YAZILI VE SÖZLÜ DÖNÜTÜN ÖĞRENCİLERİN DÜZELTMELERİ
ÜZERİNDEKİ ETKİSİNİN KARŞILAŞTIRILMASI

A COMPARISON OF WRITTEN
AND ORAL FEEDBACK
ON STUDENTS' REVISIONS

Recep HATİPOĞLU
(Yüksek Lisans Tezi)
Eskişehir 2000

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Eskişehir
Anadolu Üniversitesi Sosyal Bilimler Enstitüsü
Eylül 2000

YÜKSEK LİSANS TEZ ÖZÜ

YAZILI VE SÖZLÜ DÖNÜTÜN ÖĞRENCİLERİN DÜZELTMELERİ ÜZERİNDEKİ ETKİSİNİN KARŞILAŞTIRILMASI

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İngiliz Dili Eğitimi Anabilim Dalı

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Bu çalışmanın amacı, İngilizce yazılı anlatım dersinde, öğrencilerin yazmış oldukları ilk kompozisyon taslakları üzerinde verilen yazılı ve sözlü dönütün, önce genel olarak ve daha sonra kompozisyon türlerine göre etkisinin araştırılmasıdır. Bu amaçla, Anadolu Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü birinci sınıfından 19 öğrenci örneklem grubu seçilerek deneysel bir çalışma tasarlanmıştır. Deneklerin yazılı anlatım dersinde yazmış oldukları ilk kompozisyon taslakları toplanmış, 10 tanesine yazılı, 9 tanesine de sözlü dönüt verilerek yazmış oldukları bu taslakları gözden geçirip yeniden yazmaları istenmiştir. Deneklerin bu şekilde, dönem boyunca toplam 3 konuda (Karşılaştırma, Sınıflandırma ve Süreç Analizi konularında) kompozisyon yazmaları istenmiştir. Böylece 19 deneğin yazmış oldukları ilk kompozisyonlar ve gözden geçirilmiş kompozisyonlar iki ayrı öğretmen tarafından ESL Composition Profile ölçeğine göre değerlendirilip notlandırılmıştır.

Elde edilen verilerin istatistiksel çözümlemesi sonucuna göre, yazılı dönüt ve sözlü dönüt ayrı ayrı değerlendirildiğinde her ikisinin de öğrencilerin ilk taslakları üzerinde belirgin olarak etkili olduğu ve kompozisyon türlerine göre belirgin bir farklılık göstermediği görülmüş, ancak genel sonuçlara bakıldığında yazılı ve sözlü dönütün birbirlerine oranla herhangi bir üstün yönü olmadığı saptanmıştır.

ABSTRACT

This study aims at investigating the effect of written feedback and oral feedback through Teacher-Student Conferences on students' revising their first drafts. For this purpose, an empirical study was conducted with 19 first year intermediate level studens who were enrolled to Anadolu University, Education Faculty, English Language Teaching Department. Firstly, the subjects were asked to write a composition and these first drafts were collected. The first drafts were evaluated by two scorers by using the ESL Composition Profile. 10 of the subjects were given written feedback and the other 9 subjects were given oral feedback through Teacher-Student Conferences. Then, they were asked to revise their compositions according to the given feedback. The revised compositions were evaluated again by the same scorers in the same way as the first drafts'. The subjects were asked to write totally 3 compositions during the research: a Comparison and Contrast essay, a Classification essay, and a Process Analysis essay.

The statistical analysis of the data revealed that both written and oral feedback through Teacher-Student Conferences are effective on students' revising their first drafts. However, there is not a statistical significant difference between the effect of oral and written feedback on revision.

JÜRİ VE ENSTİTÜ ONAYI

Recep HATİPOĞLU'nun "Yazılı ve Sözlü Dönütün Öğrencilerin Düzeltmeleri Üzerindeki Etkisi" başlıklı tezi 1 Aralık 2000 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca, İngiliz Dili Eğitimi Anabilim Dalında, Yüksek Lisans tezi olarak değerlendirilerek kabul edilmiştir.

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CHAPTER I

INTRODUCTION

1.1. Background to the problem

Writing has always had an important place in language teaching. As Rivers (1968, p.292) pointed out, it is an essential classroom activity. However, it is not possible to say that writing has obtained its real place in teaching. As Heilenman (1991, p.274) pointed out, "writing as practiced in FL classrooms, has been neglected in favor of the other skills and has largely been viewed as a means of practicing language or of making learning concrete through the writing of exercises or tests". Unlike speaking, writing is almost always learned in school, and much time and practice is needed to become proficient in it. Writing involves a number of thinking processes. As Veit, Gould and Clifford (1990, p.2) pointed out "writing is a complex process, involving dozens of previously acquired skills – from handwriting and spelling to syntax and organization".

Even though different approaches have been developed in teaching writing since about 1945, there are two main approaches which include all of them: *the product approach* and *the process approach*. According to Nunan (1991, p.86), while the product approach focuses on the end result of the learning process, the process approaches focus on the various classroom activities which are believed to promote the development of skilled language use. One of the most notable influences on the teaching of writing has been the set of principles and procedures associated with the process approach. As a result, the process approach became more dominant than the product approach in teaching writing.

In the process approach, it is possible to distinguish three stages including different activities in writing: prewriting, drafting and revising (Murray 1980 as cited in Richards 1990, p.108). Each of these stages is very related to each other and one completes one another. Miller and Webbs (1992, p.21) point out that drafting is a preliminary version of a work that one will later revise.

Once a draft has been produced, it can be evaluated as a way of developing or improving it. As a result, revising becomes a very important stage in writing process. As Murray pointed out (as cited in Richard-Amato 1996, p.73), "revisions provide opportunities for the student to stand back from the work the way any craftsman does to see what has been done." In this process, help becomes inevitable for the student and the most important help in revising is feedback. Even though this can be done by the writer or by other reader, in the teaching setting, the other reader is usually the teacher and, peer group which is another important source of feedback. As a result, feedback from teacher forms the most important source for learners in improving their writings.

> "In a process-oriented classroom, for example, students routinely produce more than one draft of an essay, reflecting the steps of producing real-world texts. Thus, feedback on a first draft should most appropriately provide guidelines and suggestions for how to produce a second draft which would show improvement at the level of content and organization."   (Kroll 1991, p.257).

The importance of feedback in teaching writing is always well known by researchers and teachers. According to Beason (as cited in Ferris 1997, p.316), "feedback and revision are valuable pedagogical tools and the research typically initially indicates that high school and college students improve their drafts upon receiving feedback". *However, to know which kind of feedback, that is written feedback, oral feedback, and peer correction, is more effective on revision has always been an important issue to be studied for researchers.*

> "While reading student papers, teachers often ask themselves, "How can I give the best feedback to help my students improve their compositions?"
> The question is difficult because there is little agreement among teachers or researchers about how teachers should respond to student writing." (Fathman and Whalley 1990, p.178).

Keh (1990) examined all the types of feedback, that is written feedback, oral feedback, and peer correction, and found that each of them has its own advantages and disadvantages.

Peer correction has been used for years as a feedback source from one student to another. In literature on writing, it is also called as peer response, peer editing, and peer evaluation. On the advantages of peer feedback, Keh (1990, p.296) states that it provides teachers time on certain tasks, freeing them

for more helpful instruction, and providing learners with gaining a greater sense of audience with several readers. On the other hand, according to Kroll (1991, p.259), peer correction has some disadvantages and these should be eliminated in some ways.

> "Because ESL students lack the language competence of native speakers, who can often react intuitively to their classmates' papers, peer responding in the ESL classroom must be modeled, taught and controlled in order for it to be a valuable activity." (Kroll 1991, p.259).

As for written feedback, it is believed that written comments, widely used in revising students' papers, have a great effect on student writing and attitude toward writing. Instead of its positive effects on students' revising their drafts, some claim that written comments are time consuming and, if not understood by the students, they may not be useful. Leki (1990, p.58) states that "written comments are time consuming, but teachers continue to write comments on students' papers because we sense that our comments help writers improve". It is also stated (Ibid.) that written comments seem more feasible and more thorough than conferences on every paper. On the other hand, Sommers (1982, p.167) states that "written comments need to be an extension of the teacher's voice – an extension of the teacher as reader".

Like peer correction and written comments, oral feedback through teacher-student conferences also have a very important impact on revision. Grabe and Kaplan (1996, p.391) state that "conferencing with students either in one-to-one situation or with a small group represents another major innovation in writing practice over the past 15 years". Genesee and Upshur (as cited in Brown and Hudson 1998) point out that conferences are different from other forms of assessment because they focus directly on learning processes and strategies. In addition, Kroll (1991, p.259) states that conferences are useful and students can usually learn more in the one-to-one exchange than they can when attempting to decipher teacher-written commentary on their own.

Despite the fact that it is well known these three types of feedback, that is peer correction, written comments, and oral feedback through teacher-student conferences, play an important role in helping students become more effective learners, research on the impact of feedback on students' revising is not

extensive. According to Robb, Ross, and Shortreed (1986, p.83), "few empirical studies have been designed to evaluate the effects of different types of feedback on error in the written work of second language writers". In addition Ferris (1997, p.317) pointed out that "L2 research on revision has been rare and is found primarily in doctoral dissertations rather than in published articles or books". Most of the studies on written comments have focused on the types of revisions made by students or on pedagogical techniques for helping students to revise. Some researchers believe that written commentary may be the least effective form of feedback for students. However, some others suggest that written commentary is viable and effective approach when used appropriately (Fathman and Whalley 1990; Ferris 1995).

As for the oral feedback through teacher-student conferences, we should note that research on writing conferences focuses either on the evaluations of teachers and students after conferences, or on the nature of teacher-student interaction in sets of teacher-student conferences. Research on the effect of conferencing on student writing is not extensive. Grabe and Kaplan (1996, p.391) state that "while there are many accounts of case studies by teachers who discuss their use of conferences, there is yet little empirical evidence which examines the role of conferences in student writing".

Since the primary aim, for practitioners, is to help students improve in their writings and, feedback is one the most important elements in writing, to know the effect of feedback on students' revising drafts becomes a crucial point. As Cohen and Cavalcanti (1988, p.176) pointed out, "if effective interactive feedback procedures are in operation, teachers are then able to observe the effects of their feedback through improvements in students' writing, in their attitudes toward writing, and in their language acquisition in general". As a result, this study aimed at comparing the effects of written and oral feedback on students' revising their first drafts in order to help teachers while deciding which type of feedback to be used in teaching writing.

1.2. Aim and scope

The broad aim of this study is to research the effect of written feedback and oral feedback through Teacher-Student Conferences on students' revising their first drafts. Particularly, this study investigates which one of these two kinds of feedback is more effective on students' revising their first drafts. The study is limited to 19 students who participated in the study. Thus, findings of the research presented will only be true for the sample group.

1.3. Statement of the research question

Depending on the insights of the research stated above, this study aims at comparing the effects of written feedback and oral feedback through Teacher-Student Conferences on students' revising their first drafts. So the questions which will determine the scope of research are stated as follows:

1. What is the effect of written feedback on students' revising their first drafts?
2. What is the effect of oral feedback through Teacher-Student Conferences on students' revising their first drafts?
3. Which type of feedback is more effective on students' revising their first drafts?

1.4. Definition of the terms

Feedback: Comments or information learners receive on the success of a learning task, either from the teacher or from other learners. (Richards et al., 1992, p.137).

Written feedback: Written input from a reader (in our study the teacher) to a writer with the effect of providing information to the writer for revision. It is given during the writing process, i.e. between drafts. (See Appendix G).

Oral feedback : Oral input from a reader (in our study the teacher) to a writer with the effect of providing information to the writer for revision. As in written feedback, it is given during the writing process, i.e. between drafts. (See Appendix H).

Teacher-Student Conferences: Teacher-student interaction which lasts about 10-15 minutes and provides the teacher an opportunity to directly question the student about intended messages which are often difficult to decipher by simply reading a working draft. (See Appendix H).

The ESL Composition Profile: A list of criteria used in order to evaluate a composition in a good and right way. (See Appendix A).

CHAPTER II

LITERATURE REVIEW

2.1. Review of theoretical background

2.1.1. Approaches to teaching writing

Learning to write in either a first or second language has always been one of the most difficult tasks for a learner. Richards (1990, p.100) points out that "many native speakers leave school with a poor command of writing." On the other hand, Heilenman (1991, p.273) draws attention on writing's being neglected in teaching and states that further instruction in writing is needed even at university level.

A tremendous metamorphosis occurred in the teaching of writing in the past quarter century and this has been true for both the teaching of native speakers and the teaching of nonnative speakers (Kroll, 1991, p.245). Since writing is so important for students of all kinds, different approaches and types of practice for it have been used for years. The starting point in teaching writing was *controlled* or *guided composition,* which emphasizes on the manipulation of language structures and sentence patterns (Jordan, 1997, p.164). After that, another approach appeared on the scene, which was simply called *the functional approach.* Unlike the controlled composition, the functional approach focused on the essay development with its structure of introduction, body and conclusion (Ibid.). All the above approaches, and others to come later, can be subsumed under the umbrella terms *product approach* and *process approach* according to Jordan (Ibid.).

2.1.1.1. The product approach

The product approach is more concerned with the finished product than the process. Nunan (1991, p.86) points out that "the product approach focuses on the end result of the learning process – what it is expected to be able to do

as a fluent and competent user of the language." In this approach, students are given a model and various exercises are undertaken in order to draw attention to its important features and, students are then required to produce a similar or parallel text (Jordan, 1997, p.165). Since the finished product forms the most important part in the product approach, the classroom activities such as imitating, copying, and transforming models of correct language have an important place in the product approach. For this reason, Nunan (1991, p.86-87) considers the product approach as classroom activities in which the learner is engaged in imitating, copying, and transforming models of correct language, which usually occurs at the level of sentence.

