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THE USE OF CONSTRUCTIVE FEEDBACK IN SPEAKING AND WRITING
TASKS AT GAZI UNIVERSITY RESEARCH AND APPLICATION CENTER FOR
INSTRUCTION OF FOREIGN LANGUAGES

M.A THESIS

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ABSTRACT

THE USE OF CONSTRUCTIVE FEEDBACK IN SPEAKING AND WRITING TASKS AT GAZI UNIVERSITY RESEARCH AND APPLICATION CENTER FOR INSTRUCTION OF FOREIGN LANGUAGES

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This study investigated the use of constructive feedback in speaking and writing tasks at GURACIFL. The study used a descriptive method of research.

The introductory chapter presents the background, the aim and the scope of the study. The second chapter reviews the existing literature on feedback. In this chapter, information about constructivism, speaking and writing tasks, feedback and reflection is given. Firstly, definitions of constructivism are provided and the constructivist approach to learning is discussed. Then, speaking and writing tasks are presented. Then the chapter turns to a discussion of what feedback is firstly by revealing some definitions and then exploring what constructive feedback is. Finally, the chapter presents information about reflection integrating it with feedback. In the following chapter, the method of the study; in other words, participants and data collection procedures are presented. The data analysis chapter reveals the findings of the study. The data were collected by means of two questionnaires: one was administered to learners and the second to teachers.

The findings of the study revealed that constructive feedback can be used efficiently in speaking and writing tasks in order to increase the level of the learners' motivation to participate in the learning tasks and improve their success in speaking and writing tasks.

ÖZ

GAZİ ÜNİVERSİTESİ YABANCI DİLLER UYGULAMA VE ARAŞTIRMA
MERKEZİ KONUŞMA VE YAZMA ETKİNLİKLERİNDE YAPICI
GERİBİLDİRİM KULLANIMI

ATALI, Aslı

YÜKSEK LİSANS, İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ

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Bu çalışma Gazi Üniversitesi Yabancı Diller Uygulama ve Araştırma Merkezi konuşma ve yazma etkinliklerinde yapıcı geribildirim kullanımını araştırmaktadır. Bu çalışmayı yürütmek amacıyla tanımlayıcı metot takip edilmiştir.

Giriş bölümü çalışmanın art alan bilgilerini, amacı ve kapsamını ortaya koymaktadır. İkinci bölüm geribildirim ile ilgili var olan alan bilgisini incelemektedir. Bu bölümde, yapılandırmacılık, konuşma ve yazma etkinlikleri, geribildirim ve yansıma ile ilgili bilgi toplanmıştır. İlk olarak, yapılandırmacılığın tanımları sağlanmış ve öğrenmede yapılandırmacı yaklaşım tartışılmıştır. Daha sonra, konuşma ve yazma etkinlikleri ile ilgili bilgi verilmiştir. Öğrenme etkinlikleri ile ilgili bilgi verildikten sonra bazı tanımlar verip bölüm geribildirimini ne olduğu konusunda bir tartışmaya döner. Önce bazı tanımlar verir daha sonra yapıcı geribildirimini inceler. Son olarak, bölüm geribildirim ile birleştirerek yansıma ile ilgili bilgi verir. Daha sonraki bölümde çalışmanın metodu, diğer bir deyişle, katılımcılar ve veri toplama aşaması sunulmuştur. Veri analizi bölümü çalışmanın bulgularını ortaya koymuştur. Bu çalışmaya veri toplamak amacıyla, biri öğrencilere ve biri öğretmenlere olmak üzere iki adet anket uygulanmıştır.

Çalışmanın bulguları, yapıcı geribildirimini konuşma ve yazma etkinliklerinde öğrencilerin isteğini arttırmak ve öğrenme etkinliklerine katılıp başarılarını geliştirmelerine yardımcı olmak amacıyla etkili olarak kullanılabileceğini ortaya koymuştur.

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CHAPTER I: INTRODUCTION

1.1 Introduction

This thesis aims to investigate the use of constructive feedback on learners' performance in speaking and writing tasks at Gazi University Research and Application Center for Instruction of Foreign Languages (GURACIFL). The chapter reviews the background to the study on feedback stating the problem, aims, research questions, and the significance followed by the limitations of the study.

1.2 Background to the Study

Feedback is used in different fields such as psychology and organizational behavior as well as in education. Even though a great deal of information on feedback to improve teaching can be found, the majority of the studies focus on the kind of information that is fed back to the learner or the teacher rather than the process by which they are given the feedback. Furthermore, most studies reviewed do not explicitly or implicitly discuss the reason why feedback is given and the language used while giving feedback.

When feedback is given to learners, it helps them with their learning process. In other words, there is a direct link between the learning process and feedback. By giving feedback learners are assisted to gain new information and skills, and helped learn to improve their performance and behaviors. In this sense, undoubtedly feedback has an impact on learning and especially foreign language learning. This study investigates feedback in a language learning context with the aim of finding out whether the instructors in preparatory classes at universities use constructive feedback during their teaching.

A literature review on feedback in Turkey reveals several studies on corrective feedback, written and oral feedback types, feedback on written work and error correction and feedback. Erten (1993) and Eş (2003) carried out research about corrective feedback. Erten (1993) investigated the relationship between learners' oral errors and teachers' corrective feedback while Eş (2003) worked on applying focus on form through corrective feedback and some other factors. Hatipoğlu (2000),

Tümkiye (2003) and Telçeker (2007) did research on written and oral teacher feedback. In the study by Hatipođlu (2000), written feedback and oral feedback on students' revisions are compared. In the study by Tümkiye (2003) two different types of teacher-written feedback were compared and students' attitudes towards these methods were observed. In a more recent study on feedback, Telçeker (2007) investigated the effect of written and oral teacher feedback on pre-intermediate level students' revisions in a writing class and suggested that written teacher feedback which is given to indicate students' language errors and also the comments of the teacher on learners' ideas and organizations have a positive effect on learners' revisions between drafts. Hamamciođlu Joly (1996) examined feedback on written work while in another study by Moran (2003), several different error correction and feedback techniques were analyzed and certain resolutions for error correction were suggested.

In the present study, feedback is investigated from a constructive point of view. That is to say, it focuses on the use of feedback in speaking and writing tasks in terms of content, timing, manner and aims.

1.3 Statement of the Problem

As studies on feedback indicate, feedback may influence learners in either a positive or a negative way. If given in a positive way, feedback can enhance learners' active participation in learning tasks throughout the lessons and therefore provide evidence of improvement. If given negatively, feedback can impede learners' active participation in learning tasks and may cause withdrawal.

Different types of feedback which are implemented both by the teacher and the learners may help determine or shape attitude awareness of the learners toward the language learning process and encourage them to participate in speaking and writing tasks. At this point, one crucial point to be considered is that teachers may have the responsibility of finding out about learners' points of view, their priorities and preferences, and use the most appropriate feedback type so as to encourage learners to involve actively in the speaking and writing tasks and hence guide them towards a constructivist attitude towards language learning.

This study aims to find out whether teachers GURACIFL use constructive feedback in speaking and writing tasks in terms of content, timing, manner and aims of feedback.

1.4 Aim and Research Questions of the Study

The aim of this study is to determine whether teachers at GURACIFL use constructive feedback in speaking and writing tasks and if so, which techniques they prefer. In order to achieve this aim, the study seeks to answer the following research questions:

- i. What is the content of feedback given?
- ii. How is feedback given?
- iii. At which stage of the lesson is feedback given?
- iv. Why is feedback given?

