “How does feedback affect your students?” in the semi-structured interview:

*I think feedback affects my students in a positive manner because whenever I give feedback to them, I can see that they are pleased to see their good sides or even mistakes. Actually, my motivated students are more interested in my feedback. They want me to give feedback to them as much as possible. They like to hear something about themselves from me. It is obvious that my every word is important for them.*

Table 4.11 shows the results of Fersu’s perceptions about Factor II, *Improvement*. The *Improvement* factor focused on items describing students using the feedback they received. As indicated in Table 4.11, Fersu answered all the statements in the checklist as “yes”. Fersu believed that feedback was one of the main components of the success for her students, so she agreed with all these items.

**Table 4.11. Fersu’s responses to items of Factor II, Improvement Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
1.	Students use the feedback I give them to improve their work.	√	
3.	I can see progress in student work after I give feedback to students.	√	
11.	Students use comments I give them to revise their work.	√	
24.	Giving students feedback is important because it helps them learn.	√	

Fersu suggested that feedback was an indispensable assistant for teachers to make the students go further. In her response to the question “How does feedback improve your students’ learning process?” in the semi-structured interview, she also expressed that:

*Feedback is necessary when students do a project or something else. Students may not want to continue a project or they want to terminate it. Then, motivation is necessary for students to decide what to do. I think that feedback is the primary source of motivation. No matter how willing student is, she will get stuck on somewhere when any feedback is not provided. Consequently, feedback should be given to enhance the students’ learning.*

Table 4.12 shows the results of Fersu’s perceptions about Factor III, *Reporting and Compliance*. The *Reporting and Compliance* factor contained statements indicating feedback should inform the headmaster of student progress. As Table 4.12 displays, Fersu answered all the statements in the checklist as “yes”. The results show that Fersu was obliged to give feedback and report what she did about the use of feedback to his headmaster, so she agreed with all these items.

**Table 4.12. Fersu’s responses to items of Factor III, Reporting and Compliance Factor**

Item No	Items	Yes	No
12.	At my school, teachers are expected to give both spoken and written feedback to students.	√	
25.	I give feedback to students because my school expects me to.	√	
30.	Feedback practices at my school are monitored by school leaders	√	

Mert’s responses to Factor III are similar to Fersu’s since their department is the same. The third question, “What are your reasons for giving feedback, and do you give it voluntarily or compulsorily?” in the semi-structured interview was answered by Fersu as followed:

*I would like to give feedback to my students independent of my headmaster and colleagues. Feedback should be given voluntarily. Nonetheless, I sometimes give feedback because it is just obligatory. If so, I see the difference in my feedback practices. For instance, if I give voluntarily, I try to give more detailed feedback, and I explain every important spot, but if I give compulsorily, it is just simple feedback. I do not believe that my colleagues give meaningful feedback; they just give it because they have to do.*

As it is clear from her quote, this obligation annoys her. She repeated she wanted to give feedback voluntarily. Fersu wanted her colleagues could be aware of giving feedback consciously.

Table 4.13 shows the results of Fersu’s perceptions about Factor IV, *Encouragement and Self*. The *Encouragement and Self* factor included statements suggesting that providing students with praise would boost self-esteem. As indicated in Table 4.13, when Fersu answered all the statements in the checklist as “yes”. She came to realize that she used feedback as a light to lead her students to the right way in her class. In her feedback, there were encouraging comments. Fersu accepted the students’ happiness as a purpose of feedback, and she tried to give feedback about the students’ effort during their work, too.

**Table 4.13. Fersu’s responses to items Factor IV, Encouragement and Self Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
8.	The point of feedback is to make students feel good about themselves.	√	
13.	The goal in giving feedback is to protect and enhance the student’s self-esteem.	√	
21.	Feedback should be full of encouraging and positive comments.	√	
29.	Teachers should always include praise in their feedback about student work.	√	
32.	My feedback includes comments on the effort students put into their work.	√	

Fersu added that encouragement fosters students’ effort to go beyond the stuck situation as she answered the fourth question “What is the role of praise in feedback?” in the semi-structured interview:

*I know that being positive brings positive changes in my students’ work. Praise has a great effect on students, so I usually use it.*

Table 4.14 shows the results of Fersu’s perceptions about Factor V, *Task*. The *Task* factor focused on giving students information about aspects of their work that could be improved rather than on accuracy or specific error correction. As indicated in Table 4.14, Fersu found feedback as a prompter to use for desired changes, so she answered all the statements as “yes”.

**Table 4.14. Fersu’s responses to items of Factor V, Task Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
4.	My comments help students create the kind of work I expect from them.	√	
14.	My feedback is specific and tells students what to change their work	√	
26.	My feedback helps students decide what to include and/or exclude in their work.	√	

Fersu stated her feedback help her students to progress on their studies under the control of her directions. She answered the fifth question “How do you know that your students understand feedback?” in the semi-structured interview:

*If my students give the correct answers, I can say they have understood what my feedback means. When they do not do the same mistakes, it is obvious that they understand.*

Table 4.15 shows the results of Fersu’s perceptions about Factor VI, *Process*. The *Process* factor focused on allowing students to engage actively in responding to feedback. As indicated in Table 4.15, Fersu answered all the statements in the checklist as “yes”. She tried to give feedback to her students as much as possible during lesson time, at her office-hour and even in her spare time. She used feedback interactively so that her students deliberately talk to her about her feedback.



**Table 4.15. Fersu’s responses to items of Factor VI, Process Factor**

Item No	Items	Yes	No
20.	I give students opportunities to respond to my feedback.	√	
27.	In feedback, I describe student work to stimulate discussion about how it could improve.	√	
31.	Feedback is a two-way process between my students and me.	√	
34.	I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.	√	

Fersu added that she followed a process which is stated in her response to the sixth question “What process do you follow by providing feedback?” in the semi-structured interview:

*If I give any feedback to one of my students, I do not leave his/her on his/her own. Whenever there is a need to give feedback, I start with clues, and I give feedback, then I check it, and finally, I want to see appropriate correctness. I basically attempt to get my students to hit the right answer. To get this, I try to share all my time with my students at school.*

Table 4.16 shows the results of Fersu’s perceptions about Factor VII, *Self-regulation*. The *Self-regulation* factor included items about student self-sufficiency and agency in evaluating their own work. As indicated in Table 4.16, when Fersu answered the statements 2, 5 and 15 in the checklist as “yes”, she answered the statements 28 and 35 as “no”. The items answered as “yes” showed that her feedback was important while assessing the students as she want herself to be active and on the top of feedback steps.