On the other hand, Richards (1990, p.106) states that this approach to teaching writing is called as the *product approach* because the focus is essentially on the ability to produce correct texts or "products".

The overall emphasis, in the product approach, is especially on the form of the finished product produced by the students rather than on the process of writing and this is valid for both first and second/foreign language learners (Ibid., p.107).

Like any other approach to teaching writing, the product approach also has its own characteristics. Richards (1990, p.106) summarizes the main assumptions and features of the product approach in second language teaching as follows:

a) Learners have specific writing needs, either for institutional writing or personal writing.

b) The goal of a writing program is to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts. The writing program will focus on the patterns and forms of organization used in different kinds of written texts (e.g., differences between descriptive, narrative, expository, and persuasive writing; formats used to present information in an essay or report; different ways of organizing information in paragraphs).

c) The rhetorical patterns and grammatical rules used in different kinds of texts are presented in model compositions, which are constructed to display the rules that learners should use in their own writing.

d) Correct sentence structure is an essential component of writing; grammatical skills receive considerable emphasis.

e) Errors in writing are avoided by providing learners with models to follow or by guiding

and controlling what learners write to prevent them from making errors.

f) The mechanics of writing are also taught: handwriting, capitalization, punctuation, and spelling.

In conclusion, the product approach focuses on the finished product rather than on the writing processes and modeling. As a result, this approach was considered as an inadequate approach because it does not allow students freedom to create their own compositions and, techniques of 'controlled composition' or 'guided writing' are used, which do not require the student to do any actual composition. However, within time, it was understood that writers do not, in general, produce text in a straightforward linear sequence that the traditional paradigm outlined. In addition, it was recognized that writing is a long and often painful process, in which the final text emerges through successive drafts and competent writers do not produce final texts at their first attempt (Nunan, 1991, p.87). Kroll (1991, p.247) states that "the most significant single transformation in the teaching of composition has undoubtedly been the shift from a focus on product to a focus on process."

2.1.1.2. The process approach

While the focus is on the finished text in the product approach, the process approach concentrates on the composing processes which writers utilize. Because it was recognized that writing is a long and painful process, this process was to be taken into consideration. As a result, researchers and writing teachers began to investigate the process of composing because they realized that the focus on product did not take into account the act of writing itself (Zamel, 1987, p.267).

The goal of the process approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form for expressing it (White and Arndt, 1997, p.168).

On the other hand, Leki (1991, p.174) draws attention on the fact that

the process approach provides students many different opportunities such as encouraging them to experiment with ideas through writing and then to share writing with their classmates and to get the opinions of several people to help them figure out what to say and how to say it.

Besides, this approach provides a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes (Silva, 1990, p.15).

While the teacher's role is, in the product approach, to provide learners models to follow and to guide and control what they write, in the process approach, teachers act as facilitators, organizing writing experiences that enable the learner to develop effective composing strategies".

Moreover, Silva (1990, p.15) points out that the teacher's role is to help students develop viable strategies for getting started, for drafting, for revising, and for editing. (See 2.1.2.2., 2.1.2.3.)

> The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence structure, grammar and mechanics)   (Silva, 1990, p.15).

On the other hand, Hughey et al. (as cited in Richards 1990, p.11) present a comprehensive list of roles for teachers in a writing program as follows:

> They keep the writing task clear, simple, and straightforward.
> They teach the writing process.
> They analyze and diagnose a writing product.
> They establish short-term and long-term goals for each student.
> They balance classroom activities, providing some for individuals and some for groups.
> They develop meaningful assignments.
> They provide a real audience: an audience other than the teacher.
> They make student papers available to students: they allow students to see their own body of work develop.
> They move form the known to the unknown and utilize the student's previous knowledge.
> They provide writing activities which reinforce reading, listening, and speaking skills.
> They provide heuristic for invention, purpose and audience.

They outline clearly the goals for each writing assignment.

They teach the conventions of spelling, punctuation, and capitalization.

They teach the principles – rules, conventions, and guidelines of writing – as a means to develop thoughts, order idea, and communicate these ideas in a significant way.

From the point of view of the learners' needs, it is recognized that there are a lot of differences between these two approaches. While learners have specific writing needs in the product approach, they have more opportunities for meaningful writing and they are less dependent on the teacher in the process approach. According to Richards (1990, p.109), "in process-focused classrooms, there is a shift from language-focused activities to learner-centered tasks in which students assume greater control over what they write, how they write it, and the evaluation of their own writing".

Another important characteristic of this approach is that it encourages collaborative work between learners, which is a way of enhancing motivation and developing positive attitudes towards writing in the process approach.

While the product approach is teacher-centered, the process approach is a learner-centered approach. This approach is in harmony with the principles of learner-centeredness which encourages individuals to take more responsibility for their own learning and allows them to make clearer decisions about the direction of their writing by means of discussion, tasks, drafting, feedback, revisions and informed choices (Jordan, 1997, p.168).

Like Jordan, Brown (1994, p.321) draws attention on some advantages given to students in the process approach and states that the process approach is an effort to take advantage of the nature of the written code and, an unlimited number of revisions can be planned and given to students before they begin to write.

The fact that successful writers appear to produce better-quality writing because of using more appropriate writing processes and, that their successful use of prewriting, drafting, and revising behaviors ultimately gives them better control both of the content and form of what they write make the process approach a successful approach (Richards, 1990, p.109).

In addition, there are some important stages that should be taken into consideration in the process approach. According to Murray (as cited in Richards 1990, p.108), it is possible to distinguish three stages in writing: prewriting, drafting and revising.

2.1.2. Stages in the process approach

This section includes the main parts of the writing process. It is certain that writers do not produce a text in a straightforward linear sequence. On the contrary, some procedures are carried out in order to generate and discover ideas and get them into writing. As it was noted above, prewriting, drafting and revising form the main parts of the writing process.

2.1.2.1. Prewriting

This stage implies a lot of activities made by students before beginning to write. Murray (as cited in Richards 1990, p.108) states that "prewriting involves finding a topic; finding ideas about the topic; thinking about the topic; letting ideas interact, develop, and organize themselves; and thinking about the audience and the purpose of the writing task". It is also stated that (Ibid., p.109) it may not be possible to know, for the writer, to know how many of the ideas or how much of the information will be used at this stage.

Finding topics, generating writing ideas, focusing, planning content and organization are the workable strategies for getting started at this stage (Gebhard, 1996, p.226). On the other hand, the main activities at this stage are brainstorming, clustering (or word mapping), strategic questioning, sketching, freewriting, exploring the senses, interviewing and information gathering. Gebhard (1996, p.226) points out that "**brainstorming** is one of the popular activities, in which a topic is introduced by the teacher or students, after which students call out ideas associated the topic while the teacher (or a student or two) write the ideas on the board". According to Veit, et al. (1990, p.4), brainstorming is a way of bringing to mind as many ideas about a topic as you

can, and it not only provides with raw material to work with it, but also it gets your creative juices flowing.

Clustering is similar to brainstorming and students' associations are clustered together and stem off the central word in this activity (Gebhard, 1996, p.226). "**Strategic questioning** lets students consider their topic through a series of questions; by answering such questions as 'What do you know about your topic?' and 'What do you still need to learn?', students are given chances to consider what they know and need to learn about their writing topic". (Ibid., p.235).

In addition, Miller and Webbs (1992, p.10) states that "brainstorming, freewriting, and mapping can be used together to bring some order to the chaotic information that surfaces from the unconscious".

2.1.2.2. Drafting

Drafting is one of the most important stages in the process approach. After having generated ideas, the students need to write them down. Consequently, drafting means writing a preliminary version of a work that you will later revise.

> The writer sketches out an idea, examines it, and follows it through for a while –
> perhaps letting it follow its own course. What has been written serves to generate
> further ideas, plans, and goals. Thus the process of writing creates its own meaning.
> The writer may also go back to the rehearsing phase, and alternate between the
> rehearsing and drafting phases. (Richards, 1990, p.109).

In this stage, the writer draws on some of the ideas generated in the rehearsing phase but develops and elaborates them as the writing process takes over. Richards (1990, p.113) presents the main activities in this stage as follows:

> *Strategic questioning:* Students examine a set of questions to help them focus,
> prioritize, and select ideas for writing. For example:
> - What do you really want to write about?
> - What is your goal?
> - What is your attitude toward this task? Why?
> - What have you learned about your topic?
> - What do you still need to find out?

- What interests or surprises you about the topic?
- What ideas seem to fit together?
- What is the most important thing to know about the topic?
- Who might want to read what you are going to write?

Time-focused writing: Students write quickly within a specific time period on a topic they have selected during prewriting.

Elaboration exercise: Students are given a sentence and collectively elaborated and develop it.

Reduction exercise: Students are given a wordy and complex paragraph and break it down into simpler sentences.

Jumbled paragraph: Students are given a jumbled paragraph and reorder the sentence.

Jumbled essay: Students are given a jumbled set of paragraphs and reorder them to make an essay.

Writing thesis statements and topic sentence: Students are given a statement from which to develop a thesis statement and a topic sentence.

Quickwriting: students quickwrite various sections of their composition: beginnings, central sections, conclusions.

Group drafting: Students work jointly on drafting different sections of composition.

As mentioned above, some or all of these activities are used in order to write a preliminary version of work which will later be revised.

2.1.2.3. Revising

Revising is the stage at which the written text is evaluated and the necessary deletions or additions are made. It is particularly important to the writing process. Miller and Webbs (1992, p.23) states that "revision is a second (or third, or tenth) chance to get the meaning right, and revising involves considerably more than fixing up the spelling and the punctuation before passing the writing on to a reader".

Unlike prewriting and drafting, revising can occur at any time in the composing process. Hammond (1985, p.266) points out that "revising begins almost as soon as a paper is first conceived, with the writer's first shift in ideas about what to include in or how to organize the paper".

Most people equate revising with cleansing, with seeing to it that what is written conforms to the conventions and rules, so that the written piece can be received and judged by the reader without the distraction of faulty punctuation, poor spelling, or other errors. Such cleansing is important, but revising is a much broader process. (Ibid., p.267).

It is also possible to define revision as *seeing again,* and often the best way to accomplish this activity is to look at your concluding paragraphs to see whether they reflect the same basic purpose as the earlier parts of your draft (Veit et al., 1996, p.229).

On the other hand, revising is not necessary for each writer. After having generated a draft, writers can consider revision of the content and organization of their ideas. However, even though some students find it necessary since, some others find it a time-consuming and frustrating process since they have a limited understanding about what revision includes. On the other hand, the concept of revision can be taught by the teachers (Gebhard, 1996, p.229).

Another important point is that revision helps the writer to generate a reader-based writing. Veit,et al. (1990, p.27) states that "revision is the means by which we shift the writing from an act that satisfies our own need to express ourselves to one that satisfies the reader's need to understand, that is, when our writing is no longer writer-based or focused on ourselves, but it is focused on the communication of meaning to another person, it becomes reader-based".

The techniques which are used in this stage are presented by Richards (1990, p.115) as follows:

Peer feedback: Students work in groups and read, criticize, and proofread their own writing.

Group correction activities: Students are given essay containing certain focused deletions (e.g., topic sentences, thesis statements, cohesive markers) and must supply the missing elements.

Rewriting activities: Awkward sentences or confusing paragraphs from student essays are distributed and rewritten by students.

Revising heuristics: Students examine a set of questions that prepare them for revision activities.

Checklists: Students may have short checklists, drawing their attention to specific features of sentence, paragraph, or text organization that they should attend to in

revising.

Teacher feedback: This may take place at several stages during the writing process, where it no longer serves any useful purpose. The teacher may comment on quickwrites, rough drafts, and peer feedback, for example.

In conclusion, by using these techniques, students are given the opportunity to revise their drafts and to produce a better product.

2.1.3. Feedback in teaching writing

One of the major positive impacts of the writing process has been feedback. It is one of the most important elements in the process approach to writing and it is central to successful composition (Reid, 1994, p.273).

According to Keh (1990, p.294), "feedback is a fundamental element of a process approach to writing and it can be defined as input from a reader to writer with the effect of providing information to the writer for revision".

On the other hand, where to use feedback is another important matter. Feedback is useful when used during writing process, i.e. between drafts, however, it is not useful when done at the end, i.e. comments and corrections on papers read at home and returned to students (Krashen, 1990, p.294).

> A direct outcome of multiple drafts and pre-writing activities has been the exploration of ways in which teachers can assist students most effectively in their writing. Student revision and teacher response has become central at all stages of the writing process: pre-writing, first drafting, revising, and final drafting. (Grabe and Kaplan, p. 378).

Through feedback, the writer has the possibility to learn where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development of ideas, or something like inappropriate word-choice or tense (Keh, 1990, p.295).

A review of literature on writing reveals that there are three types of feedback: peer evaluation, conferences (i.e. teacher-student interaction) and written comments (by the teacher).

Peer correction is one of the kinds of feedback through which students correct each other's writing. In the literature on writing, it is also called as peer response, peer editing, and peer evaluation. Jordan (1997, p.176) points out that "another approach to the correction of written work that ensures the active involvement of students is the correction of each other's writing".

Since it encourages communication between the students, peer correction is a stimulating and useful exercises for them (as cited in Jordan 1997, p.176).

Using peer feedback provides teachers several advantages such as saving them time on certain tasks, freeing them for more helpful instruction, and providing learners with gaining a greater sense of audience with several readers (Keh, 1990, p.296).

Dheram (1995, p.165) also states that "peer feedback on the first draft help the student appreciate both the teacher and peers as collaborators rather than evaluators".

Since this study focuses especially on oral and written feedback, detailed information about them will be given below.

2.1.3.1.Teacher-student conferences

Teacher-student conferences, through which oral feedback is given, have an important place in process writing. White and Arndt (1991, p.131) point out that "conferencing is a procedure in which the teacher/reader or another reader (such as fellow student) and the writer work together on what the writer has written, motivated by a concern with clarifying the writer's intentions, purpose and meanings".