1.5 Significance of the Study

This study hopes to provide insights into the use of constructive feedback particularly in speaking and writing tasks at GURACIFL. The findings of the study may help the teachers and the learners to gain an insight into constructive feedback and encourage them to make use of constructive feedback consciously and regularly in speaking and writing tasks.

1.6 Scope and Limitations of the Study

This study has certain limitations while attempting to seek answers to the research questions. First of all, it is limited to ELT learners (100) and their instructors (4) at GURACIFL. As all universities provide their students with preparatory classes which give one-year language education to their learners, it was beyond the researcher's ability to study all the preparatory school learners in Turkey. Hence, in this study, the generalizations that can be made are limited to preparatory school learners.

In this study, age, gender and background differences among participants were not taken into consideration because all learners who are subject to this study

are around the same age (18) and both male and female learners can benefit equally from the feedback given by the instructors.

1.7 Key Words

Constructivism, constructivist feedback, types of feedback, speaking and writing tasks, reflection on performance.

CHAPTER II: REVIEW OF LITERATURE

2.1 Introduction

This thesis aims to investigate the use of constructive feedback on students' performance in speaking and writing tasks. The chapter reviews the existing literature on feedback. First, feedback is defined. Second, the content of feedback is identified. Following, the manner of feedback is explored. The chapter then turns to a discussion of the timing of feedback and after that the aims of feedback are explored.

2.2 The Constructivist Approach to Learning

The term constructivism was first mentioned approximately sixty years ago by Jean Piaget and it was the idea that what we call knowledge has an adaptive function rather than producing representations of an independent reality (Glaserfeld, 2005, p. 3). Constructivism is usually defined as "a philosophy of learning founded on the premise that we construct our own understanding of the world we live in, through active reflection on our experience" (O'Banion, 1997, p. 6). Constructivism is stated to be a theory of learning rather than being a theory of teaching as a constructivist strategy might not always result in a desired learning (Fosnot, 2005). From a constructivist perspective, teachers may not always guide learning to get their learners to understand and learn things at the same time and the same level rather they can enable learners to handle "problematic situations, help raise questions and puzzlements, and support discourse and development" (Fosnot, 2005). Learning is viewed as a result of mental construction in the constructivist perspective and believed that learners learn by putting together the new information and their previous knowledge. Learners may need to construct their own understanding actively to learn best. Learners can make use of the knowledge given by engaging in a relationship between themselves and the world. This constructing of the knowledge is "inherently subjective and provisional" (Fosnot, 2005). It is through this process of reconstructing that the learners can build rules and create "mental models" in order to make sense of the world and "guide" their "behavior" (O'Banion, 1997, p. 6).

The key idea that makes constructivism different from other theories of learning may involve the learner's engaging with the real world rather than passively accepting the knowledge which exists independent of the world. Constructivist theory can be identified as an active process in which the learner uses "sensory input and constructs meaning out of it" (Fosnot, 2005). Through this process can the learner actively "revisit ideas, ponder them, try them out, play with them, and use them" (Fosnot, 2005). Constructivists suggest that learners "do not learn isolated facts and theories" but learning is rather "contextual" (Glaserfeld, 2005) and also the learner needs prior knowledge in order to base the new knowledge upon. It may seem impossible to "assimilate new knowledge without having some structures developed from previous knowledge to build on" (Fosnot, 2005). For this reason, as argued, it becomes possible for learning to learn only by fitting new information together with what they already know.

An essential implication which the constructivist theory holds for learning is that the emphasis is placed on the learner. Autonomy and initiative of the learners is accepted and it is especially important that the learners interact with "objects and events" so that they can gain an understanding of the world around them (Fosnot, 2005). It is also vital to encourage learners to reconstruct their knowledge - to evolve and change their understandings - in response to feedback. In fact, constructivism views knowledge as complex mental structures and emphasizes the goal of learning as the understanding and application of knowledge, rather than memorization of isolated facts and procedures (John R. Bourne, Janet C. Moore, 2004) because the core idea of constructivism is that "learners construct knowledge for themselves". That is to say "each learner individually (and socially) constructs meaning" in the way that they learn (Hein, 1991, p. 1).

Creating such a constructivist learning environment, however, is not easy as it puts great responsibility on the shoulders of the teacher. Among the many roles envisaged, the most important one may be enabling appropriate teacher support as the learners "build concepts, values, schemata, and problem solving abilities" (Glaserfeld, 2005). In order for the teacher to enable such support, it is important that the teacher might provide the learners with encouragement. In terms of

encouragement, a constructivist teacher may be expected to encourage and accept learner autonomy and initiative, inquire about learners' understandings of concepts before sharing their own understandings of those concepts; learners to engage in dialogue, both with the teacher and with one another; learner inquiry by asking thoughtful, open-ended questions and encouraging learners to pose questions to each other and also allow wait time after posing questions and provide learners with sufficient time to construct relationships and create metaphors (Brooks & Brooks, 1999).

The kinds of classroom and school environments that “encourage the active construction of meaning” are different from traditional teacher-centered classrooms. In fact, schools that follow a constructivist philosophy tend to have certain characteristics. First of all, constructivist schools encourage and empower learners to follow their own interests in order that learners can make connections, reformulate ideas and reach unique conclusions. Second, in constructivist environments, teachers and learners are aware that the world is a complex place in which multiple perspectives exist and truth is often a matter of interpretation. Finally, constructivist schools acknowledge that learning is an intricate process of learning and requires learner and teacher interaction as well as time and analysis of learning by both teachers and learners.

In fact, a constructivist framework of teaching motivates teachers to create innovative environments in which they and their learners are encouraged to think and explore (Glaserfeld, 2005). Nonetheless, the emphasis is mainly put on the learner in the constructivist theory of learning. The learner interacts with objects and events and obtains an understanding of the features held by such objects or events. In that way the learner has the opportunity to construct their own ‘conceptualizations and solutions to problems.

Teaching this way requires a considerable degree of flexibility and an ability and readiness to meet the needs of learners by providing information and materials that learners will be interested in and wish to pursue. It also demands a constant creative stance with learners – receptivity to learners' ideas and a willingness to take them seriously, even when, from an adult point of view, they seem naive or

immature. Therefore, Glasersfeld (2005) suggests that “creating an authentic learning environment requires clear thinking and planning in relation to broad, long-term goals and imagination in finding specific themes, activities, and materials that will spark fresh interests and make connections between those that have already been developed” (Glasersfeld, 2005).

2.3 Speaking and Writing Tasks

In creating a constructivist approach to learning, a teacher’s greatest help lies in creating the right kind of tasks. A task might be identified as “an activity or action which is carried out as the result of processing or understanding language as a response” (Ellis, 2003, p.4). For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. A task usually requires the teacher to specify what will be regarded as the successful completion of the task (Ellis, 2003).

Speaking and writing skills are productive skills which require learners to construct and explore new ideas and therefore the tasks used in speaking and writing may be partly or entirely communicative tasks (Harmer, 2001). A communicative task may be thought as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (Ellis, 2003, pp. 4-5). The task is also claimed to have a sense of “completeness, being able to stand alone as a communicative act in its own right” (Ellis, 2003, pp. 4-5).

Such tasks form the backbone of learning in communicative ELT classrooms. In Communicative Language Teaching, activities require students’ involvement in “real or realistic communication” (Harmer, 2001, p. 85). In such tasks, as it is the successful completion of the task which the learners are performing that has a greater importance than using the language accurately, “role-play” and “simulation” can be given as two very popular types of learning tasks (Harmer, 2001, p. 85). The key to attaining success in these tasks might be seen as “a desire to communicate”; in other words, the learners may be more successful in achieving the task if they have “a

communicative purpose” (Harmer, 2001, p. 85). While performing communicative tasks, the learners’ focus is supposed to be on “content not form” and therefore “a variety of language might be used in order to perform the task” (Harmer, 2001, p. 85).