**Table 4.16. Fersu’s responses to items of Factor VII, Self-regulation Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
2.	I encourage students to correct/revise their own work without my prompting.	√	
5.	Feedback is about helping students evaluate their own work.	√	
15.	My feedback reminds each student to self-assess his or her own work.	√	
28.	My students generate ideas about improving their learning independent of me.		√
35.	My students analyze their own work with little direction from me.		√

The results of Table 4.16 were repeated in Fersu’s response to the seventh question “What is the importance of your feedback in students’ self-regulation?” asked in the semi-structured interview, Fersu expressed that:

*For they want to know what they have learnt, self-regulation ability is important. Feedback gives the necessary power to one to start evaluating oneself. If students success to do this, they can easily revise themselves, and the more important thing is that they can understand one who evaluate them.*

Table 4.17 shows the results of Fersu’s perceptions about Factor VIII, *Peer and Self-feedback*. The *Peer and Self-feedback* factor focused on students actively giving themselves and each other feedback. As indicated in Table 4.17, when Fersu answered the statement 19 in the checklist as “yes”, she answered the statements 16 and 22 as “no”. The item that Fersu agreed with showed that she found peer-feedback beneficial. On the other hand, the other statements argue that she did not accept the success of self-feedback separately.

**Table 4.17. Fersu’s responses to items of Factor VIII, Peer-Self Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
16.	Students are able to provide accurate and useful feedback to each other and themselves.		√
19.	Peers are the best source of feedback.	√	
22.	Students can be critical of their own work and can find their own mistakes.		√

Fersu claimed that peer-feedback can make students feel more comfortable than teacher feedback, and as she answered the eighth question “What do you think about peer-feedback and self-feedback?” in the semi-structured interview:

*Both of them are useful. Self-feedback can encourage the students. Peer-feedback can activate the students’ interpersonal relations. Furthermore, the interaction between students makes students feel more comfortable. Still, the teacher should follow whether peer-feedback works, or not.*

Table 4.18 shows the results of Fersu’s perceptions about Factor IX, *Timeliness*. The *Timeliness* factor included items relating to the importance of prompt response to student work. As indicated in Table 4.18, when Fersu answered the statements 9, 17 and 33 in the checklist as “yes”, she answered the statement 6 as “no”. It was apparent from her answers that she would be willing to give feedback to her students immediately.

**Table 4.18. Fersu’s responses to items of Factor IX, Timeliness Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
6.	Feedback that takes more than a week to get to the student is useless.		√
9.	Students should not have to wait for feedback.	√	
17.	I give students feedback immediately after they finish.	√	
33.	Quality feedback happens interactively and immediately in the classroom when students are learning.	√	

Fersu completed the interview with her response to the last question “When do you think feedback should be given?”:

*Feedback should be given just after the teacher feels it is necessary. Thanks to immediate feedback, I usually see the improvement easily, but if I wait for a week or more to give feedback, then it is more difficult to understand whether my feedback gets the destination. Even so, I think, every kind of feedback in every time can be useful for students.*

#### **4.3.2. Fersu’s Feedback Practices**

The researcher conducted two forty-minute observations of Fersu’s class. In the observed lessons, Fersu presented a fruitful and enjoyable lesson. She went through the following order of actions:

- Greet the class,
- Make a short revision of what they have learnt recently,
- Teach the new subject in a contextualized way,
- Provide examples and attract attention to the important points inductively,
- Set some transformational exercises about the subject to make it more meaningful.

She began her lessons by greeting the class and also initiating a small talk about their last quiz results. Her lesson was a well-prepared lesson, most probably, she was

influenced the presence of the researcher in her class, so she prepared her lesson carefully. During the lesson time, the researcher observed most of example practices of feedback written in her observation checklist.

In non-teacher part, advice or comment that students give each other was observed. This observation evidenced that Fersu gave the opportunity to her students to use peer-feedback in her class. In teacher formative part, the researcher observed spoken comments, hints, tips, and reminders written on student work and discussions with students about their work. She always tried to give spoken comments to take her students' reactions immediately. Ticks or crosses on student work were observed in teacher protective evaluation part. The results showed that Fersu benefitted from descriptive feedback more than evaluative feedback. Lastly, in the headmaster reporting part, reports to headmaster were observed as Fersu made the researcher and her students feel that she had to give feedback because of administration.

#### **4.4. Case 3: Ela**

Ela was a twenty-seven year old female instructor from Turkey working in a state university in Kahramanmaraş, Turkey at the time of the study. She has been an English instructor for 5 years. She has worked for a state university before. She had her BA and MA degree in English language and literature from a well-known state university in İstanbul. Recently, like Mert and Fersu, she has started PhD degree in English language and literature in a state university in Turkey.

##### **4.4.1. Ela's Perceptions of Feedback**

Table 4.19 shows the results of Ela's perceptions about Factor I, *Irrelevance*. The *Irrelevance* factor focused on students ignoring teacher feedback. As indicated in Table 4.19, Ela answered all the statements in the checklist as "no". As Mert and Fersu stated above, Ela thought her students knew the importance of her feedback, so she did not agree with all these items.

**Table 4.19. Ela’s responses to items of Factor I, Irrelevance Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
7.	Feedback is pointless because students ignore my comments and directions.		√
10.	Students rarely make changes in their work in response to my feedback.		√
18.	I seldom give written feedback because students throw it away.		√
23.	Time spent giving feedback is wasted effort.		√

Ela commented she used feedback to enhance her students’ learning, and she tried to get them to understand the importance of feedback. She responded to the question “How does feedback affect your students?” in the semi-structured interview:

*My students know that they can benefit from feedback to achieve complex issues. So, I think feedback has a good effect on my students. Giving feedback both regulates our relationships respectfully and improves my students’ self-confidence.*

Table 4.20 shows the results of Ela’s perceptions about Factor II, *Improvement*. The *Improvement* factor focused on items describing students using the feedback they received. As indicated in Table 4.20, Ela answered all the statements in the checklist as “yes”. Ela believed that feedback was an inevitable tool to make students get better.