When to use teacher-student conferences is an important matter which should be taken into consideration. In order that students learn, while they are creating what areas need to be worked on, teacher-student conferences need to be regularly held between drafts (Zamel, 1987, p.276).

According to Amato (1996, p.74), since students often find conferences both informative and encouraging, they should be held to talk about progress made, strengths observed, and possible future areas of work.

In addition to written responses, one-to-one conferences also help a lot to develop the students' written work and, teachers and students often point out the value of such conferences, especially when the teacher and student focus on specific aspects of the student's writing and the student has the chances to

negotiate meaning (Gebhard, 1996, p.239).

The stages in a conference is another important point. Reid (as cited in Wesley 1996, p.392) describes the stages of a typical conference as follows:

Openings
Student-initiated comments
Teacher-initiated comments
Reading of the paper
Closings.

On the other hand, when to organize teacher-student conferences is another important point which should be taken into consideration. White and Arndt (1991, p.131) state that Teacher-student conferences can be carried out either during or after composition and they have the advantage of enabling the teacher to give individual attention to each student so that better advice can be provided than is generally possible with written remarks.

In addition, the duration of a conference is also another important point. It is believed that conferences are useful when they last about 15 minutes.

According to Kroll (1991, p.258), conferences of about 15 minutes seem to work best and this time is enough for directly questioning the student about intended messages which are often difficult to decipher by simply reading a working draft.

Conferences provide teachers opportunities to speak with individual students in class in order to generate ideas with prewriting, writing first drafts, carrying out other tasks or projects, while the rest of the students are involved in group work (Grabe and Kaplan, 1996, p.390).

> These mini conferences should last no more than 5-10 minutes and should involve feedback on a specific piece of writing by the student, or feedback on a writing journal or portfolio. The mini conference should always balance critiques with positive commentary on some aspect of student writing. These brief conferences should conclude with the student stating what he or she will do next. (Ibid., p.390).

On the other hand, some claim that one-to-one conferences are extremely time-consuming and, in some teaching situations, just not practical. One-two-one conferences should last just a few minutes and should be held before and after and even during class while other students are writing or

working together in groups. (Raimes, 1983, p.145)

Like any other kind of feedback, teacher-student conferences also have some advantages and disadvantages. Brown and Hudson (1998, p.663) state that conferences have some advantages such as "to foster student reflection on their own learning processes; to help students develop better self-images; to elicit language performances on particular tasks, skills, or other language points; or to inform, observe, mold, and gather information about students".

On the other hand, it is also stated (Ibid., p.664) that conferences are relatively time consuming, difficult and subjective to grade, and typically not scored or rated at all.

The interaction between the teacher and student is one of the most important advantages of the teacher-student conferences since the teacher-reader is a live audience, and thus is able to ask clarification, check the comprehensibility of oral comments made, help the writer to find out problems, and assist the student in decision-making (Keh, 1990, p.298).

In addition to the advantages above, conferences allow the teacher to see potential misunderstandings by the student prior written feedback or issues in writing that have been discussed in class (Kroll, 1991, p.259). The fact that students can usually learn more in the one-to-one exchange than they can when attempting to decipher teacher-written commentary on their own is another benefit of the conferences (Ibid., p.259).

Grabe and Kaplan (1996, p.391) also draws attention on the advantages and disadvantages of the conferences.

> Conferences with students have certain obvious advantages and disadvantages. The teacher is able to work with students intensively, on a one-to-one basis or in small groups, and the teacher gets to know the students better on a personal level. Students have a more informal atmosphere in which to ask questions without embarrassment, and are able to receive more immediate and more elaborate feedback than they would through exclusively written comments. (Ibid., 1996, p.391).

However, the much greater demands on time and the need to become skilled as an interactive negotiator are the major disadvantages for the teacher (Ibid.).

2.1.3.2. Written comments

Written comments on drafts and final versions of student papers are used by most teachers of writing in order to respond to student writing. Written comments on paper assist the writing course in achieving its purpose and, classroom activities and the comments written by the teacher need to be connected (Sommers, 1984, p.167). The fact that they can be offered at any point in the writing process from planning, to initial drafting, to revisions, to final text is an important characteristics of the written comments (Grabe and Kaplan, 1996, p.393).

Besides, written comments, like the other types of feedback, have both some advantages and disadvantages. According to some researchers (Fathman and Whalley 1990, Ferris 1995 as cited in Grabe and Kaplan 1996, p.393), written commentary is a viable and effective approach when used appropriately. On the other hand, some researchers believe that written commentary may be the least effective form of feedback for students. Whether the written comment can be understood by the student forms an important problem for the teacher.

According to Keh (1990, p.301), "teachers worry whether the comments will be understood, produce the desired results, or even be read". Teacher comments which are often vague and confusing form one of the primary problems commonly noted with written feedback and this kind of feedback provide little specific direction for students when they attempt revision (Grabe and Kaplan, 1996, p.394).

On the other hand, some researchers draw attention on the form of the written comments. Written comments of the form of a paraphrase of the ideas expressed, praise, questions, or suggestions are more productive than an end comment like 'Only fair', 'Good', or 'Needs more work'. (Raimes, 1983, p.143).

2.2.　Review of empirical studies on written and oral feedback

Since feedback has a great importance in teaching writing, a lot of

researches have been done on it. While some of the researches are about written comments, some others are about oral feedback or about both written and oral feedback.

2.2.1. Empirical studies on written feedback

Research on revision has been rare and most studies have focused on the types of revisions made by students or on pedagogical techniques for helping students to revise (Ferris, 1997, p.317).

In a study by Stiff (as cited in Krashen 1984, p.12) the effects of different kinds of comments on college freshmen papers (comments made in the margin, comments made at the conclusion, and both kinds together) were compared in order to see which form of written feedback was more effective. It was found that there was not any effect for any kind of feedback.

On the other hand, Cohen (as cited in Charles 1990, p.287), in his study, examined the form of written comments (long or short) and he found that the teacher-response in the form of short written comments was evaluated as uninformative by students.

In a study by Ferris (1997), over 1,600 marginal and end comments written on 110 first drafts of papers by 47 advanced university ESL students were examined and, in this study, both the pragmatic goals and the linguistic features of each comment were taken into account. It was found that revisions influenced by teacher feedback lead to substantive and effective changes in students' papers.

2.2.2. Empirical studies on oral feedback

Research on the effect of teacher-student conferences is not extensive. Grabe and Kaplan (1996, p.391) states that "research on writing conferences focuses on two issues: the evaluation of teachers and students after conferences, and the nature of teacher-student interaction in sets of teacher-student conferences".

In a study by Jacobs and Karliner (as cited in Goldstein and Conrad,

1990, p.345), the relationship between the discourse created in conferences and subsequent revision or overall writing improvement was examined. The conferences of two native-speaker students were compared in order to determine if the differences in the roles played by teacher and student corresponded to differences in the revisions made in subsequent drafts. They found that the type of verbal interaction within the conference does influence the type of subsequent revision made.

Goldstein and Conrad (1990), in their study, conducted with three students from different cultural background, examined the relationship between the discourse in the conference and successful revision in the subsequent draft, and they found that students who negotiated meaning made revision in he following draft that improved the text. They also found that students who did not negotiate meaning, even they actively participated in the conference, they did not make revisions or they made mechanical, sentence-level changes that often resulted in texts that were not qualitatively better than previous drafts.

According to Grabe and Kaplan (1990, p.392), "the use of conferences is well supported by logical arguments, observations of teachers and researchers, and a small set of empirical studies; much additional work is needed to examine the impact of various formats and aspects of writing conferences".

2.2.3. Empirical studies on both oral and written feedback

According to the results of teacher and students evaluations, it is clear that, when compared oral and written feedback, students receive more focused and comprehensible feedback during conferences than they do through written feedback (Carnicelli 1980, Sokmen 1988, Zamel 1985, Zhu 1994).

In a study by Carnicelli (as cited in Goldstein and Conrad, 1990, p.444), students' evaluative comments towards their conferences were examined and it was found that conferences provide more effective feedback than written comments because students get the opportunity to express their opinions and needs during conferences, and to clarify teachers' comments when they are not understood.

Carefully controlled, research on teacher response and its effect on revision have been rare. Research on writing conferences focuses only on the evaluation of teachers and students after conferences and on the nature of teacher-student interaction in steps of teacher-student conferences (Grabe and Kaplan, 1990, p.391). Even though there are research comparing the amount of feedback, either written or oral, received by students, *there is no research comparing the effect of written and oral feedback on students' revision.* As a result, this study tried to compare the effect of oral and written feedback on students' revising their first drafts.

CHAPTER III

METHODOLOGY

3.1. Selection of the subjects

Subjects were selected from Anadolu University, Education Faculty ELT department. All of them were selected from the first year intermediate level students according to their scores in Writing Composition exam. Since the effect of feedback may be reflected better on revision by good students, these 19 subjects were selected among those who got the best scores in Writing Composition exam. 4 of the subjects were male and the other 15 subjects were female. Their mean age was 19 and range from 18 to 20. Initially, the number of the subjects was totally 20. 10 students from one class and 10 students from the other class. Since one of the students didn't hand in one of the drafts, the study was conducted with 19 students.

Since the primary aim of this study was to investigate the difference between the effect of written and oral feedback, 10 students (5 from each class) were given written feedback and the other 9 students (5 students from one class and 4 students from the other class in order to neutralize the teacher factor and to be able to measure the effect on revisions of the given feedback in a correct way) were given oral feedback through Teacher-Student Conferences.

3.2. Data collection

The study lasted about 3 months. The data were collected in two steps. In the first step, subjects were asked to write a composition. The first drafts were collected and, since the evaluation by one scorer may not be reliable, they were scored holistically by two scorers, in order to provide reliability, by using the ESL Composition Profile. In this evaluation, three aspects were taken into consideration: Content, Organization, and Vocabulary (content = 30 pts.; organization = 20 pts.; vocabulary = 20 pts.; Totally = 70 pts.). Since the other

two aspects (language use and mechanics) can be evaluated only in the final drafts, they were excluded here. 10 subjects (5 subjects from each class) were given written feedback. Example:

(1) To what extend you have been influenced by the sources?
(2) You have done a good research, but you need to control the effect of these sources on your writing. This is your essay, so you need sources to support your ideas.

(In this example, since the student could not control the effect of the sources on her writing, she was given feedback and she was asked to support her ideas by means of sources).

After having given written feedback, the drafts were given back to them.

The other 9 subjects (5 subjects from one class and 4 subjects from the other class) were given oral feedback through Teacher-Student Conferences.

Example:

Öğretmen: Topic ne burada? "We came across another dissimilarity." Herhalde burada şeyden bahsetmek istiyorsun değil mi, ee, bilim adamlarından? Çünkü thesis statement'dan öyle anlaşılıyor?

Öğrenci: Yok, hayır hocam, devam ediyorum, yani bu konulara baktığım zaman, yani başka birşey oluyor, sonradan ortaya çıkıyor yani giriş olsun diye.

[**Teacher:** What is the topic here? You say, "We come across another dissimilarity." I think, here, you want to talk about scientists, don't you? Because your thesis statement implies it.
Student: No, teacher, I continue to explain, I mean, when I think about these subjects, that is, they become other things, they appear later, in order to be introduction.]

(In this example, since it is not clear if there is a topic in the paragraph, the student was given feedback in order to clarify it).

Oral feedback was given during one-to-one conferences which lasted about 15 minutes.

Since the aim of this study was to investigate the effects of written and oral feedback and, not to practice language, oral conferences were given in Turkish

so that students reflect the given feedback better. On the other hand, since written feedback is more permanent than oral feedback and students can read it again and again, it was given in English. Both oral and written feedback were given after each first draft.

In the second step, having been given feedback, the subjects were asked to revise their compositions according to these feedback. The revised drafts were evaluated again by the same scorers by using the ESL Composition Profile. Since one composition may not be reliable, the subjects were asked to write totally 3 essays: a Comparison and Contrast essay, a Classification essay, and a Process Analysis essay.

3.3. Data analysis

Before the analysis, since the drafts were scored by two scorers, the interrater reliability was assessed by using the following formula:

$$\frac{\text{The low score}}{\text{The high score}} \times 100$$

All the scores given for each composition by two scorers were calculated according to the above formula and the average of these scores was taken in order to find the interrater reliability. As a result, it was found that the interrater reliability was 91 %.

Data analysis was performed in three steps. In the first step, since the aim was to see whether the given feedback, either oral or written, was effective on students' revision, the scores of students in the first drafts and the revised drafts were compared. Paired sample t-test was used to reveal whether there is statistically significant improvement between the first and the revised drafts.

In the second step, the revised drafts of each group were compared again in order to see which kind of feedback was more effective. Independent samples t-test was applied to see whether there is a statistically significant

difference between the two types of feedback.

Then, in order to see the effect of oral and written feedback on the revised drafts separately on each composition, the revised drafts of each composition were compared separately. This analysis was conducted to determine whether the topic would make any difference on students' incorporating the feedback. Independent samples t-test was used to reveal whether there is a statistically significant difference.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1. General overview

The data has been presented in three stages. In the first stage, the first drafts and the revised drafts of students' compositions were compared in order to see whether the given feedback, either oral or written, was effective on students' revisions. This analysis has been conducted for each composition they had written in order to see the effect of oral and written feedback on students' revised drafts separately.

Since our aim is to see which kind of feedback is more effective, we compared the revised drafts of the compositions of each group. In this stage, the analysis was conducted on the mean scores of the three compositions.

Then, in the third stage, we analyzed the effect of oral and written feedback on the revised drafts separately on each composition in order to see whether the topic would make any effect on the revision.

4.2. Comparison of first and revised drafts

4.2.1. Comparison of first and revised drafts in oral feedback

We first compared the first and the revised drafts of each text in order to investigate the effect of feedback on revision.