The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative. Prabhu (1987, cited in Ellis, 2004) defines a task as ‘an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process’. According to Lee (2000 cited in Ellis, 2004), a task is ‘(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/ or produce the target language as they perform some set of work plans’ (pp. 4-5).

An effective learning task may engage the learner in learning; that is to say, the learner actively takes part in the learning process. As Jones, Valdez, Nowakowski and Rasmussen (1994) suggest in this kind of learning learners take responsibility for their own learning, they define their own learning goals and assess their own achievement; they engage in problem-solving; they value working with others. Therefore, a good learning task may engage all the senses, help learners construct and explore ideas, have several different alternatives for a valid outcome (Gateway, 1998) and for Shar and Schluep (2002) a learning task might encourage learners to process the information actively, help the learners understand meaning rather than structural aspects, focus on meaning rather than appearance and construct and integrate the information to their own experience.

Some of the speaking tasks that may be used in a communicative classroom are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

- Acting from a script may involve acting out scenes from plays, films or from course books or learners can act out their own dialogues (Harmer, 2001).

- Communication games are the kind of tasks that are designed to enhance communication among learners and that mostly require an information gap. This enables the learners to talk to a partner so as to ‘solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures’ (Harmer, 2001, p. 272).
- Discussion is another type of speaking task. This type might seem to be difficult for learners as they can be unwilling to give their opinions in front of the class especially when they cannot think of anything to talk about at all.
- Prepared talks (presentations) are the kind of tasks in which learners make a presentation on a topic for which they are prepared in advance. As the learners get prepared for their speech before they perform it, they may well write what they want to talk about in detail or they might take some notes. It is important that they can only look at their notes but they may not be allowed to read them all.
- Questionnaires are a useful type of speaking tasks. These tasks might require pre-planning which help both learners; the one who asks the questions and the other who responds to the questions to make sure that they have something to say and therefore they might join the task willingly. Learners may design questionnaires on any appropriate topics. While designing the questionnaire the teacher might help the learners in the design process acting as a resource. The results “obtained from questionnaires can then form the basis for written work, discussions, or prepared talks” (Harmer, 2001, p. 274).
- Simulation and role-play are other kinds of speaking tasks. Learners may simulate “a real-life encounter” (Harmer, 2001, p. 274) as though it was real life and they might either behave as they are really in that situation or pretend to be the character given. In role-plays the learners are given information about the character, their thoughts or feelings (Harmer, 2001, pp. 274-75). Edge (1993) suggests that during a role-play task, it would be more

appropriate to make sure the learners look at each others faces and they “speak their lines meaningfully” (p.97).

Some of the writing tasks that may be used in a communicative classroom are writing letters (informal or formal) or e-mails, picture stories, writing a CV.

- Letters or e-mails are a means of communicating. There might express a point of view, register an opinion or profess a need. Informal letters or e-mails are written to a friend or a relative and consist of personal information. These kinds of letters include colloquial language, and contractions (Davies and Pearse, 2000). Whereas, formal letters or e-mails include formal language and may not use contractions.
- Picture stories are an enjoyable way to get learners to write. In this kind of task, learners are supposed to create stories illustrated by a sequence of pictures. This may be done in pairs or in groups (Davies and Pearse, 2000).
- Writing curriculum vitae may be a beneficial task for the learners as they will need it when applying for a job. The aim might be to teach them how to state personal information in a way that would impress the employer.

2.4 Defining Feedback

One way of understanding students’ performance on learning tasks during their language learning process is giving feedback. Feedback is a vital part of the teaching learning process and helps to ensure that learning has taken place. Feedback is a reflection of learners’ performance on learning tasks during their language learning process. Feedback is information learners can use to develop their ability to think critically, to enhance their understanding and to improve their performance. With the help of feedback the learner is likely to create new insight, ability and competence rather than recycle past achievements and errors (Perotti, 1995).

In order to understand what constructive feedback is, it seems appropriate to define feedback first. A dictionary survey of feedback reveals different definitions of feedback. In Longman Dictionary of Contemporary English feedback is defined as

‘advice, criticism etc about how successful or useful something is’ (Longman Dictionary of Contemporary English, 1995, p. 510). In Macmillan English Dictionary for Advanced Learners (2006), feedback is ‘comments about how well or how badly someone is doing something, which are intended to help them do it better’ (p. 512). ‘If you get feedback on your work or progress, someone tells you how well or badly you are doing, and how you could improve. If you get good feedback you have worked or performed well.’ (Collins Cobuild English Dictionary, 2003, p.613). And yet another dictionary definition of feedback is ‘information given in response to a product, performance etc., used as a basis for improvement’ (Compact Oxford English Dictionary, 2005).

After the dictionary survey of feedback, it might be beneficial to check how feedback is defined by different writers in the field. First of all, feedback is “an integral part of two-way communication” and it is the link between the things the teacher does and says, and understanding the impact these have on the learners (Bee, 1998, p. 1). Feedback is further described by Bee (1998) as “information about performance or behavior that leads to an action to affirm or develop that performance or behavior” (p. 1). According to Harmer (2001) feedback “encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise.” (p. 99). Russell (1998) argues that feedback means letting learners know “what they have done that has reached the standard, so that they can reproduce that behavior,” and “that has not reached the standard, so that plans can be agreed with them on how to prevent a recurrence of that behavior and how to progress towards the required standard” (p. 25). Askew and Lodge (2000) depicts feedback as one of “a whole range of processes” which support learning (p.1). And feedback is, in fact, an indispensable component of these teaching-learning processes which help to ensure that learning has taken place. Gipps (1995) and Gipps and Stobart (1997) similarly state that feedback is a crucial feature of teaching and learning processes and one element in a repertoire of connected strategies to improve learning. Therefore, feedback is argued to be crucially necessary in order for effective learning to occur.

The key concept in these definitions may be that they assume the learner who receives the feedback “can actually do something right or, if not, there is a positive way forward to getting it right”; that is, “the assumption is that feedback is constructive: it is about building on what is good and planning further development” (Bee, 1996, p. 2). Among several different kinds of feedback some of which are corrective, 360-degree, destructive, and constructive, this study mainly focuses on constructive kind of feedback. While describing constructive feedback, it may be beneficial to compare it with destructive feedback in order for constructive feedback to be understood better.

Destructive feedback may lead to several disadvantages on learners and their learning. First of all, destructive feedback is destructive basically because it “demotivates, for example by discouraging, being overly judgmental, critical, giving unclear or contradictory messages and encouraging dependence on others for assessing progress” (Askew and Lodge, 2000, p. 7). And it is also destructive because it is provided only when things go wrong (Bee, 1996). Moreover, destructive feedback may not necessarily involve negative statements or body language. Feedback can also be destructive if it involves subjective, general or vague information or if it is on “a person or attitude” (Bee, 1996; Brinko, 1993) as it might be regarded as an attack on the learners’ personality traits (Bergquist and Phillips, 1975).

Unlike destructive feedback, constructive kind of feedback may have a lot of positive effects on learning. Hathaway (1998) asserts that providing constructive feedback is “the act of affirming, accepting, or approving of someone’s behavior or actions” and constructive feedback can result in “improved relationships, and the person receiving the positive feedback will have a greater likelihood of repeating the behavior praised” (p. 81) and adds that when constructive feedback is given correctly, it encourages not only the teacher who gives the feedback but also the learner who receives the feedback.