**Table 4.20. Ela’s responses to items of Factor II, Improvement Factor**

Item No	Items	Yes	No
1.	Students use the feedback I give them to improve their work.	√	
3.	I can see progress in student work after I give feedback to students.	√	
11.	Students use comments I give them to revise their work.	√	
24.	Giving students feedback is important because it helps them learn.	√	

In her response to the question “How does feedback improve your students’ learning process?” in the semi-structured interview, she also demonstrated that:

*They can evaluate their work with the help of feedback, so feedback gives them a chance to revise what they have done. As a teacher who uses feedback actively, I can perform well enough to carry out my lesson organization in order to increase quality of learning.*

Table 4.21 shows the results of Ela’s perceptions about Factor III, *Reporting and Compliance*. The *Reporting and Compliance* factor contained statements indicating feedback should inform the headmaster of student progress. As Table 4.21 displays, Ela answered all the statements in the checklist as “yes”. The results show that the administration of her department wanted her to give feedback to her students, so she agreed with all these items.

**Table 4.21. Ela’s responses to items of Factor III, Reporting and Compliance Factor**

Item No	Items	Yes	No
12.	At my school, teachers are expected to give both spoken and written feedback to students.	√	
25.	I give feedback to students because my school expects me to.	√	
30.	Feedback practices at my school are monitored by school leaders	√	

Like Mert and Fersu, Ela gave the same answers in Factor III because their department wanted all of its instructors to give feedback to students. Ela answered the third question, “What are your reasons for giving feedback, and do you give it voluntarily or compulsorily?” in the semi-structured interview:

*I give feedback because of these two reasons, but I guess most instructors give it compulsorily. If I had a choice, I would choose the first reason for all my colleagues because I think feedback may create the best outcome of our students’ efforts when we, instructors give it voluntarily. Our students are so clever to understand what we feel while giving feedback. Namely, we should give it voluntarily to motivate our students much more.*

As it is understood from her quote, she recommended giving feedback voluntarily to her colleagues. She discussed that feedback as an interaction between instructors and students would be under the control of instructors or students not the headmasters.

Table 4.22 shows the results of Ela’s perceptions about Factor IV, *Encouragement and Self*. The *Encouragement and Self* factor included statements suggesting that providing students with praise would boost self-esteem. As indicated in Table 4.22, when Ela answered the statements 13 and 29 in the checklist as “yes”, she answered the statements 8,21 and 32 as “no”. She used feedback to enhance her students’ self-esteem, and to be able to this, she added praise to her feedback to motivate her students.



**Table 4.22. Ela’s responses to items Factor IV, Encouragement Factor**

Item No	Items	Yes	No
8.	The point of feedback is to make students feel good about themselves.		√
13.	The goal in giving feedback is to protect and enhance the student’s self-esteem.	√	
21.	Feedback should be full of encouraging and positive comments.		√
29.	Teachers should always include praise in their feedback about student work.	√	
32.	My feedback includes comments on the effort students put into their work.		√

Ela commented feedback was a kind of source to feed students’ self-esteem when she answered the fourth question “What is the role of praise in feedback?” in the semi-structured interview:

*It is necessary to elicit students’ activation in class time. I sometimes see some of my students just sit in the back of class and say no word during the lesson, and then I apply praise. That student would think he/she is considered important and the praise takes that student into the learning process. However, I try not to praise my students profusely since it loses its efficacy.*

Table 4.23 shows the results of Ela’s perceptions about Factor V, *Task*. The *Task* factor focused on giving students information about aspects of their work that could be improved rather than on accuracy or specific error correction. As indicated in Table 4.23, Ela answered all the statements as “yes” because she found her feedback played a manager role even in the details of her students’ work.

**Table 4.23. Ela’s responses to items of Factor V, Task Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
4.	My comments help students create the kind of work I expect from them.	√	
14.	My feedback is specific and tells students what to change their work	√	
26.	My feedback helps students decide what to include and/or exclude in their work.	√	

She extended her thoughts in her response to the fifth question “How do you know that your students understand feedback?” in the semi-structured interview:

*Primarily, making mistakes is a part and parcel of language learning process, and it is important for my students to see that as well. If they are trying to use that recently learned structure, I try to interfere before error gets fossilized. I try to make them understand the right version. When I see they correct their mistakes in the next tasks, and then I say it is okay; my feedback works.*

Table 4.24 shows the results of Ela’s perceptions about Factor VI, *Process*. The *Process* factor focused on allowing students to engage actively in responding to feedback. As indicated in Table 4.24, Ela answered all the statements in the checklist as “yes”. She believed that feedback provided a way for students to focus on their mistakes and discuss about how to correct them.

**Table 4.24. Ela’s responses to items of Factor VI, Process Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
20.	I give students opportunities to respond to my feedback.	√	
27.	In feedback, I describe student work to stimulate discussion about how it could improve.	√	
31.	Feedback is a two-way process between my students and me.	√	
34.	I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.	√	

Ela explained her feedback process in her response to the sixth question “What process do you follow by providing feedback?” in the semi-structured interview:

*First, I give feedback to my students, and I wait their response to my feedback. They do some changes in their work, and then I show them that they are understood and I am satisfied. Thus, feedback creates an invisible link between my students and me, and it strengthens our relationship.*

Table 4.25 shows the results of Ela’s perceptions about Factor VII, *Self-regulation*. The *Self-regulation* factor included items about student self-sufficiency and agency in evaluating their own work. As indicated in Table 4.25, when Ela answered the statements 2, 5, 15 and 35 in the checklist as “yes”, she answered the statement 28 as “no”. She highlighted that feedback was worthwhile while the students as she want herself to be active and on the top of feedback steps.