In Comparison and Contrast essay, the lowest score was 49 and the highest score was 62 in the first drafts. One student got the lowest score and one student got the highest score The most frequent score was 52. On the other hand, in the revised drafts, the lowest score was 54, and the highest score was 66. Two students got the lowest score and one student got the highest score in the revised drafts. The most frequent score was 57 in the revised drafts (See Appendix B). As for the statistical results, as shown in Table 1, the mean score of the first drafts was 53.7 and the mean score of the revised drafts was

57.8. The difference in means was 4.1. That is, there is an increase between the two drafts and this increase is statistically significant (t=7.29; p=0.001).

When we look at the Classification essay, we see that the lowest score, in the first drafts, was 45 and the highest score was 64. One student got the lowest score and one student got the highest score. On the other hand, the most frequent score was 59. As for the scores in the revised drafts, we see that the lowest score was 51 and the highest score was 67. In the revised drafts, one student got the lowest score and one student got the highest score. The most frequent score in the revised drafts was 62 (See Appendix B). On the other hand, while the mean score of the first drafts was 55.8, it increased up to 59.8 in the revised drafts (See Table 1). The difference in means was 4. These results demonstrate that there is an increase in mean scores and this is statistically significant (t=6.65; p=0.001).

As for the Process Analysis essay, the lowest score was 55 and the highest score was 62 in the first scores. Four students got the lowest score and one student got the highest score. The most frequent score was 55. On the other hand, the lowest score, in the revised drafts, was 58, and the highest score was 66. One student got the lowest score and one student got the highest score in the revised drafts. The most frequent score was 61 (See Appendix B). As for the mean scores, we see that the mean score of the first drafts was 57.1. It increased up to 61.5 in the revised drafts. The difference in means was 4.4 (See Table 1). That is, statistically, there is a significant difference between the first and the revised drafts (t=6.44; p=0.001).

Table 1. Mean scores of first and revised drafts in oral feedback

	Mean Score	Difference in means	t	p
COMP.&CONTRAST FIRST DRAFT	53.7			
COMP.&CONTRAST REVISED DRAFT	57.8	4.1	7.29	0.001
CLASSIFICATION FIRST DRAFT	55.8			
CLASSIFICATION REVISED DRAFT	59.8	4	6.65	0.001
PROCESS ANALYSIS FIRST DRAFT	57.1			
PROCESS ANALYSIS REVISED DRAFT	61.5	4.4	6.44	0.001

4.2.2. Comparison of first and revised drafts in written feedback

Another purpose of this research is to investigate the effect of written feedback on students' revising their first drafts. In order to examine this effect, we compared the first and the revised drafts of each text.

When we look at the Comparison and Contrast essay, we realize that the lowest score was 47 and the highest score was 62 in the first drafts. One student got the lowest score and one student got the highest score in the first drafts. The most frequent score was 52 (See Appendix B). On the other hand, the lowest score was 54, the highest score was 67 in the revised drafts. Two students got the lowest score and one student got the highest score in the revised drafts. The most frequent score was 57. As for the mean scores, we see that the mean score of the first drafts, as shown in Table 2, was 54.6 and the mean score of the revised drafts was 59.3. The difference in means is 4.7 and this is statistically significant (t=10.4; p=0.001).

In the Classification essay, the lowest score was 51 and the highest score was 57 in the first drafts. Two students got the lowest score and two students got the highest score in the first drafts. The most frequent score in the first drafts was 54. On the other hand, in the revised drafts, the lowest score

was 54 and the highest score was 62. One student got the lowest score and one student got the highest score in the revised drafts. The most frequent score was 61 in the revised drafts (See Appendix B). When we look at the mean scores, we see that, while the mean score of the first drafts was 54.5, it increased up 58.6 in the revised drafts. In the Classification essay, the difference in means is 4.1. That is, statistically, there is a significant difference between the first and the revised drafts (t=8.94; p=0.001) (See Table 2).

As for the Process Analysis essay, we see that the lowest score was 54 and the highest score was 62 in the first drafts. One student got the lowest score and one student got the highest score in the first drafts. The most frequent score in the first drafts was 55. On the other hand, the lowest score, in the revised drafts, was 58, the highest score was 66. One student got the lowest score and one student got the highest score in the revised drafts. The most frequent score was 63 in the revised drafts (See Appendix B). When we look at the mean scores, we see that the mean score of the first drafts was 57. The mean score of the revised drafts was 61.6. The difference in means was 4.6.and this is statistically significant (t=7.91; p=0.001) (See Table 2).

Table 2. Mean scores of first and revised drafts in written feedback

	Mean Score	Difference in means	t	p
COMP.&CONTRAST FIRST DRAFT	54.6			
COMP.&CONTRAST REVISED DRAFT	59.3	4.7	10.4	0.001
CLASSIFICATION FIRST DRAFT	54.5			
CLASSIFICATION REVISED DRAFT	58.6	4.1	8.94	0.001
PROCESS ANALYSIS FIRST DRAFT	57			
PROCESS ANALYSIS REVISED DRAFT	61.6	4.6	7.91	0.001

4.3. Comparison of oral and written feedback in revised drafts

In this stage, we compared the results of oral and written feedback in revised drafts in order to see which kind of feedback was more effective on students' revising their first drafts. In this analysis, we took the mean scores of the three types essays.

As shown in Table 3, the mean score of the oral group was 59.7. On the other hand, the mean score of the written group was 59.8. The difference in total means is 0.1. The result demonstrates that there is not a significant difference between the group given oral feedback and the group given written feedback (t=0.03; p=0.96).

Table 3. Total mean scores in revised drafts of the oral and written group

	Total mean score	t	p
The group given oral feedback	59.7		
The group given written feedback	59.8	0.03	0.96

4.4. Comparison of oral and written feedback in revised drafts of each text

In this stage, in order to see whether the topic would make any effect on the revision, we analyzed the effect of oral and written feedback on the revised drafts separately on each composition.

When we look at the Comparison and Contrast essay, we see that, as shown in Table 4, the mean score of the group given oral feedback was 57.8; on the other hand, the mean score of the group given written feedback was 59.3. The difference in means is 1.3. This results shows that, statistically, there is not a significant difference between the group given oral feedback and the group given written feedback (t= 0.76; p=0.45).

In the Classification essay, while the mean score of the group given oral feedback was 59.8, the mean score of the group given written feedback was

58.6. The difference in means is 1.2 and this is statistically not significant (t= 0.68; p= 0.50) (See Table 4).

As for the Process Analysis essay, we see that the mean score of the group given oral feedback was 61.5; on the other hand, the mean score of the group given written feedback was 61.6. The difference in means is 0.1. The results show that there is not a significant difference between the group given oral feedback and the group given written feedback (t=0.03; p=0.97) (See Table 4).

Table 4. Mean scores in revised drafts of each text of the oral and written feedback group

	Comparison.& Contrast essay			Classification essay			Process Analysis Essay		
	Mean score	t	p	Mean score	t	p	Mean score	t	P
Group given oral feedback	57.8			59.8			61.5		
Group given written feedback	59.3	0.76	0.45	58.6	0.68	0.50	61.6	0.03	0.97

4.5.   Discussion

Even though the importance that feedback has in teaching writing is already known by everyone, the effect of feedback on students' revising their first drafts has always been an important issue to be examined. For this reason, we examined the effect of the two kinds of feedback, that is written feedback and oral feedback through Teacher-Student Conferences.

Our results indicate that both kinds of feedback, either oral or written, are effective when compared separately. In this study, firstly, we compared the first and the revised drafts in order to see the effect of oral feedback on students' revising their first drafts. According to our findings, oral feedback through Teacher-Student Conferences has an important effect on revision. When we look at the results (See Table 1), either in Comparison and Contrast essay, or in Classification essay, or in Process Analysis essay, we see that there is a significant difference between the first and the revised drafts. According to our findings, the difference in means in Comparison and Contrast essay is 4.1, in Classification essay, it is 4, and in Process Analysis essay it is 4.4. These results demonstrate that there is a significant difference between the first and the revised drafts. When we consider the average mean score in oral feedback, we see that the mean score of the first drafts is 55.7, and the mean score of the revised drafts is 59.7. The difference between the scores is 4.1 (See Appendix C). This result shows that there is significant difference between the two scores (t=11.7; p=0.00). Our findings conform to Gebhard's (1990) opinion stating that "one-to-one conferences help a lot to develop the students' written work".

When we examine the results related to the written feedback, we see that written feedback also has an important effect, like oral feedback, on students' revising their first drafts. Our results conform to Sommer's (1984) opinion stating that "written comments on paper assist the writing course in achieving its purpose". Our findings indicate that written feedback is effective on students' revising their first drafts in each composition type, that is in Comparison and Contrast essay, in Classification essay and Process analysis essay. The results demonstrate that the difference in means in Comparison and Contrast essay is 4.7; in Classification essay, it is 4.1 and in Process Analysis essay, it is 4.6. According to these findings, there is a significant difference between the first and the revised drafts (See Table 2). When we consider the average mean score in written feedback, we see that, while the mean score of the first drafts is 55.3, the average mean score of the revised drafts is 63. The difference between the two scores is 7.6. That is, there is a significant difference between the first and the revised drafts (t=12.7; p=0.001).

In the second stage, since our aim is to see which kind of feedback more effective, we compared the revised drafts of the compositions of each group. Our findings indicate that there is no significant difference between the revised drafts of the compositions of oral and written group (See Table 3). According to these results, it is possible to say that neither of feedback (oral or written) is more effective on students' revising their first drafts.

In the third stage, in order to see whether the topic would make any effect on the revision, we analyzed the effect of oral and written feedback on the revised drafts separately on each composition. The results indicate that there is no significant difference between the revised drafts of oral and written group when considering the text types separately (See Table 4).

Even though there is no significant difference between the revised drafts of the oral and written group, we should say that written feedback seems slightly more effective (See Figure 1). As shown in Figure 1, there is a slight difference in mean scores between the group given written feedback and the group given oral feedback and this supports Fathman and Whalley's opinion (1990) stating that written commentary is a viable and effective approach when used appropriately. When compared according to the composition types, the most important difference is between the mean scores of Comparison and Contrast essay: while the mean score of the group given written feedback is 4.7, the mean score of the group given oral feedback is 4.11. Even though there is a slight difference between the two groups, this is statistically not significant.

Figure 1. Mean scores in oral and written feedback
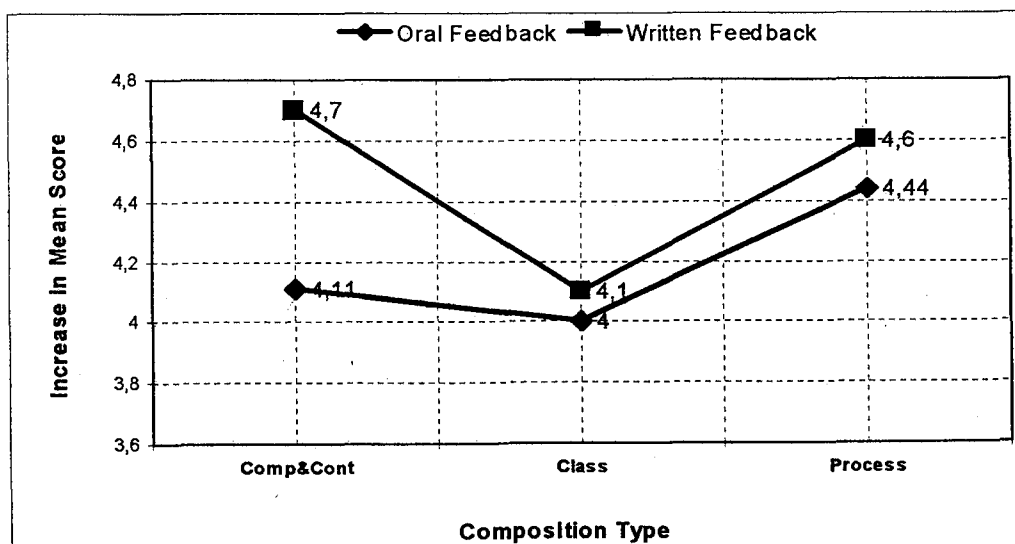
Another important point which should be taken into consideration is that, some students, who were given oral feedback, reported that they forgot some indications given by the teacher during teacher-student conferences and they were to write the instructions given by the teacher somewhere in order not to forget them. They stated that, if they don't do so, they can not reflect sufficiently the effect of feedback on their revisions. They reported that they should revise their compositions immediately after having received feedback. Otherwise, forgetting some of the feedback becomes inevitable for them.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS FOR L2 TEACHING

5.1. Summary of the study

It is well known that responding to student writing, which is seen as the main task of the writing teacher and certainly the most time consuming one, is a complex and very important process. Despite the fact that there are many researches on the impact of peer response on student revision, studies of teacher response and its effects on revision have been rare.

This study aimed at investigating the effect of oral and written feedback on students' revising their first drafts.

Participants of the study were selected from the first year intermediate level students from ELT Department of Education Faculty, Anadolu University. They were totally 19 subjects and they were selected according to the scores in Writing Proficiency exam.

In order to investigate the effect of oral and written feedback on students' revising their first drafts, they were asked to write totally 3 compositions: a Comparison and Contrast essay, a Classification essay, and a Process Analysis essay.

The first drafts of the subjects were collected and scored holistically by two scorers by using the ESL Composition Profile. 10 subjects were given written feedback and 9 subjects were given oral feedback through Teacher-Student Conferences. After having given feedback, subjects were asked to revise their compositions. The revised drafts were collected and scored holistically by the same scorers by using again the ESL Composition Profile.

The collected data were analyzed in three stages. In the first stage, in order to investigate the effect of oral and written feedback on revision, the first and the revised drafts of students' compositions were compared by taking into consideration the mean scores. Then, in the second stage, the analysis was conducted on the mean scores of the three compositions in order to see which

kind of feedback was more effective. In the last stage, the mean sores were compared to see the effect of oral and written feedback on the revised drafts separately on each composition.