Constructive feedback is given enthusiastically and a variety of praise statements are used (Loveless, 1996). Many teachers believe that praise “forms an

important function in motivating, rewarding and enhancing self-esteem” (Askew and Lodge, 2000, p. 7). Praise can be encouraging for learners to perform well in learning tasks when it is “infrequent, but contingent, specific and credible” and also in order to praise effectively teachers may need to assess how learners “respond to praise, and in particular, how they mediate its meanings and use it to make attributions about their ability about the linkages between their efforts and the outcomes of those efforts” (Brophy, 1981, p. 27).

Contrary to destructive feedback which is provided only when there is failure, constructive feedback might be given both on good and bad performances and what is more, it may involve both positive (reinforcing ‘good’ performance and behaviors) and negative (correcting and improving ‘poor’ performance and behaviors) as mentioned before (Bee, 1996). Praise as positive feedback can be encouraging most of the times. However, there might be times when even positive feedback is unhelpful. Praise might not help when it is given too much or too little. As Brophy (1981) and Grusec (1991) mention learners may learn to tune out and may decrease the behavior which is praised too much. Brophy (1981) further indicates that giving praise in a “general” or “indiscriminate” way may well be unhelpful, and even lead to “lower self-esteem” and “loss of confidence” in learners (p. 27). Furthermore, praise can be ineffective when it is given on trivial or inappropriate behavior.

2.5 A Constructivist Feedback Profile

Constructive feedback encourages learners for improvement and in order to achieve this, it covers different aspects of the feedback giving process. A constructivist feedback profile would include such questions as; “who”, “where”, “what”, “when”, “how” and “why” (Brinko, 1993, p. 2) in order to understand feedback better.

The feedback giver refers to the teacher while the recipient refers to the learner. However, in order to supply learners with feedback which helps effective learning the teacher may act as facilitator who can help the learner “identify problem areas, set priorities, set goals, brainstorm for alternative behaviors and strategies”

(Brinko, 1993, p. 4). Moreover, feedback might be more helpful for the learners when the teacher is authentic, respectful, supportive, emphatic, and non-judgmental (Brinko, 1993). According to one study by Zacharias (2007), learners prefer feedback from teachers rather than from peers because they think that the teacher's linguistic competence is higher, the teacher is the only source of information and the only person to control grades and feedback from the teacher provides them with security in doing the tasks (pp. 41-44). Zacharias further concludes that according to the study he carried out learners prefer teacher feedback as they believe that teacher feedback helps them become aware of their mistakes, guides them in doing the tasks and most importantly provide them with an idea of what the teacher expect them to do (Zacharias, 2007).

The place "where" feedback is sent and received is the classroom. Hence, in creating a suitable atmosphere for effective learning; lightening, temperature, and noise might be given great importance along with physical and psychological safety and some other variables in a feedback setting (Brinko, 1993). This will enhance a relaxing atmosphere for both the feedback giver (the teacher) and the feedback receiver (the learner). Other four questions; what, when, how and why are further examined in this chapter. The questions of who and where were assumed to be obvious in the context of this study. For this reason, the study focused on the investigation of the what, when, how and why of feedback.

2.5.1 Content of Constructive Feedback

The question of "what" refers to the content of feedback; in other words, it is the information given to the learner who receives feedback. This aspect is meant to be the most critical aspect of feedback by Brinko (1993). In order for feedback to be constructive, the content of feedback might require some crucial features. Firstly, it is important that constructive feedback focuses on learners' participation and performance in the task. Hathaway (1998) suggests remembering to praise "the efforts" of learners (p. 84). Feedback might focus on behavior rather than person and learners may benefit most from feedback when it clearly describes their behavior in a speaking or writing task (Bienvenu, 2000; Hunsaker, 1983).

2.5.2 Timing of Constructive Feedback

The question of “when” denotes the timing of feedback. However, feedback alone might not be able to constitute a full lesson and enhance learning. A lesson may well have some “objectives” which have some “desired standards of performance” (Russell, 1998, p. 24). First of all, it might be important to determine those desired standards of performance; that is, the expectations from the lesson, from the learners and from the teacher, and to prepare a suitable atmosphere for the task to be implemented, only then the teacher can be ready to give “positive or negative feedback – or maybe both” (Hathaway, 1998, p. 49; Russell, 1998, p. 24). As mentioned before, the teacher’s feedback can comprise of both negative and positive feedback and the teacher can still provide constructive feedback when s/he manages to give the feedback correctly and in the correct time. Hathaway (1998) assumes that with the help of positive feedback learners can endure the amount of negative feedback. So it becomes constructive. And she concludes that constructive feedback is given “as close as possible to the actual event or accomplishment to have the greatest positive impact” (p. 49).

Timing might be of great importance in the aspect of giving constructive feedback. It is argued that in order to provide constructive feedback the teacher may well arrange the time of feedback with great care. Constructive feedback might be required regularly and constantly (Bee, 1998). It is suggested that feedback can be given during or after the performance but if feedback is given after the performance, there exists a question of “how long after” the performance of the learner (Brinko, 1993, p. 6). Many researchers such as Bee (1998), Bergquist & Phillips (1975) Brinko (1993), and Hathaway, (1998) suggest that feedback may be constructive when it is given as soon as possible after the performance. Ilgen, Fisher and Taylor also conclude that the feedback given to the learners may not provide enough effect on their performances if delayed feedback is given (Ilgen, Fisher and Taylor, 1987). Correspondingly, Hathaway (1998) and Bee (1996) suggest that teachers may give constructive feedback “as close to the event as possible” as the tasks for which the teacher provides feedback might be “fresher in minds” of the learner and also the

teacher and therefore the feedback is likely to be “more specific, better understood, and easier to incorporate into future work” (Hathaway, p. 84; Bee, p. 4).

2.5.3 Manners of Constructive Feedback

The question of “how” refers to the manner feedback is given. Feedback may be verbal, written, statistical, graphical, behavioral, structured, unstructured. Among these several forms of giving feedback some may be more appropriate for the learners than other forms just as Brinko (1993) states and the manner in which the teacher gives feedback to the learner might well affect its effectiveness (p. 8). Kotula (1975) found out, in one study, that there is no difference between structured and unstructured feedback. And in another study Cohen and Herr (1982) concluded that written feedback is as effective as verbal feedback.

The two ways of giving feedback mostly used by the instructors in the setting this study is carried out are written and verbal. Written feedback may be given in speaking tasks such as presentations, role plays and simulations. Written feedback may be delayed and does not include different aspects of nonverbal communication, such as tone of voice, facial expressions, and body language. When giving written feedback the teacher and the learner who is given the feedback do not need to be in the same place. Written feedback can be very detailed and very private. Preparation for giving written feedback may take a long time as it requires drafting and editing on written work. On the other hand, time to receive written feedback might be shorter as reading takes less time than listening (Brinko, 1993).

Verbal feedback may be given during or after learning tasks, or in a delayed manner. Verbal feedback is normally interactive. Therefore, when giving verbal feedback the teacher and the learner might need to be in the same place or time e.g. face-to-face, telephone or teleconferencing. During verbal feedback, the teacher can monitor response and adopt different approaches and also verbal feedback may include non-verbal communication. While giving verbal feedback, the teacher usually keeps no record except with audio or videotape. Verbal feedback is usually very detailed and may be very private except given to a group. Preparation for verbal feedback takes shorter. When verbal feedback is being given, the speaker/ teacher

controls when and how thoroughly the message will be heard. But it is hard for the listener/ student to reflect back what has been observed in the classroom accurately and on the spot (Brinko, 1993).