**Table 4.25. Ela's responses to items of Factor VII, Self-regulation Factor**

Item No	Items	Yes	No
2.	I encourage students to correct/revise their own work without my prompting.	√	
5.	Feedback is about helping students evaluate their own work.	√	
15.	My feedback reminds each student to self-assess his or her own work.	√	
28.	My students generate ideas about improving their learning independent of me.		√
35.	My students analyze their own work with little direction from me.	√	

The results of Table 4.25 were double-checked in Ela's response to the seventh question "What is the importance of your feedback in students' self-regulation?" asked in the semi-structured interview:

*I think feedback should be supportive and it should help students to improve themselves. Students can get the chance to evaluate themselves by feedback. Even if I do not give feedback to them, they can learn how to do this in time.*

Table 4.26 shows the results of Ela's perceptions about Factor VIII, *Peer and Self-feedback*. The *Peer and Self-feedback* factor focused on students actively giving themselves and each other feedback. As indicated in Table 4.26, when Ela answered the statement 22 in the checklist as "yes", she answered the statements 16 and 19 as "no". Ela found self-feedback beneficial, but she did not accept peer-feedback as a best source of feedback by itself.

**Table 4.26. Ela’s responses to items of Factor VIII, Peer-Self Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
16.	Students are able to provide accurate and useful feedback to each other and themselves.		√
19.	Peers are the best source of feedback.		√
22.	Students can be critical of their own work and can find their own mistakes.	√	

Ela believed when students learn how to give self-feedback, they feel more confident than peer-feedback or teacher feedback, and as she answered the eighth question “What do you think about peer-feedback and self-feedback?” in the semi-structured interview:

*I think both peer-feedback and self-feedback are beneficial for my students. But none of them is enough by itself. Feedback from peers guides the students as well as self-feedback. At the last phase, no matter how much feedback the students take from peers to make revisions, they give final form to their developed work based on my feedback.*

Table 4.27 shows the results of Ela’s perceptions about Factor IX, *Timeliness*. The *Timeliness* factor included items relating to the importance of prompt response to student work. As indicated in Table 4.27, Ela answered all the statements as “yes”. It was obvious she found immediate feedback more useful.

**Table 4.27. Ela’s responses to items of Factor IX, Timeliness Factor**

<b>Item No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
6.	Feedback that takes more than a week to get to the student is useless.	√	
9.	Students should not have to wait for feedback.	√	
17.	I give students feedback immediately after they finish.	√	
33.	Quality feedback happens interactively and immediately in the classroom when students are learning.	√	

Ela responded to the last question “When do you think feedback should be given?” in the semi-structured interview:

*When one of my students makes a mistake, I try to give immediate correction. I do not approve the error. Sometimes, I wait for a while to give feedback in order not to interrupt his/her speech. I think both immediate and delayed feedback can be used, but it changes from student to student. I pay attention to students’ characteristic features while deciding the feedback time. To illustrate, if the student is successful, I give feedback to him/her immediately because I know he/she does not get de-motivated. However, for low achieving students, I wait and I give feedback after lesson because I do not want him/her to discourage.*

#### **4.4.2. Ela’s Feedback Practices**

The researcher conducted two forty-minute observations of Ela’s class. In the observed lessons, Ela did not follow the certain lesson plan she gave the researcher. She went through the following order of actions:

- Set a warm-up activity,
- In-put phase,
- Provide controlled and guided practices,
- Wind-down and extended practice.

Since she was a little bit late, she did not greet the class. The course was

interrupted several times with unrelated conversation between students and her. During the lesson time, the researcher observed most of example practices of feedback written in her observation checklist.

In non-teacher part, advice or comment that students give each other, and comments students give to themselves were observed. It is interpreted Ela gave the opportunity to her students to use both peer-feedback and self-feedback in her class. In teacher formative part, the researcher observed spoken comments, detailed written comments, hints, tips, and reminders written on student work and discussions with students about their work. She gave written comments so that her students can look and discuss about them. Grades, scores or marks, and ticks or crosses on student work were observed in teacher protective evaluation part. It is interpreted that Ela used descriptive feedback more than evaluative feedback. Lastly, in the headmaster reporting part, reports to headmaster were observed as she explained she had to give feedback.

#### **4.5. Summary of the Findings**

##### **4.5.1. The Participant Instructors' perceptions of Feedback**

The data collected by checklists and interviews showed the way the participant instructors think about feedback.

In checklists, all instructors defined feedback by using factors improvement, reporting and compliance, task, and encouragement. Three other factors follow them as timeliness, process and self-regulation. Lastly, instructors do not prefer factors Irrelevance, and peer and self-feedback to define feedback.

In the interviews, instructors explained their thinking about feedback that they found feedback useful to improve students' learning.

The checklists and interview results showed that all of the study participants were familiar with the source, timing, manner, and content of the feedback. For example, the instructors focused less on the importance of peer feedback whereas they concentrated on self-feedback and teacher feedback essentially. Furthermore, interview results reveal that the instructors knew even small details about the content of feedback such as detailed written comments for revising.

#### **4.5.2. Feedback practices of Participant Instructors**

The participant instructors reported using many feedback practices in their classrooms. Correspondingly, results showed that there was a convincing consistency between what they expressed and what they acted. Overall, in all classroom observations, feedback was observed as advice and comment that students give each other, spoken comment, hint, tip, and reminder, discussion with students about their work, and tick or cross on student work. The teachers' focus was on involving students in using feedback to improve their work and develop self-sufficiency.



## CHAPTER 5

### 5. CONCLUSION

#### 5.1. Introduction

This chapter discusses the conclusion of the present study derived from the data findings. At first, the purpose of the study and summary of the findings as regards each research question are presented to facilitate the discussion. This section is followed by an interpretation of the results with reference to the literature review reported in Chapter Two. The next section provides the implications concluded from the study with the recommendations for further studies. Finally, the chapter ends with limitations of the study.

#### 5.2. Summary of the Study

The present study investigated the perceptions of EFL instructors about the use of feedback and their feedback practices. In particular, the study investigated two research questions:

1. What perceptions of feedback do EFL instructors hold in a university preparatory school, KSU?
2. What are the EFL instructors' feedback practices at KSU?

In this study, findings about feedback are examined in terms of two aspects, perceptions of feedback and feedback practices during teaching and learning process. The results of the data analysis reveal that EFL instructors' perceptions about the use of feedback are strongly related to growth of learning rather than students' well being and grading construction, and EFL instructors' feedback practices gathered under the teacher formative feedback practices are congruent with their perceptions in preparatory classes at KSUSFL. In brief, the following findings are available.