The results indicated that both types of feedback, that is written and oral feedback, were effective on students' revising their first drafts.

5.2. Conclusions based on the analysis of the results

What is the effect of written feedback on students' revising their first drafts ?

According to the results of this study, written feedback has an important impact on students' revising their first drafts. After having received written feedback, there seemed a significant increase between the first and the revised drafts of the students. Written feedback seems to be effective on students' revisions.

What is the effect of oral feedback on students' revising their first drafts ?

The results of the study indicate that, as in written feedback, oral feedback through Teacher-Student Conferences also has an important effect on students' revising their first drafts. According to our findings, there is a significant difference between the mean scores of the first and the revised drafts of the students' compositions. Oral feedback is also effective for students in improving their writings.

**Which one is more effective on students' revising their first drafts :
written feedback or oral feedback through Teacher-Student Conferences ?**

According to the results of this study, there is not a significant difference between the effect of written feedback and oral feedback through Teacher-Student Conferences. Both types of feedback lead students to improve their compositions.

5.3. Pedagogical implications

Feedback is one of the most important elements in the process approach to writing.

In a study by Keh (as cited in Jordan 1997, p.168), all three types of feedback, that is peer correction, written feedback, and oral feedback, were examined and it was found that each of them has its own uses and advantages. After having received feedback, either oral or written, learners are expected to write a better composition.

White and Arndt (1991, p.131) point out that *"conferencing* is a procedure in which the teacher/reader or another reader (such as fellow student) and the writer work together on what the writer has written, motivated by a concern with clarifying the writer's intentions, purposes and meaning." Students state that conferencing is very useful to see where they have misled or confused; however, they also state that they forget some of the feedback given by the teacher and as a result, this affects their writings.

On the other hand, Zamel (1987, p.276) points out that "teacher-student conferences need to be regularly held between drafts so that students learn, while they are creating, what area need to be worked on". Since one-to-one conferencing lasts about 10-15 minutes, it is generally impossible to perform it in crowded classes. As a result, in some classes, group conferencing may be more possible.

Like conferences, written comments on drafts and final versions of student papers are used by most teachers of writing in order to respond to

student writing. Whether the written comment can be understood by the student forms an important problem for the teacher. However, we found, in our research, that there is no significant difference between the effect of oral and written feedback. Besides, it can be noted that written feedback is a bit more effective than oral feedback (See Figure 1).

Another important issue about written comments is that written comments should be clear and understandable by the students. Grabe and Kaplan (1996, p.394) state that "one of the primary problems commonly notes with written feedback is that teacher comments are often vague, confusing, and provide little specific direction for students when they attempt revision". According to Harris (as cited in Boughey 1997, p.131), "students often perceive feedback as criticism rather than as the constructive and well-meaning suggestion it is intended to be". Teachers should be careful while giving feedback in order that feedback be effective. In addition, feedback must be interactive to be genuinely effective (Hyland 1990, p.279). If possible, both kinds of feedback should be used effectively so that students can improve their writings.

In conclusion, the aim of this study is to draw attention to the importance of oral and written feedback in writing and to note that there is no significant difference from the point of view of the effect of feedback on revision between these two kinds of feedback, that is, written feedback and oral feedback through Teacher-Student Conferences.

5.4. Suggestions for further research

This research was limited to investigate the effect of oral and written feedback on students' revising their first drafts. For this reason, the compositions were examined from the point of content, organization, and vocabulary. Thus, extending the scope of the study to final drafts, the effect of oral and written feedback on all the criteria (content, organization, vocabulary, language use, and mechanics) can be investigated.

In this research, oral feedback was given individually. Another study can be designed in order to investigate if there is a difference between the oral feedback given in a one-to-one conference and the one given in a group.

This research was conducted with the intermediate level students. Thus, another study can be designed in order to investigate the effect of oral and written feedback on low-level students' revising their first drafts.

In order that students reflect better the given feedback, oral feedback was given in Turkish in this study. In another study, the difference between the effects of using Turkish and English in conferencing can be investigated.

It is well known that teacher factor has an important place in teaching. As a result, it will be useful to design a study in order to investigate if there is a difference between the effects of oral feedback given by different teachers.

Finally, another study can be designed in order to investigate the effects of oral and written feedback on components.

Appendix A - ESL Composition Profile

STUDENT		DATE	TOPIC	
SCORES	LEVEL	CRITERIA		COMMENT
C O N T E N T	30-27	Excellent To Very Good: knowledgeable* substantive* thorough development of thesis* relevant to assigned topic*		
	26-22	Good To Average: some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail*		
	21-17	Fair To Poor: limited knowledge of subject* little substance* inadequate development of topic*		
	16-13	Very Poor: does not show knowledge of subject* non-substantive* not pertinent* OR not enough to evaluate*		
OR GA NI ZA TI ON	20-18	Excellent To Very Good: fluent expression* ideas cleary stated/ supported* succinct* well-organized* logical sequencing* cohesive*		
	17-14	Good To Average: somewhat choopy* loosely organized but main ideas stand out* limited support- logical but incomplete sequencing*		
	13-10	Fair To Poor: non-fluent* ideas confused or disconnected* lacks logical sequencing and development*		
	9-7	Very Poor: does not communicate* no organization* OR not enough to evaluate*		
VO CA BU LA RY	20-18	Excellent To Very Good: sophisticated range* effective word/idiom choice and usage* word form mastery* appropriate register*		
	17-14	Good To Average: adequate range* occasional errors of word/idiom form, choice usage but meaning not obscured*		
	13-10	Fair To Poor: limited range* frequent errors of word/idiom form, choice usage* meaning confused or obscured*		
	9-7	Very Poor: essentially translation* little knowledge of English vocabulary, idioms. Word form* OR not enough to evaluate*		
LAN GU AGE USE	25-22	Excellent To Very Good: effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions*		
	21-18	Good To Average: effective but simple constructions* minor problems in constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions* but meaning seldom obscured*		
	17-11	Fair To Poor: major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions* meaning confused or obscured*		
	10-5	Very Poor: virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate*		
MEC HA NICS	5	Excellent To Very Good: demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing*		
	4	Good To Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured*		
	3	Fair To Poor: freuent errors of spelling, punctuation, capitalization, paragraphing* poor handwriting* meaning confused or obscured*		
	2	Very Poor: no masrety of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate*		
TOTAL SCORE		READER	COMMENTS	

Ref: Jacobs, et al. (1981). **Testing ESL Composition: A Practical Approach:** London, Newbury House Publishers, Ins.

APPENDIX B   The average of the scores given by the two scorers

			GROUP	COMP&CONT FIRST DRAFT	COMP&CONT. REVISED DRAFT	CLASS. FIRST DRAFT	CLASS. REVISED DRAFT	PROCESS ANA. FIRST DRAFT	PROCESS ANA. REVISED DRAFT
1	1	Gözde	Oral	52	54	59	62	56	59
2	2	Tolga	Oral	53	60	55	57	59	61
3	3	Aysun	Oral	55	57	59	62	55	59
4	4	Sevgi	Oral	54	57	54	61	55	61
5	5	Nilgün	Oral	52	57	56	59	55	64
6	6	Ahmet	Oral	50	54	48	54	55	58
7	7	Rabia	Oral	49	55	45	51	57	61
8	8	Özlem	Oral	62	66	64	67	62	66
9	9	Semiha	Oral	57	61	63	66	60	65
10	1	**Ekrem**	Written	47	54	51	54	55	58
11	2	**Erkin**	Written	54	58	54	58	57	60
12	3	**Ayşe**	Written	52	54	55	61	58	63
13	4	**Sedefnur**	Written	55	61	56	61	56	63
14	5	**Ebru**	Written	52	57	56	57	54	60
15	6	**Aycan**	Written	62	67	57	62	61	63
16	7	**Fatma**	Written	52	57	51	55	55	62
17	8	**Ayşe**	Written	59	62	54	59	57	60
18	9	**Pınar**	Written	58	63	57	60	62	66
19	10	**Melahat**	Written	55	60	54	59	55	61

APPENDIX C   The scores given by the first scorer

			GROUP	COMP&CONT FIRST DRAFT	COMP&CONT REVISED DRAFT	CLASS. FIRST DRAFT	CLASS. REVISED DRAFT	PROCESS ANA. FIRST DRAFT	PROCESS ANA. REVISED DRAFT
1	1	Gözde	Oral	50	52	55	59	56	61
2	2	Tolga	Oral	47	56	50	53	56	59
3	3	Aysun	Oral	50	52	55	60	52	59
4	4	Sevgi	Oral	51	53	51	59	52	60
5	5	Nilgün	Oral	49	53	54	55	51	64
6	6	Ahmet	Oral	49	55	50	58	55	59
7	7	Rabia	Oral	54	59	48	54	54	58
8	8	Özlem	Oral	60	67	63	66	61	66
9	9	Semiha	Oral	58	63	63	688	61	66
10	1	**Ekrem**	Written	49	55	52	57	52	57
11	2	**Erkin**	Written	50	55	51	56	56	58
12	3	**Ayşe**	Written	51	52	47	56	53	60
13	4	**Sedefnur**	Written	50	59	52	58	53	58
14	5	**Ebru**	Written	47	53	52	54	50	57
15	6	**Aycan**	Written	58	65	56	63	60	63
16	7	**Fatma**	Written	50	57	50	53	52	62
17	8	**Ayşe**	Written	56	58	48	56	52	56
18	9	**Pınar**	Written	57	62	53	56	59	66
19	10	**Melahat**	Written	49	56	53	59	53	59

APPENDIX D   The scores given by the second scorer

			GROUP	COMP&CONT FIRST DRAFT	COMP&CONT REVISED DRAFT	CLASS. FIRST DRAFT	CLASS. REVISED DRAFT	PROCESS ANA. FIRST DRAFT	PROCESS ANA. REVISED DRAFT
1	1	Gözde	Oral	53	55	62	65	56	57
2	2	Tolga	Oral	59	64	59	60	61	62
3	3	Aysun	Oral	59	61	63	64	58	59
4	4	Sevgi	Oral	56	60	57	62	58	61
5	5	Nilgün	Oral	55	61	58	63	58	63
6	6	Ahmet	Oral	50	53	46	49	54	57
7	7	Rabia	Oral	43	50	42	47	59	63
8	8	Özlem	Oral	63	65	65	67	63	65
9	9	Semiha	Oral	55	58	62	64	58	63
10	1	Ekrem	Written	45	53	49	51	57	58
11	2	Erkin	Written	57	60	56	60	58	62
12	3	Ayşe	Written	53	55	62	65	63	65
13	4	Sedefnur	Written	59	63	60	64	59	67
14	5	Ebru	Written	56	60	59	60	58	62
15	6	Aycan	Written	65	68	58	61	62	63
16	7	Fatma	Written	53	57	51	57	58	61
17	8	Ayşe	Written	61	65	59	61	62	64
18	9	Pınar	Written	58	64	60	63	64	66
19	10	Melahat	Written	60	64	55	58	56	62

APPENDIX E   Scores used for subject selection

	Name of the student	Scores used for subject selection
1	Gözde Şener	51
2	Tolga Koçer	58
3	Aysun Yavaş	56
4	Sevgi Nur	48
5	Nilgün Erdoğan	50
6	Ahmet Yirmibeş	51
7	Rabia Akçay	49
8	Özlem Utku	63
9	Semiha Tarcan	55
10	Ekrem Arslan	51
11	Erkin Özdemir	51
12	Ayşe Demirel	50
13	Sedefnur Durgut	50
14	Ebru Boyacı	56
15	Aycan Akyıldız	59
16	Fatma Göktürk	48
17	Ayşe Akça	48
18	Pınar Sirke	56
19	Melahat Yarar	50

APPENDIX F1   Ö.U.'s Comparison and Contrast essay:
                    First draft – Oral group

ASTROLOGY vs. ASTRONOMY

During our lives, even though we don't have sufficient information, we deal with and become interested in some branches of science so as to be more sophisticated and look more intellectual. Sometimes the reason is to learn what these branches can add and how they can be useful in our lives. Two of these helpful sciences which attract people's attention at this point are astrology and astronomy. Although the spheres of interest of these two sciences seem uniform – when compared –, in fact, there are some distinct differences between them such as the histories, the purposes with techniques and the famous scientists.

As for the backgrounds of the two sciences, there are considerable differences. Astrology dates back to nearly the creation of the first man to come on earth. Ancient Egyptians were the leader in it but the first significant searches were carried out in the year 600BC. In Babel. Cause the primitive people used to believe that celestial bodies are the sole sacred gods in their world, the spread of fascinating searches turned towards China, India and the Ancient Greece. In the year 1066AD. appeared a comet in the sky and this unusual event of those times induced people to get frightened. To illustrate, the conspiracy to murder Harold, an English King, was supposed as a consequence of the newly-passed comet by the soothsayers at that time. As the time passed, further rudimentary projects were administered to account for the changes in the sky. That the Europeans lagged behind in science in the Middle ages caused Arabs go further. As a result, astrology was included as a branch in the area of astronomy which consists a lot more about the sky. However, astronomy dates back to the years of 3000 or 2000BC. Then, there was a committee dealing with the events like solar eclipse in order to determine the times of ceremonies in China. They succeeded in measuring the lengths of the nights and days along with the spans of seasons. Later, Ancient Egyptians produced incredible improvements on the stars and the planets taking the time when Nile inundated into account. At the same time, Greeks carried out some researches, too. The old scientists tried to know the distance between the earth and the Sun. The Arabs, as the leader of science in the Middle Ages, made unbelievable improvements as well as helping the Europeans. Between the years of 1450-1650, many

pieces of equipment were created as the tools for observing the sky. After centuries, the books of science became full with the new developments and now, the Americans and the Russians have hi-tech equipment in astronomy – like Hubble telescope and some satellites.