Constructive feedback is delivered systematically and in detail. This feedback type focuses on task-relevant behavior and appreciation of task-relevant behavior after the task is completed is of great importance. Feedback of this kind rewards mere participation and supports the learner to increase intrinsic motivation. Giving constructive feedback involves using learners' names. The teacher looks at the student and describes the behavior by maintaining eye contact at the same time. Therefore, feedback may lead to effective learning when it involves objective, detailed, specific, clear messages (Brinko, 1993). Therefore, it is motivating.

2.5.4 Purpose of Constructive Feedback

The question “why” denotes the purpose of feedback. Becoming an effective learner requires a continuing process of practice and improvement and in order for learners to be able to improve their performances they may need to get feedback as they will not get any better by presenting over and over in exactly the same way (Bienvenu, 2000).

One of the purposes of constructive feedback is to provide information about the learners' “behavior and performance against objective standards” so that learners sustain a positive attitude towards themselves and their work and by this means encourages learners (Bee, 1998, p. 3). It is argued by Bienvenu (2000) that another purpose of feedback is to find out whether the teacher has met the goals and to realistically assess the impact of the communication on the learners and also the teacher may need to confirm the learners' perception of the task in the way the teacher intends (Bienvenu, 2000). With this organizational pattern, both the giver and the receiver tend to be more comfortable with the feedback process (Bienvenu, 2000, p. 110).

Finally, from a constructivist view, feedback might be of great help to learners to construct new knowledge, insights, and strategies. Therefore, as a result

of the feedback the teacher gives on speaking and writing tasks, the learners can make connections between what they learnt before in class and what they have just learnt, they want to participate more in the lesson, they find the opportunity to improve their performance in speaking and writing tasks, they believe that their speaking and writing skills has improved, moreover they can realize on which subjects they need to focus on more (Fosnot, 2005).

2.6 Reflection

Throughout the feedback process, learners need to reflect on their own performance in speaking and writing tasks so that they can develop their skills in these tasks. In doing that, reflection will be of great help to learners as it suggests “the opportunity to think again about their individual and collective learning, to begin the integration of new learning with existing knowledge, to plan for application of new knowledge, and in many cases, to design strategies for the next learning episode” (Gagnon and Collay, 2000, p.3). Therefore reflection may be referred to as “a process for integrating new knowledge” (Gagnon and Collay, 2000).

Learners reflect on “what they thought about while accomplishing the task and seeing the exhibit of presentations by other groups. Reflections include what learners remember thinking, feeling, imagining, and processing through internal dialogue. Learners might also reflect on what they learned today that they won’t forget tomorrow or on what they knew before, what they wanted to know and what they actually learned” (Gagnon and Collay, 2000, p.3).

There are three stages which are preparation, engagement in an activity and the processing of what has been experienced. In the preparation stage the first thing that might be done is to determine the aims of the speaking or writing task to be carried out. In the following stage the learners are engaged in the speaking or writing task. In the reflection process learners “will realize many things left undone, questions unasked and all this is part of the learning process” (Boud, Keogh and Walker, 1985, p.7).

The individual’s experience might need to be followed by some organized reflection. This reflection enables the individual to “learn from the experience, but

also helps identify any need for some specific learning before further experience is acquired” (FEU, 1981, p.21). Kolb (1975) and FEU (1981) indicated that reflection includes “crystallizing and reinforcing” previous learning, developing concepts and generalizations for future use, “process of interpretation and perception of values” while their stress on organized reflection points to the “purposive or intentioned nature of the reflective activity”, that it is not aimless (FEU, 1981, p.21). They also emphasize a ‘whole person’ view of the learner and include in their notion of reflection of the processing of feelings, values, and attitudes as well as the “cognitive and psycho-motor aspects” of experience (FEU, 1981, p.21).

CHATER III: METHODOLOGY

3.1 Introduction

The aim of this study is to determine whether teachers at GURACIFL use constructive feedback in speaking and writing tasks and if so, which techniques they prefer. This chapter discusses the method used in the study. First, subjects are introduced and then the procedure through which the research is carried out is explained. Finally, findings of the research are interpreted.

3.2 Participants

This study was carried out at GURACIFL. One hundred preparatory class learners (4 classes) and 4 instructors participated in the study. The learners are ELT class learners who will attend the English Language Teaching Department next term.

Table 3.1 illustrates the distribution of the participants of the learner questionnaire. Table 3.2 further illustrates the distribution of the participants of the teacher questionnaire:

Table 3.1 Distribution of ELT Learners at Gazi University Research and Application Center for Instruction of Foreign Languages

| Class | Population (<i>n</i>) |
|-------|-------------------------|
| ELT 1 | 25 |
| ELT 2 | 25 |
| ELT 3 | 25 |
| ELT 4 | 25 |
| Total | 100 |

Table 3.2 Distribution of Instructors at Gazi University Research and Application Center for Instruction of Foreign Languages

| Class | Population |
|-------|------------|
| ELT 1 | 1 |
| ELT 2 | 1 |
| ELT 3 | 1 |
| ELT 4 | 1 |
| Total | 4 |

3.3 Procedure

In order to study the use of constructive feedback on learners' performance in speaking and writing tasks, two questionnaires (one for the learners and one for the instructors) (see Appendices A and C) were used as the data collection method. As no previously administered instrument for the research problem of this study was available, all the questions in the questionnaires (see Appendices A and C) were formed by the researcher. Each item in the questionnaires (see Appendices A and C) finds its basis in the literature review of the study.

On preparing the questions in the questionnaires (see Appendices A and C), the researcher benefited from the theoretical information about (constructive) feedback in Chapter II. The questionnaire for the learners (see Appendix A) and the questionnaire for the instructors (see Appendix C) are quite similar in the aspects of content and organization. The questionnaires (see Appendices A and C) consisted of a total of 76 questions and contain two parts; first 38 questions in Part I are designed to reveal on what, how, when and why feedback is given on speaking tasks. More specifically, first two questions in Section A are to reveal on what feedback is given; namely participation and performance. The following three questions in Section B aim to provide information about when feedback is given. Next sections C, D, E and F reveal information about whether the learners receive feedback individually, in pairs, in small groups or as a whole class and what other modes of feedback are used by the instructors so as to give feedback. And the purpose of the 5 questions in Section G is to give information about why feedback is given to the learners; in other words, what each learner gains as a result of the feedback received in speaking tasks.

Part II of the questionnaires (see Appendices A and C), similarly, consists of 38 questions. The aim of these 38 questions in Part II is to find out on what, how, when and why feedback is given writing tasks. More specifically, the two questions in Section H reveal on what feedback is given. Next three questions in Section I aim to provide information about when feedback is given. Following sections J, K, L and M provide information about whether the learners receive feedback individually, in pairs, in small groups or as a whole class in writing tasks and what other modes of feedback are used by the instructors to give feedback. And the 5 questions in Section N aim to give information about why feedback is given to the learners.