These data suggest that teachers endorsed feedback factors associated with AfL and feedback to improve learning. Furthermore, teachers provided largely equivalent

responses to the checklist with in the semi-structured interview and classroom observation. The perceptions of feedback factors and the feedback practice definitions indicated that there were conceptually meaningful relations between teachers' conceptions of feedback and their practices.

The teachers' focus was on involving students in generating and using feedback to improve their work and develop autonomy. Encouragement and providing student self-esteem were considered as aspects of this learning-oriented conception of feedback, while Hattie and Timperley (2007) find the self-regulation feedback as the most powerful type because this type of feedback leads the students to be more engaged and self-efficient during teaching-learning process. Teacher responses in this sample indicated they did not completely believe in using feedback to enhance students' well being (i.e., praise extravagantly).

The most frequently provided type is task feedback. However, task feedback is the type most commonly delivered to students in the schools. Teachers are likely to give praise in feedback, which is controversial (Sadler, 1998; Black and Wiliam, 1998; Hattie and Timperley, 2007). On its own, praise may not have sufficient information to move students forward in their learning (Hattie and Timperley, 2007; Kluger and DeNisi, 1996; Shute, 2008). Yet, the EFL instructors found praise made students motivated so as to overcome the difficulties easily. Moreover, Irving, Harris and Peterson (2011) present evidence that some teachers consider praise as a tool in improving students' self-esteem.

In terms of Tunstall and Gipps's (1996) feedback typology, both descriptive feedback and evaluative feedback were observed in the instructors' feedback practices. However, descriptive feedback was preferred more than evaluative feedback because the instructors believe that this type of feedback improves students' learning.

As argued previously in this study, it is implied that detailed feedback seems more likely to be encouraging. This finding is congruent with the findings of the study by Brinko (1993) who argued that there is no distinction in the effect of oral or written feedback. The data analysis reveals that there is an aptitude to use general feedback as much as detailed feedback.

In terms of the research questions from the aspect of timing, the data analysis reveals that there is a high aptitude for immediate feedback after the performance while some of the teachers preferred to give feedback during the tasks (Bee and Bee, 1998;

Brinko, 1993; Hathaway, 1998). In addition, it is good not to see that there is a preference for delayed feedback such as two or three weeks later, which can lead to ineffective learning (Ilgen, Fisher and Taylor, 1987).

It is concluded from the data analysis that as a result of feedback, learners find it easy to make links between what they learnt before in the class and what they have just learnt, they want to participate more in tasks, they find the opportunity to improve their performance, they can realize on which subjects they have the opportunity to reflect on their performance through the help of the feedback they receive. These findings are consistent with the findings of the study by Russell (1998).

Unsurprisingly, none of the feedback practice factors was predicted by the *Irrelevance* factor. It is only natural that feedback practices teachers used should not be related to any sense that feedback is irrelevant. When feedback is irrelevant, then it may not be practiced at all.

As a final statement, it can be interpreted that feedback used in foreign language teaching classes as suggested, can clearly produce effective outcomes and helps the learners construct knowledge in an encouraging manner and increases their success as well.

### **5.3. Implications and Recommendations for Further Study**

Based on the findings of this study, some criteria for effective feedback can be suggested. First of all, for feedback to be effective, feedback may involve encouraging and positive comments. Second, the feedback given may be on behavior or performance rather than on the individual learner. Third, timing of feedback is important. Feedback might be better when given immediately after the learner's performance. Fourth, teacher's role is very important in giving feedback. Feedback can be effective if the teacher organizes lesson plan and give students opportunities to respond to feedback. Therefore, when giving feedback the teacher might encourage the learner for self-reflection.

The study results are consistent with the findings of several previous studies (e.g., Black and William, 1998b; Nicol and Macfarlane-Dick, 2004; Wiliam, 2011; Brown and Harris, 2012).The research literature on formative assessment has made it possible to identify some broad principles of good feedback practice which include:

- Motivation and beliefs that students can achieve,
- Clarification and sharing of goals, criteria, expected standards,
- Self-assessment in learning,
- Teacher and peer conversations around learning,
- High quality information to students about their learning,
- Opportunities for next steps and support for closing the gap,
- Information for teachers and their practice (Vercauteren, 2005, p. 81).

The findings are worthwhile and might be used to reinforce teachers' learning to improve their understanding of feedback and its practices. When the teachers are aware of their perceptions about feedback, they may think more consciously about the subject and make or concern changes. The more they are given opportunities to share and discuss subjects around feedback, the easier they will apply formative feedback principles. Although feedback can be accepted as a key to improving learning, this perception has to be integrated in practice.

Learning oriented perception of feedback provides formative assessment because all learning is monitored (Vercauteren, 2005), but nothing is measured without learning. Feedback is essentially formative assessment (Ramaprasad, 1983), for formative assessment becomes formative when "it is immediately used to make adjustments so as to form new learning" (Shepard, 2008).

Feedback means much more than just 'feedback', both students and teachers need to require a mutual understanding about what establishes learning and the quality of the learning. Teachers need to involve students in the assessment process and encourage them to revise their own work so as to be self-monitoring and self-regulating learners.

In a lesson time, teachers may not enough time to provide effective feedback, it is a robust effect for teachers to eschew using feedback. Therefore, program developers should accept the time as a need for change. They should take 'time' into consideration at the planning stage when the classroom practice includes formative assessment strategies and tools.

The researcher states that applying such kind of researches would not be an easy task. However, owing to the fruitful results gained from this study, she strongly believes

that pre- and in-service teachers can learn that their professional development lies in the heart of effective teaching and learning process. Thus, to thwart the discrepancy between teachers' adopted views and their actual practices; teachers need to be in an ongoing process of professional development and well-established logic of Assessment for Learning.

The researcher recommends that further studies might be conducted during a term or a year to get more reliable data. Future research can address more classroom observations and questionnaires. An observer might record the cases by using videotaping for categories of feedback, which can then be found the correlations with the results of the questionnaire. Future research could also address the language used in the feedback process. A study on determining the language of feedback can be of great benefit for the field as there are not adequate studies as respects to the language of feedback.