The purposes and the techniques of these two sciences are also distinctively unlike. Astrology mainly focuses on the effects of stars and planets on our lives. Astrologers claim that they foretell the events and experiences to live in the future by just observing the movements of celestial bodies. In order to notify people of the occasions they'll encounter and perhaps to make them believe that they're absolutely true, they draw and prepare special sky maps called "horoscopes". At first, when the celestial body was present at the time of birth is determined and signed on this map. Later, the map is divided into 12 parts called "homes" symbolizing the 12 months of the year. Next, the stars are categorized as 12 groups whose names are the same as those of the signs of zodiac. The duty of the astrologer at this point is to comment on the future by investigating the locations of the Sun, the Moon and other planets. The astrologers of today strongly claim that if the planet was in its respective places at the time of birth, the effect of the planet would be strong; if it wasn't, the effect would be slender. Of course, the ideas of the astrologers aren't always credible. On account of this vagueness, astrology is sometimes called as a false science. Nevertheless, the purpose and the techniques of astronomy is quite different. The purpose of it is to look for and try to find an answer to the question related to the creation of the universe and it does this by the help of telescopes, binoculars, etc. In fact, the birth of the universe is like a puzzle and locate at least one part of it is the astronomer's duty, –unlike astrology.

When we look through the encyclopedias comprising the topics about these two sciences, we come across another dissimilarity: The scientists reputed to deal with them. In the second century BC. Added Claudius Ptolemaios, who lived in Ancient Egypt, new things to the others found. In addition, thanks to these finds, he shed light to the works of the Middle Ages. Yet, maybe the most famous ones are Nostradamus and Brahe. All over the world still people believe the omens of them since most of their omens came true. With regard to astronomy, however, what made them famous was their technological inventions. For instance, Johanne Kepler, a German astronomer, has a reputation of his works on Mars and the rules, which have the same as him. Another scientist is Galileo Galilei, an Italian astronomer. He used the primitive binoculars invented in

Holland in observatories. The other important people of this science are Leonhard Euler, Louis de Lagrange, Laplace, Copernicus and Hershell. Among them Hershell is famous for his findings of the astronomy of the stars and exploring the planet "Uranus". And today, in astronomy are many developments produced in sequence of the technological ones.

To sum up, we can infer that both sciences have inconvertible dissimilarities from each other. What's written on their CV's, what their duty and techniques are and whom they owe debt for the developments create these differences. But would it be possible for us to distinguish the distinctions between them if they weren't so dissimilar?

APPENDİX F2   Ö.U.'s Comparison and Contrast essay:
                    Revised draft – Oral group

ASTROLOGY vs. ASTRONOMY

During our lives, even though we don't have sufficient information, we deal with and become interested in some branches of science so as to be more sophisticated and look more intellectual. Sometimes the reason is to learn what these branches can add and how they can be useful in our lives. Two of these helpful sciences which attract people's attention at this point are astrology and astronomy. Although the spheres of interest of these two sciences seem uniform –when compared–, in fact, there are some distinct differences between them such as the histories, the purposes with techniques, the famous scientists and the effects of technology on them.

As for the backgrounds of the two sciences, there are considerable differences. Astrology dates back to nearly the creation of the first man to come on earth. Ancient Egyptians were the leader in it, but the first significant searches were carried out in the year 600BC. In Babel. Cause the primitive people used to believe that celestial bodies are the sole sacred gods in their world, the spread of fascinating searches turned towards China, India and the Ancient Greece. In the year 1066AD appeared a comet in the sky and this unusual event of those times induced people to get frightened. To illustrate, the conspiracy to murder Harold, an English King, was supposed as a consequence of the newly-passed comet by the soothsayers at that time. As the time passed, further rudimentary projects were administered to account for the changes in the sky. That the Europeans lagged behind in science in the Middle Ages caused Arabs go further. As a result, astrology was included as a branch in the area of astronomy which consists a lot more about the sky. However, astronomy dates back to the years of 3000 or 2000BC. Then, there was a committee dealing with the events like solar eclipse in order to determine the times of ceremonies in China. They succeeded in measuring the lengths of the nights and days along with the spans of seasons. Later, Ancient Egyptians produced incredible improvements on the stars and the planets taking the time when Nile inundated into account. At the same time, Greeks carried out some researches, too. The old scientists tried to know the distance between the Earth and the Sun. The Arabs, as the leader of science in the Middle Ages, made unbelievable improvements as well as

helping the Europeans. Between the years of 1450-1650, many pieces of equipment were created as the tools for observing the sky. After centuries, the books of science became full with the new developments and now, the Americans and the Russians have hi-tech equipment in astronomy-like Hubble telescope and some satellites.

The purposes and the techniques of these two sciences are also distinctively unlike. Astrology mainly focuses on the effects of stars and planets on our lives. In order to show these effects, astrologers use special sky maps called "horoscopes". In fact, what the horoscope is like and the chart of it have already been formed before. However, astrologers prepare new ones for each person in relation to know chart. I mean they adapt the information gained from a person to this map. While doing this, first, they try to learn the relative positions of the planets by the help of the knowledge about a person's birth such as the date, the time including the hour, the minute, even the second! Later, taking this info into account, astrologers sign it on the horoscope. Third, they divide the sky map into 12 parts called "homes" symbolizing the 12 months of year. Next, the stars are categorized as 12 groups whose names are the same as those of the signs of the zodiac, that is to say: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, and Pisces. At last, the responsibility shifted onto astrologers' shoulder is to comment on people's future. Astrologers strongly claim that they can foretell the experiences to live in the future by just observing the movements of celestial bodies as well supporting the idea that forecasts they put forward are nearly true and it's quite possible to notify people of the occasions they'll encounter. For instance, they say that if the planet was in its respective place at the time of a person's birth, the effect of the planet would be strong; if it wasn't, the effect would be slender. Of course, the astrologers' notions aren't always credible. On account of this vagueness, astrology is sometimes called as a false science. Nevertheless, the purpose and the techniques of astronomy is quite different. The purpose of it is to look for and try to find an answer to the question related to the creation of the universe as well as the stars and the planets in it. Astronomy does this by the help of telescopes, binoculars, etc. In fact, the birth of the universe and other celestial bodies is like a puzzle and to find and locate at least one part of this jigsaw is the astronomers' duty, -unlike astrology.

When we look through the encyclopedias comprising the topics about these two sciences, we come across another dissimilarity: The scientists reputes to deal with them. In

the second century BC, Claudius Ptolemaios, who lived in Ancient Egypt, added new things to the others found. In addition, thanks to these finds, he shed light to the works of the Middle Ages. Yet, perhaps the most famous ones are Nostradamus and Brahe. All over the world people still believe the omens of them since most of their omens came true. With regard to astronomy, however, what made them famous was their technological inventions. For instance, Johanne Kepler, a German astronomer, has a reputation for his works on Mars and the rules, which have the same name as him. Another scientist is Galileo Galilei, an Italian astronomer. He used the primitive binoculars invented in Holland in observatories. The other important people of this science are Leonhard Euler, Louis de Lagrange, Laplace, Copernicus and Hershell. Among them Hershell is famous for his findings of the astronomy of the stars and exploring the planet "Uranus". Although these scientists named here were sometimes dealt with each other's area of science, they really made reputation for their interest in their own branch of science.

The last and perhaps the smallest important point creating another great difference between them is that astrology is not affected by technological developments. Because it is solely depends on the hypothesis which are put forward by astrologers and soothsayers. However, in contrast with astrology, astronomy was always puts one step ahead (progresses) in sequence of technological improvements. These developments play an important role inasmuch as they make it easier to reach the information needed for space, and accordingly, for the whole universe. To illustrate, voyages to space by spacecraft and rockets and missiles released into space are really outcome of big inventions and searches in astronomy.

To sum up, we can infer that both sciences have inconvertible dissimilarities from each other. What's written on their CV's, what their duty and techniques are and whom they owe debt for the developments create these differences. As another dissimilarity, while technological developments induce other developments in astronomy, they don't do the same in astrology. But would it be possible for us to differentiate the distinctions between them if they weren't so dissimilar?

APPENDIX F3   E.A.'s Comparison and Contrast essay:
First draft – Written group

TWO DIFFERENT CITIES

In Turkey, there are big differences between the cities in East and West. Ağrı and İstanbul can be given as examples to this. Their geographical characteristics, circumstances and population are distinctively different.

Ağrı and İstanbul are firstly different in their geographical characteristics. Ağrı is firstly very mountainous. When you hear someone saying "Ağrı", the first thing that comes to your mind is Ağrı Dağı, and there are some other high mountains such as Süphan, Nemrut... Ağrı is also very cold. Having high mountains and lack of sea cause this cold. For example in early times of autumn, you can see snow in the high parts of the mountains. İstanbul has entirely different geographical characteristics. Firstly, İstanbul is not very mountainous. There are only some small hills. And also its weather is warm even in winter. Its location (having no high mountains, having sea, being in West) causes this warm.

Ağrı and İstanbul also differ from each other in their circumstances. In Ağrı, the circumstances are very limited. As it is in the East, very far from some certain places such as Ankara, İzmir, it is not given the enough importance. Health conditions, social activities are very limited there. For example, when you have an important, dangerous, illness, you are sent to big cities immediately. Because you can't be treated successfully with the limited technology there. Unlike Ağrı, İstanbul is probably in the best situations. Every opportunity is provided to people. You can find a job easily, you can take part in social activities, health conditions are good; briefly you can lead a very good life in İstanbul.

Lastly, there is a big difference in the population of Ağrı and İstanbul. When you look at the area of Ağrı, you think that a big number of people must be living there. But when you research its population, you come across with a bewildering result that is has a very little population. As the circumstances are bad, people there migrate to big cities with the hope of a good future and the population decreases. On the other hand, İstanbul is the most crowded city in Turkey. People in small cities think of İstanbul as a city in which they can find a good job, then improve, become very rich and guarantee their future. So every year

a big number of people come to İstanbul and the population growth becomes inevitable.

To sum up, their geography, life conditions and population make big differences between Ağrı and İstanbul.

APPENDIX F4   E.A.'s Comparison and Contrast essay:
Revised draft – Written group

TWO DIFFERENT CITIES

Ağrı and İstanbul. How different they are! Their geographical characteristics, their circumstances and their population are distinctively different.

Ağrı and İstanbul are firstly different in their geographical characteristics. Ağrı is firstly very mountainous. When you hear someone saying "Ağrı", the first thing that comes to your mind is Ağrı Dağı, and there are some other high mountains such as Süphan, Nemrut... Is also very cold. Having high mountains and lack of sea cause this cold. For example in early times of autumn you can see snow in the high parts of the mountains. İstanbul has entirely different geographical characteristics. Firstly, it is not mountainous. There are some small hills. And its weather is warm even in winter. As a result of its location (having no high mountains, having sea, being in West), the weather gets warmer.

The circumstances of Ağrı and İstanbul are also very different. In Ağrı the circumstances are very bad. As it is in the East, very far from certain places such as Ankara, İzmir, it is not given enough importance. For example health conditions, social activities are very limited. In short life conditions are very limited. For example when you have an important, dangerous illness, you are sent to big cities. Because you can't be healed with the limited technology there. Unlike Ağrı, İstanbul is probably in the best situation. Every opportunity is provided to people. You can find a job easily, you can take part in social activities, health conditions are good; briefly you can lead a very good life in İstanbul.

Lastly, there is a big difference in the population of Ağrı and İstanbul. When you look at the area of Ağrı, you think that a big number of people must be living here. But when you research its population, you come across with a bewildering result that it has a very little population. As the circumstances are bad, people migrate to big cities with the hope of a good future and the population decreases. On the other hand, İstanbul is the most crowded city in Turkey. People in small cities think of İstanbul as a city in which they can find a good job, then improve, become very rich and guarantee their future. So every year a big number of people migrate to İstanbul and the population growth becomes inevitable.

If you want to lead a very happy life, you should choose İstanbul to live in. Because everything is ready there. By some effort, you will get the success.

APPENDIX F5   S.T.'s Classification essay:
First draft – Oral group

THE POOR SENSES OF SIGHT

We enjoy living in this world thanks to our sense organs. We can hear the meaningful songs with our ears or we can smell the flowers with our nose. I think, however, one of these organs takes a different importance for our lives. Taste of the life can be taken with them. They are our eyes. By means of our eyes we are living in a colorful world, without them we would be in a dark life. Besides their good sides, some unwanted conditions may be occurred with them. Some eye defects, which we can classify as myopia, hypermetropia and astigmatism, make difficult our sights. Most of the people are suffering from these defects. However, that they can be overcome with special glasses or some operations makes us happy.

The most common eye defects is myopia whose another description is shortsightedness. We cannot see the substances that are far from us due to this defect. Because; visibility of the far things falls to the front of the retina. The eye lens is more swollen than the normal one and the eye circle is compressed from the above and the below. So this eye circle lengthens through the front and the back. This means; it becomes an oval shape. Then this eye can only see the nearer things clearly. To recover from this defect, the divergent lenses are used. By using the glasses that are made with these lenses, the scenes are fallen on the yellow spot. And then the myopic eye is able to see the substances that are farther than the 25 cm.s more clearly!

Another more common eye defect is hypermetropia. This eye cannot see the nearer things in contrast to myopic eye. The eye lenses are smoother than the normal one or the distance between lens and the retina gets closer. So the visibility of the near things falls beyond of the retina. On the contrary of the myopic eye, the eye circle is compressed from the front and the back, and it is swollen through the above. As a result, the scenes of the substances are formed on the back of the yellow spot. Although this eye can see farther things, it cannot see nearer things clearly. To get over from this defect, the glasses that are made with convergent lenses are used. Thanks to them, the visibility of the substances is originated on the retina, yellow spot. Then the defected

eye is able to see the things that are nearer than the 25 cm.s more clearly.