Table 3.3 shows the distribution of the questions in both questionnaires from the perspective of categories and subcategories of each question:

Table 3.3 Distribution of the questions in the questionnaires

| Question No | Feedback Category | Feedback Subcategory |
|--|-------------------|--|
| 1 | Content | performance |
| 2 | | participation |
| 3 | Time | during the task |
| 4 | | immediately after the task |
| 5 | | delayed |
| 6, 13, 20, 27 | Manner | individual, pair, group or whole class |
| 7, 14, 21, 28 | | face, eye contact |
| 8, 15, 22, 29 | | name |
| 9, 16, 23, 30 | | oral feedback |
| 10, 17, 24, 31 | | written feedback |
| 11, 18, 25, 32 | | general feedback |
| 12, 19, 26, 33 | | detailed feedback |
| 34, 35, 36, 37, 38, 72, 73, 74, 75, 76 | | Aims |

Each item in the questionnaires (see Appendices A and C) was piloted on 25 first grade learners in English Language Teaching Department in order to be able to check the content and organization of the questionnaire and to organize the questionnaire in the most appropriate form for the learners to answer the questions easily. The reliability statistics of the questionnaire which is calculated by the help of SPSS is 0,917 which is satisfactorily high.

The questionnaires (see Appendices A and C) consisting of 76 items has been designed in order to examine the use of constructive feedback on students' performance in speaking and writing tasks (see Appendix I). Scoring procedures are as follows:

- 3 Always
- 2 Sometimes
- 1 Never

CHAPTER IV: DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter attempts to present the analysis of the data by providing graphs and comments on the graphs.

4.2 Data Analysis and Discussion

4.2.1 Feedback in Speaking

4.2.1.1 Content of Feedback in Speaking Tasks

Questions 1 and 2 of the questionnaire were designed to investigate the use of feedback in terms of content from the perspective of performance (L1 & T1) and participation (L2 & T2) in speaking tasks.

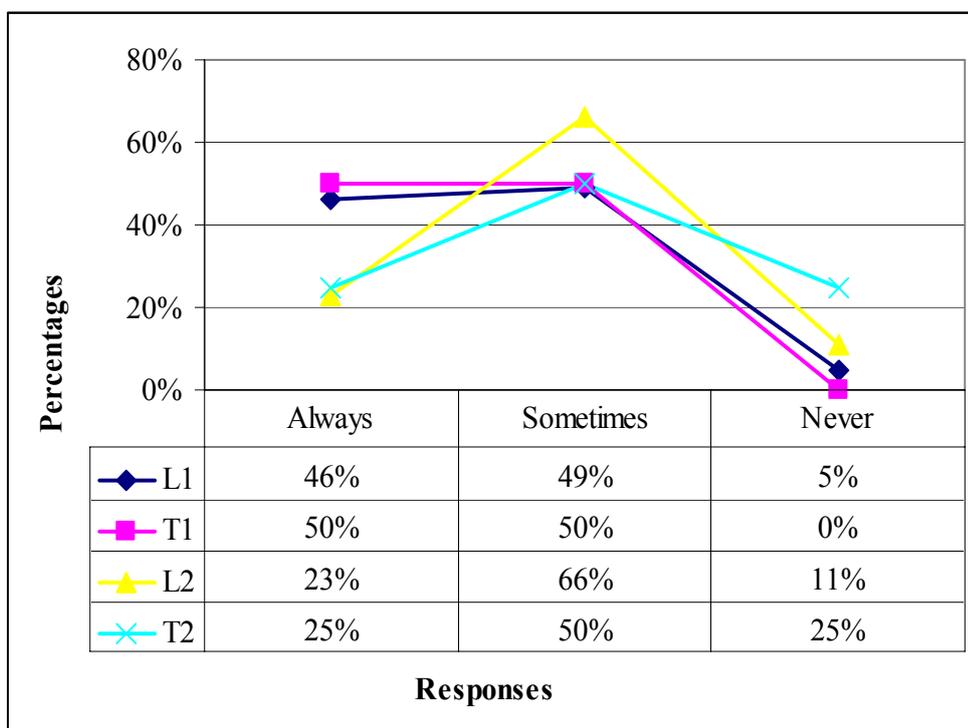


Figure1. Distribution of responses to question 1: performance, question 2: participation (L: Learners) ($n= 100$); (T: Teachers) ($n= 4$)

As Figure 1 shows, almost half of the learners (49%) report that the teacher *sometimes* (49%) gives feedback on their performance (L1) in speaking tasks. The

percentage of these learners is quite similar to the percentage of learners who note that the teacher *always* (46%) gives feedback on their performance (L1) in speaking tasks. This is not surprising as most learners “expect the teacher to give feedback on their performance” (Harmer, 2000, p. 104). When we examine the teachers’ responses to the same question, we realize that the percentage of teachers who state that they *sometimes* (50%) give feedback on the learners’ performance (T1) in speaking tasks and the percentage of teachers who state that they *always* (50%) give feedback on the learners’ performance (T1) in speaking tasks are distributed equally. This indicates that the teachers are aware of the learners’ expectations.

It can also be concluded from Figure 1 that a majority of the learners say the teacher (66%) *sometimes* gives feedback on their participation (L2) in the speaking tasks. And we see that the teachers confirm the learners’ responses as half of them (50%) state that they *sometimes* give feedback on the learners’ participation (T2) in speaking tasks. As mentioned previously, Hathaway (1998) suggests remembering to praise learners’ participation in learning tasks as praise encourages positive behavior (Brophy, 1981; Thomas, 1991; Loveless, 1996).

4.2.1.2 Timing of Feedback in Speaking Tasks

Questions 3, 4 and 5 of the questionnaire were prepared to inquire the timing of feedback; that is, whether feedback is given during the task (L3 & T3), immediately after the task (L4 & T4) or delayed (L5 & T5). As can be seen in Figure 2, about half of the learners (%46) indicate that the teacher *sometimes* gives feedback during a speaking task (L3) and an even higher percentage of teachers (75%) state that they *sometimes* give feedback during a speaking task (T3). Although a preference for feedback during a speaking task is expressed both by learners and teachers, it may inhibit the learners’ fluency in speaking tasks (Harmer, 2001, p. 105). Half of the learners (%50) note that the teacher *sometimes* gives feedback immediately after a speaking task (L4) and a majority of teachers (75%) declare that they *always* give feedback immediately after a speaking task (T4). As mentioned before, learners can benefit from feedback most when it is given immediately after a

task (Bee, 1998; Bergquist & Phillips, 1975; Brinko, 1993; Hathaway, 1998). More than half of the