Future research could address different samples obtained from different schools of Foreign Languages at universities. This could provide a comparison of different types of feedback used in a variety of contexts. Future studies could add scrutiny of teacher feedback beliefs and practices in the light of external factors; i.e., grade level, student performance, assessment characteristics, or teacher personality. Also, it is noticeable that teacher conceptions of feedback are linked with their beliefs concerning assessment, teaching, learning, and curriculum (Brown, 2008). At last, because of this reason, future studies would do better to survey clearly the relationship of feedback perceptions with these other factors.

This study reveals that when learning is an complicated process of learning and involves teacher and student interaction as well as time and analysis of learning by both teachers and learners, "it is important that the teachers pay attention to giving the right type of feedback and allowing time for learners to reflect on their own performance" (Atalı, 2008).

#### **5.4. Limitations of the Study**

This study has certain limitations while attempting to seek answers to the research questions. First of all, the number of participants for this study was small. It is limited to three EFL instructors at KSUSFL. As almost all universities in Turkey have preparatory classes, it was beyond the researcher's ability to study all the preparatory school instructors in Turkey.

One of the research questions investigated the instructors' feedback practices could be conducted in a longer time such as a term or a year. So, as the participant instructors suggested, many more lesson may be observed for other research suggested. As the findings revealed, to find out the relationship between instructors' feedback perceptions and their feedback practices, a longitudinal study with a larger sample of participants may be more beneficial.

It would have been possible to gain supplementary data about the perceptions of EFL instructors about using feedback to improve student learning. To put differently, this study should have covered the effects of external factors such as administrators in student learning in details.

The duration of the study was another important limitation of the study. The time allotted for the study was rather short to gather reliable data. Because the study was a case study, which was based on the observations in class, the study required much time. If the study had been conducted over a longer period of time, it would possibly have resulted in more feedback episodes, which might increase the validity of the conclusions drawn. For this reason, the number of the participants and the length of the study may be the limitations of this study.

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## 7. APPENDICES

### 7.1. Appendix A: A sample Email Template

Dear EFL Instructor,

My name is Zeynep POLAT (CANLI). I am an ELT MA candidate at Çağ University, where I have been pursuing my academic studies for one year.

I am conducting research on EFL instructors' perceptions and practices of feedback in a university preparatory school. This study investigates feedback in a language learning context with the aim of finding out what the perceptions of instructors in preparatory classes about feedback are and what their feedback practices are during their teaching. The results of this study will provide insights about the instructors' perceptions of feedback and their feedback practices to improve learning. There is a need to shed light on the importance of feedback in learning process.

Your participation in the study will provide valuable insights and contribute to the research on this issue. I appreciate your willingness to complete this checklist, to participate in a semi-structured interview and to allow me to observe you in your classroom. Your responses to the checklist will be confidential and anonymous. If you agree to participate in the study, you will be provided with a copy of a summary of the study and you may find the information useful.

Please read the attached informed consent and indicate your willingness to participate in the study by replaying this email with the following statements.

“I have read the informed consent and agree to complete the checklist, to participate in a semi-structured interview and to allow you to observe me in my classroom.”

I agree to complete the checklist, participate in an interview and allow the researcher to observe me.

Your name:

Date:

Thank you very much for your consideration and help.

Sincerely,

Zeynep POLAT (CANLI)



Turkish Translation:

Değerli Hocam,

Ben Zeynep POLAT (CANLI). Çağ Üniversite'sinde İngiliz Dili Eğitimi (ELT) alanında yüksek lisans çalışmalarımı bir yıldır devam ettirmekteyim.

Tez çalışmam için bir üniversite hazırlık okulunda İngilizce okutmanlarının geribildirim kullanımına ilişkin algıları hakkında bir araştırma yapmaktayım. Bu proje üniversite hazırlık okulunda İngilizce okutmanlarının geribildirim kullanımına ilişkin algıları ve öğretim sürecinde kullandıkları geribildirim uygulamalarını bulmak amacıyla dil öğrenimi bağlamında geribildirimini incelemektedir. Bu projenin sonuçları öğrenmeyi geliştirmek için okutmanların geribildirim algıları ve geribildirim uygulamaları hakkında bilgi sahibi olmamızı sağlayacaktır. Öğrenme sürecinde geribildirim önemine ışık tutma ihtiyacı vardır.

Bu çalışmaya katılmanız bu konunun daha çok aydınlanmasını sağlayacaktır. Kontrol listesini doldurup, yarı yapılandırılmış görüşmelere katılarak ve sınıfta sizi gözlemleme izin vererek bu çalışmaya katkıda bulunmayı kabul ederseniz sizlere çok minnettar olurum. Ankette adınız sorulmayacak ve bilgilerin hangi şahıstan geldiği bilinmeyecektir. Sizin için yararlı olabilecek olan bu çalışmanın ana sonuçlarının bir özeti bu çalışmaya katılmayı kabul etmeniz halinde çalışmanın sonunda sizlere gönderilecektir.

Çalışmaya katılma isteğinizi belirtmek için lütfen ekteki bilgi formunu okuyunuz ve bu elektronik postaya aşağıdaki bilgileri kopyalayarak cevap veriniz.

“I have read the informed consent and agree to complete the checklist, to participate in a semi-structured interview and to allow you to observe me in my classroom.”

I agree to complete the checklist, participate in an interview and allow the researcher to observe me.

Your name:

Date:

Zaman ayırdığınız ve yardım ettiğiniz için çok teşekkür ederim.

Saygılarımla,

Zeynep POLAT (CANLI)

## **7.2. Appendix B: The Consent Form**

### **EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES OF FEEDBACK IN A UNIVERSITY EFL PREPARATORY SCHOOL**

#### **Informed Consent:**

Thank you for your participation in this study. Please read the following information before signing the consent form.

The study explores feedback in a language-learning context with the aim of finding out what the perceptions of instructors in preparatory classes about feedback are and what their feedback practices are during their teaching.

Research participants agree to the following:

- To grant permission to the researcher
- To grant permission to the researcher to share results through presentations and publication
- To participate in an anonymous checklist
- To participate in an interview
- To grant permission to the researcher to observe the participants' classroom

The following procedures are established to protect participants' confidentiality and rights:

- The researchers will remove instructors' names and other identifying information.
- You have the right to opt-out of the study at any point and understand that your participation is voluntary.