And the least common eye defect is astigmatism. In this situation, eye lens's profiles that are on the diverse lines may not be at the same swelling. Then this eye cannot see the substances, which are on the different lines, although it can see something which are on the specific lines. Astigmatic eye sees shorter some of the straight lines whose lengths are the same. To recover from this defect, the cylindrical lenses are used. These lenses improve the astigmatic eye for only one clear situation when it cannot see the straight lines clearly.

To sum up, all of these eye defects we have divided into three groups are very common in our society. We may see that one to five people uses glasses. However, we are pleasure that the solution of the defects is not so difficult today. Only using some different glasses, we can prevent ourselves from having a poor sense of sight!

THE POOR SENSES OF SIGHT

We enjoy living in this world thanks to our sense organs. We can hear the meaningful songs with our ears or we can smell the flowers with our nose. I think, however, one of these organs takes a different importance for our lives. Taste of the life can be taken with them. They are our eyes. By means of our eyes we are living in a colorful world, without them we would be in a dark life. Besides their good sides, some unwanted conditions may be occurred with them. That is to say; all eye defects make difficult our sights and also some of these eye defects that can be overcome with special glasses are classified as myopia, hypermetropia and astigmatism. Even though they are called 'defects', their easy solutions make us happy.

The first group of these eye defects is myopia whose another description is shortsightedness. We cannot see the substances that are far from us due to this defect. Because; visibility of the far things falls to the front of the retina. The eye lens is more swollen than the normal one and the eye circle is compressed from the above and the below. So this eye circle lengthens through the front and the back. This means; it becomes an oval shape. Then this eye can only see the nearer things clearly. To recover from this defect, the divergent lenses are used. By using the glasses that are made with these lenses, the scenes are fallen on the yellow spot. The specialty of the glasses comes from the degrees of lens. They change according to the level of the defect. And then the myopic eye is able to see the substances that are farther than the 25 cm.s more clearly. But the problem cannot be solved thoroughly, forever!

The second group of these eye defects is hypermetropia. This eye cannot see the nearer things in contrast to myopic eye. The eye lenses are smoother than the normal one or the distance between the lens and the retina gets closer. So the visibility of the near things falls beyond of the retina. On the contrary of the myopic eye, the eye circle is compressed from the front and the back, and it is swollen through the above. As a result, the scenes of the substances are formed on the back of the yellow spot. Although this eye can see farther things, it cannot see nearer things clearly. To get over from this defect, the glasses that are made with convergent lenses

are used. Likely myopia, their degrees change according to the level of the defect. Thanks to them, the visibility of the substances is originated on the retina, yellow spot. Then the defected eye is able to see the things that are nearer than 25 cm.s more clearly, and also by using these glasses you can save yourself from hypermetropia completely, as opposite to the myopia!

And the last group of these eye defects is astigmatism. In this situation, eye lens's profiles that are on the diverse lines may not be at the same swelling. Then this eye cannot see the substances, which are on the different lines, although it can see something which are on the specific lines. Astigmatic eye sees shorter some of the straight lines whose lengths are the same. To recover from this defect, the cylindrical lenses are used. These lenses improve the astigmatic eye for only one clear situation when it cannot the straight lines clearly. In some conditions, astigmatism may be with myopia or hypermetropia at the same time and the glasses and their degrees are changed according to this matter.

To sum up, all of these eye defects that can be cured with glasses and we have divided into three groups are very common in our society. However, we are pleasure that the solution of the defects is not so difficult today. Only using some different and suitable glasses, on condition that it is under an optician's control, we can prevent ourselves from having a poor sense of sight!

APPENDIX F7   A.A.'s Classification essay:
                    First draft – Written group

THE ACCOMMODATION PROBLEM OF UNIVERSITY STUDENTS

Following the university entrance exam, students who
are lucky enough to get into a university that is out of
their own cities are most likely to come up against too
many problems to cope with. One of them, presumably the
most important one, is accommodation problem. Although it
seems as if there are lots of alternatives, it's quite
difficult to find the most suitable one. Living either
their own or sharing a flat with friends or living in a
dormitory or with their family are the alternatives that
can be classified for the students mentioned.
    Living in a flat is plausible way of having
accommodation for those far from their cities. On one hand,
some students prefer living by their own but this depends
on the money they are sent to cover their living expenses.
On the other hand, some students have to share their flat
with other students in order to go on their education with
the money they have. The problems multiply as the number of
the flatmates increases. If the student looking for mates
is meticulous in choosing them, there will be fewer
problems and living together will be very enjoyable as long
as no one interferes with the other's lifestyle. Also
living away from their family, students are free from their
parents' interfering with their life such as their meals,
their tidiness, their arrival hours, etc which means they
are completely free.
    When it comes to dormitory life, we can say that it is
the most common one. If students do not have financial
difficulty, they can prefer private dormitories where they
can share their room with just one student or stay alone.
But if they do not have a chance of private dormitories and
if they have no other chance except dormitories then they
have to stay in state dormitories where 6-12 people stay in
one room. Of course, it is nearly impossible to get along
with every one of the roommates and there will be, of
course, some problems but even if people deserve to be
humiliated, they have to condone one another for the sake
of peace and tranquility. Except problems with roommates,
there is another problem with sleeplessness as there are
always people speaking in the corridor no matter what time
it is. Also the only things that belong to you are your
bed, which you have to tide up every morning even you're

late, and your cupboard in which you have to place all your belongings.

As for living with family, the students have fewer responsibilities. They do not think of when to clean the house etc as they are not responsible for them. They are taken care of by their parents. They have good environment to study and a regular life which means they are more likely to achieve their ambitions. But the students will probably be more confined to house because of their parents. This will toward them from being self and getting mature as their parents take place in all parts of their decisions and naturally all parts of their life.

When students get into university one of their most striking problems is their accommodation problem. This problem befalls every one of the students studying out of their own city. There are a few alternatives for it. They are living in a flat alone, with friends or with family and living in dormitories. Either with families or without families, every student find a place to stay during their education.

APPENDIX F8   A.A.'s Classification essay:
Revised draft – Written group

THE WAYS OF ACCOMMODATION FOR THE UNIVERSITY STUDENTS

Following the university entrance exam, students who are lucky enough to get into a university that is out of their own cities are most likely to come up against too many problems to cope with. One of them, presumably the most important one, is accommodation problem. Although it seems as if there are lots of alternatives, it's quite difficult to find the most suitable one. Living either on their own or sharing a flat with friends or with family, or living in a dormitory are the ways of accommodation for those far from their cities. On one hand, some students prefer living on their own but this depends on the money they are sent to cover their living expenses. On the other hand, some students have to share their flat with other students in order to go on their education with the money they have. The problems multiply as the number of the flatmates increases. If the student looking for mates is meticulous in choosing them, there will be fewer problems and living together will be very enjoyable as long as no one interferes with the other's lifestyle. Also living away from their family, students are free from their parents' interfering with their life such as their meals, their tidiness, their arrival hours, etc which means they are completely free. But you have to do all your responsibilities by yourself from cooking to cleaning. So sometimes it is difficult to find time to study. For example, one of my beloved friends, Hale is living in a flat with a friend of hers in Ankara and she leads her life just according to her frame of living style. They are in harmony with each other but fed up with housework.

When it comes to dormitory life, we can say that it is the most common one. If students do not have financial difficulty, they can prefer private dormitories where they can share their room with just one student or stay alone. But if they do not have a chance of private dormitories and if they have no other chance except dormitories then they have to stay in state dormitories where 6-12 people stay in one room. Of course, it is nearly impossible to get along with every one of the roommates and there will be, of course, some problems but even if people deserve to be humiliated, they have to condone one another for the sake of peace and tranquility. Except problems with roommates, there is another problem with sleeplessness as there are

always people speaking in the corridor no matter what time it is. Also the only things that belong to you are your bed, which you have to tide up every morning even if you're late, and your cupboard in which you have to place all your belongings. İhsan, who was my classmate in high school, now lives in dormitory in Ankara and according to him living in dormitory is so difficult especially in terms of having almost no belongings and sleeplessness that he sometimes can't get up to go to school and has lots of difficulties to find his belongings.

As for living with family, which leaves its own city and moves to the one that their child gets into university, the students have fewer responsibilities. They do not think of what to eat for dinner as they do not prepare it or do not think of when to clean the house etc as they are not responsible for them. They are taken care of by their parents. They have good environment to study and a regular life which means they are more likely to achieve their ambitions. But the students will probably be more confined to house because of their parents. This will toward them from being self and getting mature as their parents take place in all parts of their decisions and naturally all parts of their life. Ayşe is a good example for this. She had been living in İzmir since she was born but when she got into İstanbul University, they moved to İstanbul. With respect to her responsibilities she is almost free but every night she has to be at home at 20:00 o'clock. She has to inform where she is and no matter it is she has to come back home to sleep. But she has a quiet atmosphere to study and no care of finding materials, etc.

When students get into university one of their most striking problems is their accommodation problem. This problem befalls every one of the students studying out of their own city. There are a few alternatives for it. They are living in a flat alone, with friends or with family and living in dormitories.

APPENDIX F9   G.Ş.'s Process Analysis essay:
First draft – Oral group

HAVING A PERFECT PARTY

In our stressful life all of us need some, entertaining activities to forget our problems. Some of these activities are cinemas, theatres, matches, parties, etc. Of these mostly the parties have been chosen for entertaining. Because they perform more alternatives to people such as dancing, listening, having friends, eating and playing games. But it isn't easy to provide these options. It needs a perfect organisation and effort. There are four steps to have a perfect party having those alternatives.

The first step is to find a place where the party will be carried on. While choosing a place for a party you must look for some characteristics such as a good size and a good sound system. So, it is more appropriate to have a party in a disco. While reserving the disco, you should first decide about the fee and the date of the party. Secondly, you should give the number of people who will join the party. If you reach an agreement with them about these conditions, you will have completed the most important part of your task.

The second step is to write the invitation cards. To prepare them you should firstly make the list of people whom you will invite to your party. After that, you should learn their addresses. Then you should decide what you will write. This is a bit difficult step because you have to choose strange and impressive words to attract the attention of the receiver. Finally, you should choose colourful papers and envelopes for your invitation cards.

The third step is to order special foods and drinks. At parties usually beers, wines, punches and fruit-juice are preferred as drinks. And cream-cakes, cookies, savory foods and fruits are preferred as foods. Accordingly, first you should order drinks from a market and then order foods from a pastry shop and greengrocers.

Finally, you should organise some recreations. For example, you can organise a concert for your party. To achieve this you should firstly think about the most popular singer of the day. Secondly, you should talk with the singer or his manager. If they accept your proposal then you should give the date and the address of your party to them.

As understood from the paragraphs a place, invitation cards, foods, drinks and recreations are the needs of all parties. As soon as you provide all of these needs by using the steps we have mentioned, you can have a perfect party.

APPENDIX F10   G.Ş.'s Process Analysis:
Revised draft – Oral group

HAVING A PERFECT PARTY

In our stressful life all of us need some entertaining
activities to forget our problems. Some of these activities
are cinemas, theatres, matches, parties, etc. Among these,
parties are chosen for entertaining in Eskişehir mostly.
Because in that city the youth is in majority. So, parties
are more suitable for them. They perform alternatives such
as dancing, listening, having friends, eating and playing
games. But it isn't easy to provide these options. It needs
a perfect organisation and effort. There are four steps to
have a perfect party in Eskişehir having those
alternatives.

The first step is to find a place where the party will
be carried on. While choosing a place for a party you must
look for some characteristics such as a good size and a
good sound system. I think Rağbet Bar is the most suitable
place in Eskişehir which has these characteristics. To
reserve the disco, you should first decide about the fee
and the date of the party. The fee of Rağbet Bar is
approximately 10-15 million for a person. If it is
economical for you then you should give the number of
people who will join the party. If you reach an agreement
with them, you will have completed the most important part
of your task.

The second step is to write the invitation cards. To
prepare them you should firstly make the list of people
whom you will invite to your party. After that, you should
learn their address. Then you should decide what you will
write. This is a bit difficult step because you have to
choose strange and impressive words to attract the
attention of the receiver. But if you can't do that there
are Truffy cards which have notes and pictures on them.
They can help you. Finally, you should find colourful
envelopes for your invitation cards.

The third step is to order special foods and drinks.
At parties usually beers, wines, punches and fruit-juice
are preferred as drinks. And cream-cakes, cookies, savory
foods and fruits are preferred as foods. Accordingly, first
you should order drinks and fruits from Migros and then
order foods from Venedik.

Finally, you should organise some recreations. For
example, you can organise a concert for your party. To
achieve this you should firstly think about the most

popular singer of the day. Secondly, you should talk with the singer or his manager. If they accept your proposal then you should give the date and the address of your party to them.

As understood from the paragraphs a place, invitation cards, foods, drinks and recreations are the needs of all parties. As soon as you provide all of these needs by using the steps we have mentioned, you can have a perfect party in Eskişehir.

APPENDIX F11 P.S.'s Process Analysis essay:
First draft – Written group

-HOW TO CHANGE THE OIL IN YOUR CAR-

Today, a lot of people are trying to economise in every kinds of work in many ways. As a result of high prices, many people want to learn how to do simple repairs on their own cars. For example changing your own cars oil is a way to save enough money. If you take your car to a garage in order to charge its oil, you will see that the mechanic will change you and maybe they keep the car for a whole day. Also this situation can avoid you of doing your other works. What most of these people don't realise is that they can change the oil by themselves for about fifteen minutes of their time and they can spend less money by this way. So, for those who don't know how to change the oil in their own car, there are some guidelines that they can follow.

Gathering all the necessary tools is the first thing to do. You will need a jock, a blanket to lie on, a wrench to fit the nut on the oil pan, an oil filter wrench, a container to carry the oil, an oil filter and of course new oil. You may consult a salesperson at an auto supply store to help you but the right equipments that you need. Especially they can help you when buying the right wrenches, oil filter and oil. Because they are the most important ones. You will regain these items through the money you save by changing your own oil a few times.