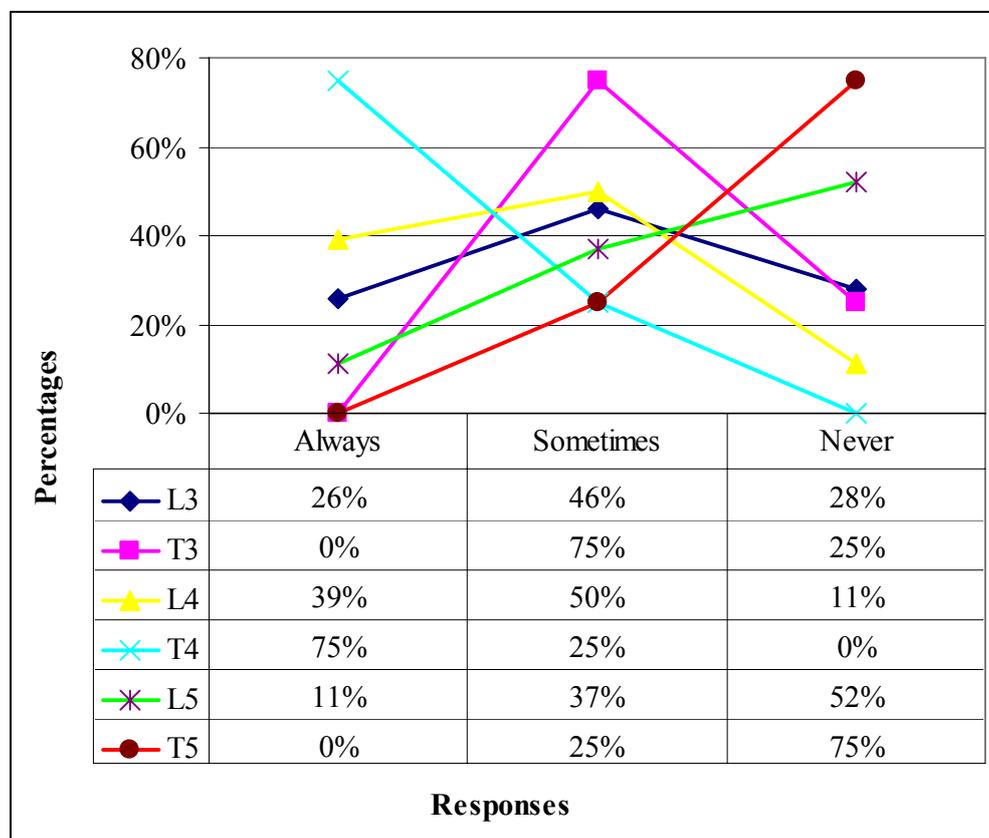


Figure 2: Distribution of responses to question 3: feedback during a task, question 4: feedback immediately after a task, question 5: delayed feedback (L: Learners) ($n= 100$); (T: Teachers) ($n= 4$)

learners (52%) and a big majority of teachers (75%) report that the teacher *never* gives delayed feedback (L5 & T5). As pointed out previously, Ilgen, Fisher and Taylor (1987) state that feedback may not be as effective if it is delayed. It can be concluded that both the teachers and the learners are aware of the importance of the timing of feedback.

4.2.1.3 Manner of Feedback in Speaking Tasks

4.2.1.3.1 Individual, Pair, Small Group, or Whole Class

In the questionnaire, questions 6, 13, 20 and 27 were designed to find out if feedback is given to individuals, to pairs, to small groups or to the whole class.

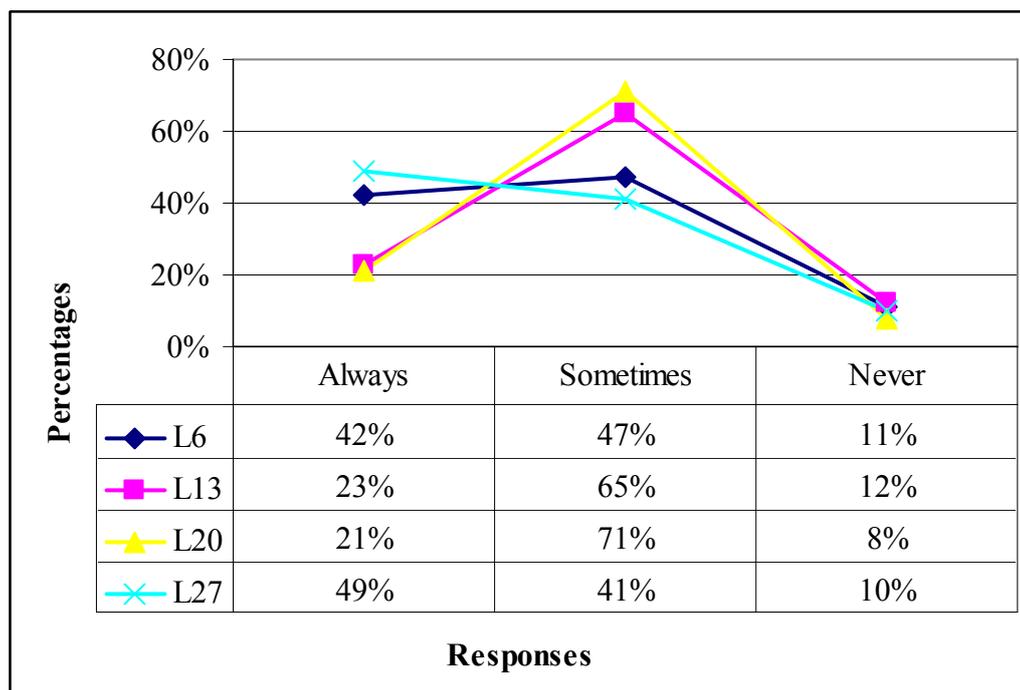


Figure 3: Distribution of responses to question 6: individual feedback, question 13: pair feedback, question 20: group feedback, question 27: feedback to whole class (L: Learner) (L: Learners) ($n=100$)

As figure 3 shows, nearly half of the learners (47%) state that their teacher *sometimes* gives feedback to individual learners while a slightly lower percentage of learners (42%) say that the teacher *always* gives feedback to individuals in a speaking task (L6). A majority of the learners (65%) report that the teacher *sometimes* gives feedback to pairs (L13) and an even higher percentage (71%) of learners indicate s/he *sometimes* gives feedback to small groups (L20) in a speaking task. Almost half of the learners (49%) note that the teacher *always* gives feedback to the whole class (L27) in a speaking task.

When teacher responses are examined (Figure 4), it can be realized that the percentages of learner and teacher responses are distributed similarly. As Figure 4 reveals, half of the teachers (50%) say they *always* give individual feedback (T6) in speaking tasks. A high percentage of the teachers (75%) report that they *sometimes* give feedback to pairs (T13) and all of the teachers (100%) note that they *sometimes* give feedback to small groups (T20) or to the whole class (T27).

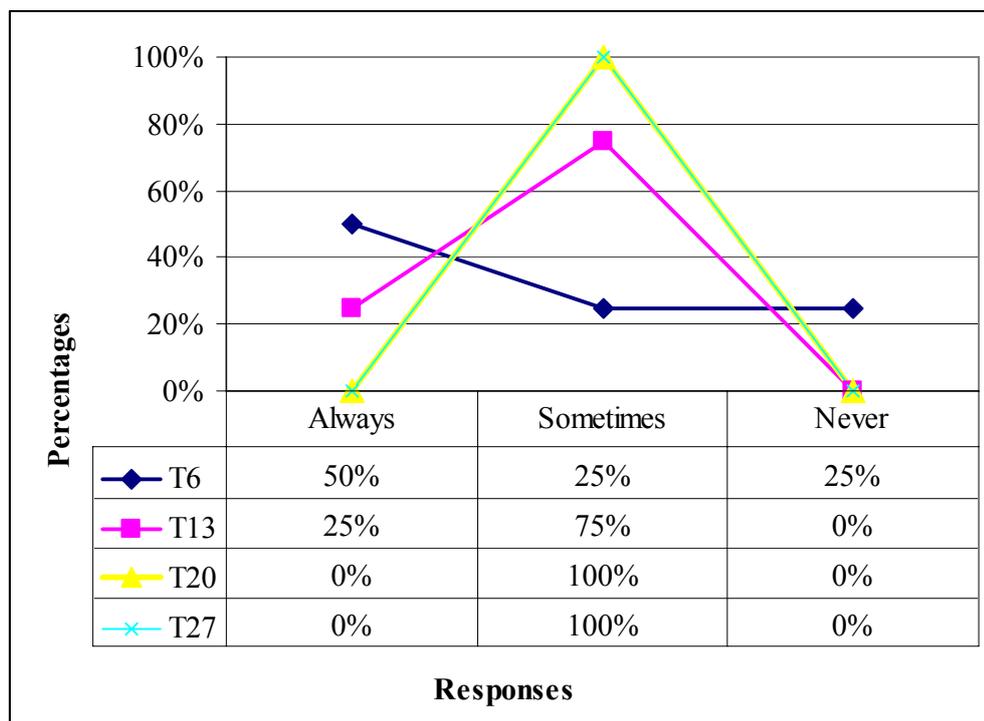


Figure 4: Distribution of responses to question 6: individual feedback, question 13: pair feedback, question 20: group feedback, question 27: feedback to whole class (T: Teachers) ($n=4$)