The research will be conducted until gathering adequate data. There are no foreseeable risks to you as participants. The checklist you complete will be completely anonymous. If you agree to be interviewed, the interviews will be recorded when possible and those recordings will be kept either in electronic form on the computer hard drive of the researcher and/or in CD form (or audio cassettes) in the office of the researcher. All names and other identifying information will be removed before disseminating the results publicly in presentations or articles.

I understand that my participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

If you have any questions about the research, please contact the Researcher (Zeynep POLAT (CANLI) at [zeyneppolat1312@hotmail.com](mailto:zeyneppolat1312@hotmail.com)).

I have read the above statements and agree to stated terms.

### 7.3. Appendix C: Demographic Questions

Please provide the following information.

1. Preferred pseudonym:
2. Gender: male \_\_\_\_\_ female \_\_\_\_\_
3. Age:
4. Are you a native speaker of English? Yes \_\_\_\_\_ No \_\_\_\_\_
5. How long have you been teaching English?
6. Education level:
7. Work experiences:

#### 7.4. Appendix D: The Checklist

This survey asks about your beliefs and understandings about feedback, whatever that term means to you. Read the following 35 statements about the nature and purpose of feedback. Choose “Yes” or “No” option to describing your opinion for each item.

##### Perceptions of Feedback

1. Students use the feedback I give them to improve their work.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. I encourage students to correct/revise their own work without my prompting.  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. I can see progress in student work after I give feedback to students.  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. My comments help students create the kind of work I expect from them.  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Feedback is about helping students evaluate their own work.  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. Feedback that takes more than a week to get to the student is useless.  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Feedback is pointless because students ignore my comments and directions.  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. The point of feedback is to make students feel good about themselves.  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. Students should not have to wait for feedback.  
Yes \_\_\_\_\_ No \_\_\_\_\_
10. Students rarely make changes in their work in response to my feedback.  
Yes \_\_\_\_\_ No \_\_\_\_\_
11. Students use comments I give them to revise their work.  
Yes \_\_\_\_\_ No \_\_\_\_\_
12. At my school, teachers are expected to give both spoken and written feedback to students.  
Yes \_\_\_\_\_ No \_\_\_\_\_
13. The goal in giving feedback is to protect and enhance the student’s self-esteem.

Yes \_\_\_\_\_ No \_\_\_\_\_

14. My feedback is specific and tells students what to change their work.

Yes \_\_\_\_\_ No \_\_\_\_\_

15. My feedback reminds each student to self-assess his or her own work.

Yes \_\_\_\_\_ No \_\_\_\_\_

16. Students are able to provide accurate and useful feedback to each other and themselves.

Yes \_\_\_\_\_ No \_\_\_\_\_

17. I give students feedback immediately after they finish.

Yes \_\_\_\_\_ No \_\_\_\_\_

18. I seldom give written feedback because students throw it away.

Yes \_\_\_\_\_ No \_\_\_\_\_

19. Peers are the best source of feedback.

Yes \_\_\_\_\_ No \_\_\_\_\_

20. I give students opportunities to respond to my feedback.

Yes \_\_\_\_\_ No \_\_\_\_\_

21. Feedback should be full of encouraging and positive comments.

Yes \_\_\_\_\_ No \_\_\_\_\_

22. Students can be critical of their own work and can find their own mistakes.

Yes \_\_\_\_\_ No \_\_\_\_\_

23. Time spent giving feedback is wasted effort.

Yes \_\_\_\_\_ No \_\_\_\_\_

24. Giving students feedback is important because it helps them learn.

Yes \_\_\_\_\_ No \_\_\_\_\_

25. I give feedback to students because my school expects me to.

Yes \_\_\_\_\_ No \_\_\_\_\_

26. My feedback helps students decide what to include and/or exclude in their work.

Yes \_\_\_\_\_ No \_\_\_\_\_

27. In feedback, I describe student work to stimulate discussion about how it could improve.

Yes \_\_\_\_\_ No \_\_\_\_\_

28. My students generate ideas about improving their learning independent of me.

Yes \_\_\_\_\_ No \_\_\_\_\_

29. Teachers should always include praise in their feedback about student work.

Yes \_\_\_\_\_ No \_\_\_\_\_

30. Feedback practices at my school are monitored by school leaders.

Yes \_\_\_\_\_ No \_\_\_\_\_

31. Feedback is a two-way process between my students and me.

Yes \_\_\_\_\_ No \_\_\_\_\_

32. My feedback includes comments on the effort students put into their work.

Yes \_\_\_\_\_ No \_\_\_\_\_

33. Quality feedback happens interactively and immediately in the classroom when students are learning.

Yes \_\_\_\_\_ No \_\_\_\_\_

34. I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.

Yes \_\_\_\_\_ No \_\_\_\_\_

35. My students analyze their own work with little direction from me.

Yes \_\_\_\_\_ No \_\_\_\_\_

Turkish Translation:

Demografik Sorular:

Lütfen istenilen bilgileri sağlayınız.

1. Takma adınız:
2. Cinsiyetiniz: erkek \_\_\_\_\_ kadın \_\_\_\_\_
3. Yaşınız:
4. Anadiliniz İngilizce mi? Evet \_\_\_\_\_ Hayır \_\_\_\_\_
5. Ne kadar zamandır İngilizce öğretimi yapmaktasınız?
6. Eğitim Durumunuz:
7. İş tecrübeniz:

Kontrol Listesi:

Bu çalışma, sizin geribildirim hakkındaki inançlarınız ve anlayışlarınızı araştırmaktadır. Aşağıda geribildirim doğası ve amacıyla ilgili yer alan 35 durumu okuyunuz. Her durumla ilgili fikrinizi “Evet” ya da “Hayır” seçerek belirtiniz.