When you get all the necessary equipments, start your car and let the engine run about five minutes to get the oil warm. Turn the motor off and put on the emergency brake. Then raise the car enough so that you can fit under it without and trouble. But before you get under the car, make sure that the container, the wrenches for the oil pan nut and the oil filter are all close to you. And if you have a creeper, you can use it in order to slide under the car. But if you don't have this tool, then you can lay a blanket on the ground to prevent your clothes from getting dirty.

Once you are under the car, look for the oil pan, behind the radiator under the engine block. At the corner of the oil pan, there is a nut about one-half inch wide. Put the container under the nut and loosen it. But you must be careful, because the oil can be hot. After taking out the nut, let the oil drain into the container for about

five minutes. Soon put the nut back on and make sure it is tight.

Then look for the oil filter. It is next to the oil pan. It should be only hand tight, but if it isn't you can use the oil filter wrench to take it off. Now you have two choices. You can either keep the old filter or use the new one. If you use the new filter, take a little of the old oil and rub it on the rubber gasket around the filter to make a better seal. Tighten the filter only hand tight as you screw.

Finally, put fresh oil in the engine, raise the bonnet and look on the side of your engine for a cap that screws into the engine block. Take the cap off and put the right amount of oil in your engine and it must be usually four or five quarts. After putting the oil into the car, open the door on the driver's side and start the engine without getting in the car. Because if you remember you raised the car and it is still on jocks. Run the engine for a few minutes and check the oil filter in order to see if any leaks have formed. If there aren't any leaks, then lower your car from the jock and put the equipment away.

As you see, changing a car's oil isn't difficult as people think. You don't need to take your car to a garage and spend lots of money for this easy repair. You can change your own car's oil, if you follow these steps that I gave above. At the end of this easy repair, you will see that you succeeded this work perfectly.

APPENDIX F12   P.S.'s Process Analysis essay:
Revised draft – Written group

-HOW TO CHANGE THE OIL IN YOUR CAR-

Today, a lot of people are trying to economise in every kinds of work in many ways. As a result of high prices, many people want to learn how to do simple repairs on their own cars. For example changing your own cars oil is a way to save enough money. If you take your car to a garage in order to change its oil, you will see that the mechanic will charge you and maybe they keep the car for a whole day. Also this situation can avoid you of doing your other works. What most of these people don't realise is that they can change the oil by themselves for about fifteen minutes of their time and they can spend less money by this way. So, for those who don't know how to change the oil in their own car, there are some guidelines that they can follow.

Gathering all the necessary tools is the first thing to do. You will need a jock, a blanket to lie on, a wrench to fit the nut on the oil pan, an oil filter wrench, a container to carry the oil, an oil filter and of course new oil. You can choose the oil that you need from these ones. Castrol, BP or Diesel. They're the best oils that most of the drivers use. And you will see that when you consult a salesperson at an auto supply store to help you buy the rightest oil. I'm sure they will suggest you these ones. Also they're the most proper ones both for your pocket and your car. The salesperson also can help you when buying the right wrenches, and oil filter. Because they are very important when changing the oil. You will regain these items through the money you save by changing your own oil a few times.

When you get all the necessary equipments, you have to choose a proper place for changing the oil before starting your car. This place can be a garage that you have under or near to your house if you have one. But if you don't have, you can change the oil in front of your house. After finding a proper place, start your car and let the engine run about five minutes to get the oil warm. Turn the motor off and put on the emergency brake. Then raise the car enough so that you can fit under it without and trouble. But before you get under the car, make sure that the container, the wrenches for the oil pan nut and the oil filter are all close to you. And if you have a creeper, you can use it in order to slide under the car. But if you

don't have this tool, then you can lay a blanket on the ground to prevent your clothes from getting dirty.

Once you are under the car, look for the oil pan, behind the radiator under the engine block. At the corner of the oil pan, there is a nut about one-half inch wide. Put the container under the nut and loosen it. But you must be careful, because the oil can be hot. After taking out the nut, let the oil drain into the container for about five minutes. Soon put the nut back on and make sure it is tight.

Then look for the oil filter. It is next to the oil pan. It should be only hand tight, but if it isn't you can use the oil filter wrench to take it off. Now you have two choices. You can either keep the oil filter or use the new one. If you use the new filter, take a little of the old oil and rub it on the rubber gasket around the filter to make a better seal. Tighten the filter only hand tight as you screw it in.

Finally, put fresh oil in the engine, raise the bonnet and look on the side of your engine for a cap that screws into the engine block. Take the cap off and put the right amount of oil in your engine and it must be usually four or five quarts. After putting the oil into the car, open the door on the driver's side and start the engine without getting in the car. Because if you remember you raised the car and it is still on jocks. Run the engine for a few minutes and check the oil filter in order to see if any leaks have formed. If there aren't any leaks, then lower your car from the jock and put the equipment away.

As you see, changing a car's oil isn't as difficult as people think. You don't need to take your car to a garage and spend lots of money for this easy repair. You can change your own car's oil, if you follow these steps that I gave above. At the end of this easy repair, you will see that you succeeded this work perfectly.

APPENDIX G: An example of essay with written feedback.

THE ACCOMMODATION PROBLEM OF UNIVERSITY STUDENTS

Following the university entrance exam, students who are lucky enough to get into a university that is out of their own cities are most likely to come up against too many problems to cope with. One of them, presumably the most important one, is accommodation problem. Although it seems as if there are lots of alternatives, it's quite difficult to find the most suitable one. Living either their own or sharing a flat with friends or living in a dormitory or with their family are the alternatives that can be classified for the students mentioned. (1)

Living in a flat is plausible way of having accommodation for those far from their cities. On one hand, some students prefer living by their own but this depends on the money they are sent to cover their living expenses. On the other hand, some students have to share their flat with other students in order to go on their education with the money they have. The problems multiply as the number of the flatmates increases. If the student looking for mates is meticulous in choosing them, there will be fewer problems and living together will be very enjoyable as long as no one interferes with the other's lifestyle. Also living away from their family, students are free from their parents' interfering with their life such as their meals, their tidiness, their arrival hours, etc which means they are completely free.

When it comes to dormitory life, we can say that it is the most common one. If students do not have financial difficulty, they can prefer private dormitories where they can share their room with just one student or stay alone. But if they do not have a chance of private dormitories and if they have no other chance except dormitories then they have to stay in state dormitories where 6-12 people stay in one room. Of course, it is nearly impossible to get along with every one of the roommates and there will be, of course, some problems but even if people deserve to be humiliated, they have to condone one another for the sake of peace and tranquility. Except problems with roommates, there is another problem with sleeplessness as there are always people speaking in the corridor no matter what time it is. Also the only things that belong to you are your bed, which you have to tide up every morning even you're late, and your cupboard in which you have to place all your belongings.

late, and your cupboard in which you have to place all your belongings.

As for living with family, the students have fewer responsibilities. They do not think of when to clean the house etc as they are not responsible for them. They are taken care of by their parents. They have good environment to study and a regular life which means they are more likely to achieve their ambitions. But the students will probably be more confined to house because of their parents. This will toward them from being self and getting mature as their parents take place in all parts of their decisions and naturally all parts of their life.

When students get into university one of their most striking problems is their accommodation problem. This problem befalls every one of the students studying out of their own city. There are a few alternatives for it. They are living in a flat alone, with friends or with family and living in dormitories. Either with families or without families, every student find a place to stay during their education. (2)

> *(1)   To what extend you have been influenced by the sources?*
> *(2)   You have done a good research, but you need to control the effect of these sources on your writing. This is your essay, so you need sources to support your ideas.*

APPENDIX H: An example of oral feedback.

Öğretmen: Özlem, ee, çok güzel essay'ler yazıyorsun, çok mu seviyorsun yazmayı?

Öğrenci: Seviyorum, yani...

Öğretmen: Hıı, ne kadar zamanını alıyor bunu yazmak?

Öğrenci: İki günümü ...

Öğretmen: Peki sözcükler falan?

Öğrenci: İşte, üniversiteye hazırlık yaparken çalıştım, kelime ezberledim, sonra, eş anlamlılarını bulmaya çalışıyordum sözlükten.

Öğretmen: Uğraşıyorsun yani, benim de öğrencilerden aslında bunu örnek olarak vermeyi çok isterdim ama olmaz, emek harcıyorsun, emek olması çok önemli, bunda da o emek var yani, onu görmek çok kolay. Ne konuşabiliriz, senin hislerin nedir, astroloji ile astronomi arasındaki farkı yeterince açıkladın mı?

Öğrenci: Evet, açıkladım, biraz uzun oldu ama, yani şurada mesela, bir arkadaşımla konuşmuştum, biraz uzun olmuş falan dedi, ama onu koymayınca da sanki anlamsız falan oldu, oda olmadı yani, orada bir boşluk olduğu için...

Öğretmen: Anladım, ee, the purpose'ın, pek problemin yok hem introduction'ın hoş, hem de ..., bir bakalım, "The purposes and the techniques of these two sciences are also distinctively unlike. Astrology mainly focuses on the effects of stars and planets on our lives. Astrologers claim that they foretell the events and experiences to live in the future by just observing the movements of celestial bodies." Şimdi herhalde şu bölümde horoskopların nasıl oluştuğunu anlatıyorsun, evet...

Öğrenci: Evet.

Öğretmen: "In order to notify people of the occasions they'll encounter and perhaps to make them believe that hey are absolutely true...", bu çok öncesine dayanıyor, "at first, when celestial body was present at the time of birth

is determined and signed on this map. Later, the map is divided into 12 parts called 'homes' symbolizing the, 12 months of the year. Next, the stars are categorized as 12 groups whose names are the same as those of the signs of zodiac." Belki burada mesela bu isimlerden örnekler verebilirsin, ne demek istediğini belirtebilirsin. "The duty of the astrologer at this point is to comment on the future by investigating the locations of the Sun, the Moon and other planets." Acaba şey diye düşünüyorum, bu horoskoplarla ilgili bir paragrafın başına alsak, bir dakika, "at first when the celestial body was present at the time of birth is determined and signed on this map. Later, the map is divided into 12 parts called 'homes' symbolizing the 12 months of the year." Bu şeyi anlamadım, "birth" ne demek?

Öğrenci: Harita...

Öğretmen: Bu, sonra şey, harita 12 parçaya bölünüyor yani, şimdi şunu anlayamıyorum, ben doğdum diyelim. Benim doğduğumda beni temsil eden gökcismi neredeyse o tesbit ediliyor, sonra orası on ikiye mi bölünüyor?

Öğrenci: evet.

Öğretmen: Ama bu haritanın on ikiye bölünmüş hali en başta yapılmıyor mu? Yani bu horoskoplardaki tarihler en başta belli değil mi? Yani ben doğduğum zaman, diyelim ki ben on dört ekimde doğdum, on dört ekim tarihi belli. Yani bu senin bölümün daha öncesine dayalı. Burada yani, sırayı birazcık değiştirmek gerekiyor, yani onu söyleyebileceklerine inanıyorlar, bunu söylemedeki dayanakları, ben hiç bilmiyorum bu konuları. Zaten on ikiye bölünmüş bir harita var ve bu harita on iki burca bölünmüş, bu burçlar bilmem işte neye göre ayarlanmış.

Öğrenci: Burada örnek falan da verebilirim.

Öğretmen: Hıı, bu zaten halihazırda var, bir insan dünyaya geldiğinde de hangi tarihte dünyaya geldiyse o doğrultuda yeri belirleniyor ve onun geleceği o doğrultuda yön kazanıyor. Yanlış mı anlamışım?

Öğrenci: Hı, hı, doğru.

Öğretmen: Tamam. "The duty of the astrologer at this point is to comment on the future by investigating the location of the Sun, the Moon and other planets." Yani herkes doğduğunda harita yeniden belirlenir deniyor. Ama aslında

yok. Aslında bize ait bir harita var çünkü. Ee, tamam, "the purpose of it is to look for and try to find an answer to the questionrelated to the creation of the universe..." purpose, peki burada astrolojinin, yanlış anlamıyorsam astronominin görevi evrenin nasıl kurulduğunu tesbit etmek mi?

Öğrenci: ...

Öğretmen: Ondan bahsetmişsin, yani evrenin nasıl oluştuğunu, yani evrenin nasıl oluştuğunu anlamak değil herhalde, genelde gezegenlerle ilgili bilgiye ulaşmak falan da, yani ama amacı daha, 'false science' diyorsun ya burada, burada daha gerçekten 'science', niye 'science'?

Öğrenci: Yani şöyle: gezegenlere dayalı...

Öğretmen: Ve hep bu veriye dayalı, bulgulara dayalı işler yapıyor değil mi? Ama burada tamamıyla varsayımlara dayalı, işte bir insan için sonu şöyle olacak diyor ve tesadüfen olursa sanki orada bir şeyleri ispatlıyormuş gibi buda artık inançlarla ilgili, yani inanmak gerekiyor, bilimsel bir kanıtı yok.

Öğrenci: Hı,hı.

Öğrenci: Topic ne burada? "We come across another dissimilarity." Herhalde burada şeyden bahsetmek istiyorsun değil mi, ee, bilim adamlarından? Çünkü thesis statement'dan öyle anlaşılıyor.

Öğretmen: Yok, hayır hocam, devam ediyorum, yani bu konulara baktığım zaman, yani başka bir şey oluyor, sonradan ortaya çıkıyor yani giriş olsun diye.

Öğrenci: "When we look through the encyclopedias comprising the topics about these two sciences, we come across another dissimilarity: The scientists reputed to deal with them." Haa, anladım. "In the second century BC. Added Claudius Ptolemaios, who lived in Ancient Egypt, new things to the others found." Yani, astrolojiyi ilk başlatan, kimin zamanında başlamış?

Öğrenci: ...

Öğretmen: Şimdi burada 'Added' ne demektir? Herhalde bu kişi başkalarının bulduklarına yeni şeyler ekledi demek, ama bu word order doğru mu? Sanki eklene şu gibi bir anlam çıkıyor? Bir oku!

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