Dönüt Algıları

1. Öğrencilerim çalışmalarını geliştirmek için verdiğim geribildirimleri kullanırlar.  
Evet \_\_\_\_\_ Hayır \_\_\_\_\_
2. Benim uyarılarım olmadan kendi çalışmalarını gözden geçirmek ve düzeltmek için öğrencilerimi cesaretlendiririm.  
Evet \_\_\_\_\_ Hayır \_\_\_\_\_
3. Öğrencilerime geribildirim verdikten sonra onların çalışmalarında ilerleme gözlemleyebilirim.  
Evet \_\_\_\_\_ Hayır \_\_\_\_\_
4. Yorumlarım, öğrencilerimin istediğim türde bir çalışma yapmalarına yardımcı olur.  
Evet \_\_\_\_\_ Hayır \_\_\_\_\_
5. Geribildirim öğrencilere kendi çalışmalarını değerlendirmede yardım eder.  
Evet \_\_\_\_\_ Hayır \_\_\_\_\_
6. Öğrenciye iletilmesi bir haftadan daha fazla zaman alan geribildirim fayda sağlamaz.



Evet \_\_\_\_\_ Hayır \_\_\_\_\_

7. Öğrencilerim yorum ve yönlendirmelerimi göz ardı ettiği için, geribildirim anlamsızdır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

8. Geribildirim, öğrencilere kendileri hakkında iyi hissettirmektir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

9. Öğrenciler, geribildirim için beklememeliler.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

10. benim geribildirimime cevaben öğrencilerim, çalışmalarında nadiren değişiklik yapar.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

11. Öğrencilerim yorumlarımı çalışmalarını gözden geçirmek için kullanır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

12. Okulumuzda, öğretmenlerin öğrencilerine hem yazılı hem de sözlü geribildirim vermeleri beklenir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

13. Geribildirim vermenin amacı, öğrencinin öz saygısını korumak ve geliştirmektir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

14. Geribildirimim spesifikdir ve öğrencilere çalışmalarında neleri değiştirmeleri gerektiğini anlatır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

15. Verdiğim geribildirim, öğrencilerime kendi çalışmalarını kendilerinin değerlendirmesini hatırlatır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

16. Öğrencilerim hem kendilerine hem de birbirlerine doğru ve faydalı geribildirim sağlayabilirler.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

17. Öğrencilerim bitirdikten hemen sonra onlara geribildirim sağlarım.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

18. Nadiren yazılı geribildirim veririm, çünkü öğrencilerim bu tür geribildirimleri atarlar.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

19. Akranlar geribildirim için en iyi kaynaktır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

20. Öğrencilerime geribildirimime yanıt verebilmeleri için fırsat tanırım.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

21. Geribildirim, cesaret verici ve olumlu yorumlarla dolu olmalı.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

22. Öğrenciler kendi çalışmalarını eleştirebilir ve kendi hatalarını bulabilirler.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

23. Geribildirim vermek için harcanan zaman boşa çabadır.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

24. Öğrencilere geribildirim vermek önemlidir, çünkü öğrenmelerinde yardımcı olur.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

25. Öğrencilerime okulun benden beklentisi olduğu için geribildirim veririm.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

26. Geribildirimim, öğrencilerime çalışmalarına ne ekleyip onlardan neyi çıkarmaları gerektiğine karar vermelerinde yardımcı olur.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

27. Geribildirimde, öğrenciye çalışmasını nasıl geliştirebileceği hakkında tartışma yaratarak onu açıklarım.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

28. Öğrencilerim benden bağımsız olarak çalışmalarını geliştirmeleri hakkında fikirler oluştururlar.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

29. Öğretmenler her zaman öğrencilerin çalışmalarıyla ilgili geribildirimlerinde övgüye yer vermeliler.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

30. Okulumdaki geribildirim uygulamaları okul müdürü tarafından izlenmektedir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

31. Geribildirim ben ve öğrenci arasında iki yönlü bir süreçtir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

32. Geribildirimim öğrencilerimin çalışmalarına kattıkları çaba üzerine yorumlar içerir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

33. Kaliteli geribildirim öğrenciler öğrenirken sınıfta hemen ve karşılıklı olarak gerçekleşir.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

34. Öğrencilerimin kendi kişisel çalışmalarını gözden geçirmeleri, değerlendirmeleri ve kendilerine geribildirim vermeleri için sınıfta zamanı düzenlerim.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

35. Öğrencilerim kendi çalışmalarını benim ufak yönlendirmelerimle analiz ederler.

Evet \_\_\_\_\_ Hayır \_\_\_\_\_

## **7.5. Appendix E: Interview Questions**

### Semi-Structured Interview Questions:

1. How does feedback affect your students?
2. How does feedback improve your students learning process?
3. What are your reasons for giving feedback? (Do you give it voluntarily or compulsorily)
4. What is the role of praise in feedback?
5. How do you know that your students understand feedback?
6. What process do you follow by providing feedback?
7. What is the importance of your feedback in students' self-regulation?
8. What do you think about peer-feedback and self-feedback?
9. When do you think feedback should be given?

## 7.6. Appendix F: Observation Checklist

Classroom Observation Checklist:

1. Advice or comments that students give each other	<input type="checkbox"/>
2. Suggestions or comments from other students	<input type="checkbox"/>
3. Comments students give to themselves	<input type="checkbox"/>
4. Spoken comments	<input type="checkbox"/>
5. Detailed written comments	<input type="checkbox"/>
6. Instant responses to students' classroom work	<input type="checkbox"/>
7. Hints, tips, and reminders written on student work	<input type="checkbox"/>
8. Information on the quality of work relative to standards, norms, or expectations	<input type="checkbox"/>
9. Discussions with students about their work	<input type="checkbox"/>
10. Grades, scores, or marks on student work	<input type="checkbox"/>
11. Ticks or crosses on student work	<input type="checkbox"/>
12. Stickers, stamps, or smiley faces on student work	<input type="checkbox"/>
13. Praising students for how hard they have worked	<input type="checkbox"/>
14. Giving correct answers when students answer incorrectly	<input type="checkbox"/>
15. Headmaster-teacher conferences	<input type="checkbox"/>
16. Reports to headmaster	<input type="checkbox"/>

## 8. CURRICULUM VITAE

### Personal Information

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### Educational Background

<b>Date</b>	<b>University</b>	<b>Field</b>
2006-2010	Anadolu University	English Language Teaching

### Job Experience

<b>Date</b>	<b>Institution</b>
2012 – present	EFL Instructor, School of Foreign Languages of KSU
2011 – 2012	EFL Instructor, Adiyaman University
2010 – 2011	ELT Teacher, Ministry of Education