4.2.1.3.2 Looking at Learners' Faces and Maintaining Eye Contact

Questions 7, 14, 21 and 28 of the questionnaire were designed to check whether the teacher looks at the learners' faces and maintains eye contact when giving feedback. As Figure 5 shows, a high percentage of the learners (68%) say that if the teacher gives individual feedback, s/he *always* looks at the learner's face and maintains eye contact (L7). A majority of the learners (62%) state that if the teacher gives feedback to pairs, s/he *always* looks at the learner's face and maintains eye contact (L14). More than half of the learners (56%) report that if the teacher gives feedback to small groups, s/he *always* looks at the learner's face and maintains eye contact (L21). Almost half of the learners (57%) state if the teacher gives feedback to the whole class, s/he *always* looks at the learner's faces and maintains eye contact (L28).

Given the teachers' responses on the same questions, we can conclude that a high majority of the teachers (75%) express that they *always* look at the learner's

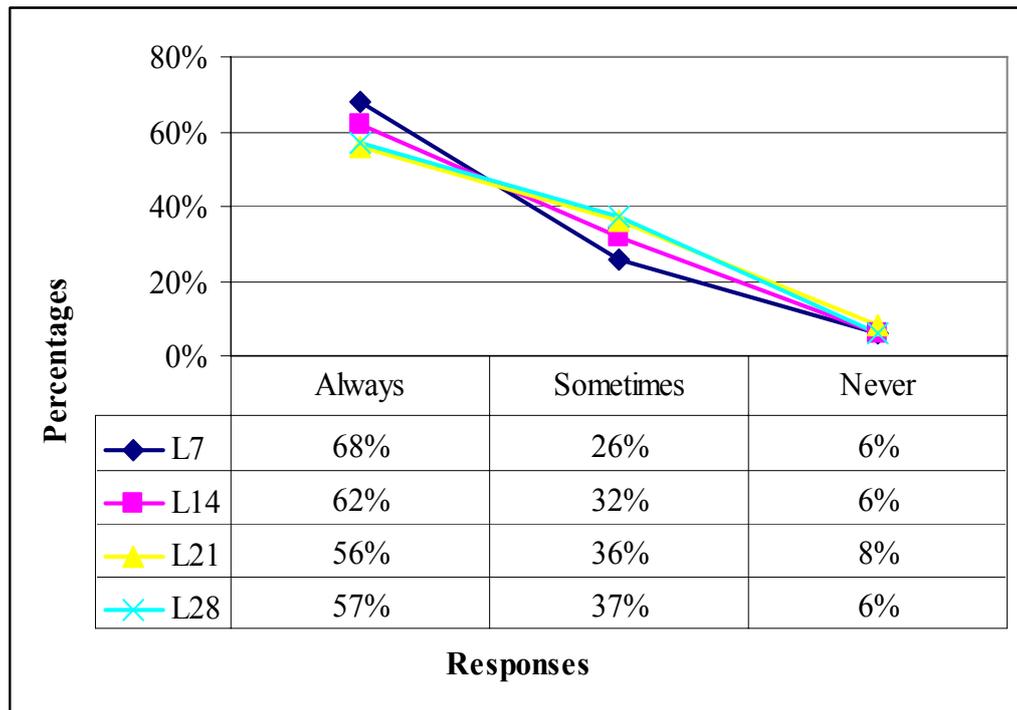


Figure 5: Distribution of responses to question 7: looking at Ls' face and eye contact in individual feedback, question 14: looking at Ls' face and eye contact in pair feedback, question 21: looking at Ls' face and eye contact in group feedback, question 28: looking at Ls' face and eye contact in feedback to whole class, (L: Learners) ($n= 100$)

face and maintains eye contact if they give individual feedback (T7), to pairs (T14), to small groups (T21) and to the whole class (T28).

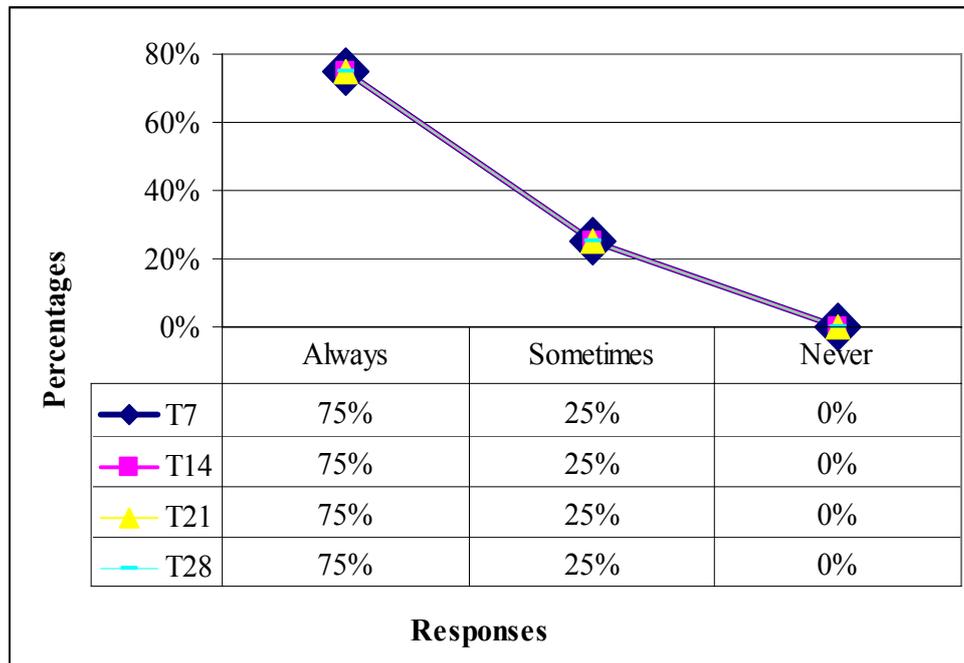


Figure 6: Distribution of responses to question 7: looking at Ls' face and eye contact in individual feedback, question 14: looking at Ls' face and eye contact in pair feedback, question 21: looking at Ls' face and eye contact in group feedback, question 28: looking at Ls' face and eye contact in feedback to whole class (T: Teachers) ($n=4$)

As Hathaway (1998) implied weak learners can try to get away with it while the ones who do most of the work think they work more but others also get the praise and this may be discouraging for the ones who worked hard. Therefore, Hathaway (1998) suggests praising learners individually in order to reinforce the desired behavior.

4.2.1.3.3 Addressing Learners by Name

Questions 8, 15, 22 and 29 were designed to investigate whether the teacher addresses the learners by name when giving feedback. As can be seen in Figure 7, more than half of the learners (52%) state that if the teacher gives individual feedback, s/he *always* addresses the learner by name (L8). Nearly half of them (48%) report that if the teacher gives feedback to pairs, s/he *always* addresses the learners by name (L15). 48% of the learners report that if the teacher gives feedback to small groups, s/he *sometimes* addresses the learners by name (L22). 46% of the learners report that if the teacher gives feedback to the whole class, s/he *sometimes* addresses the learners by name (L29).

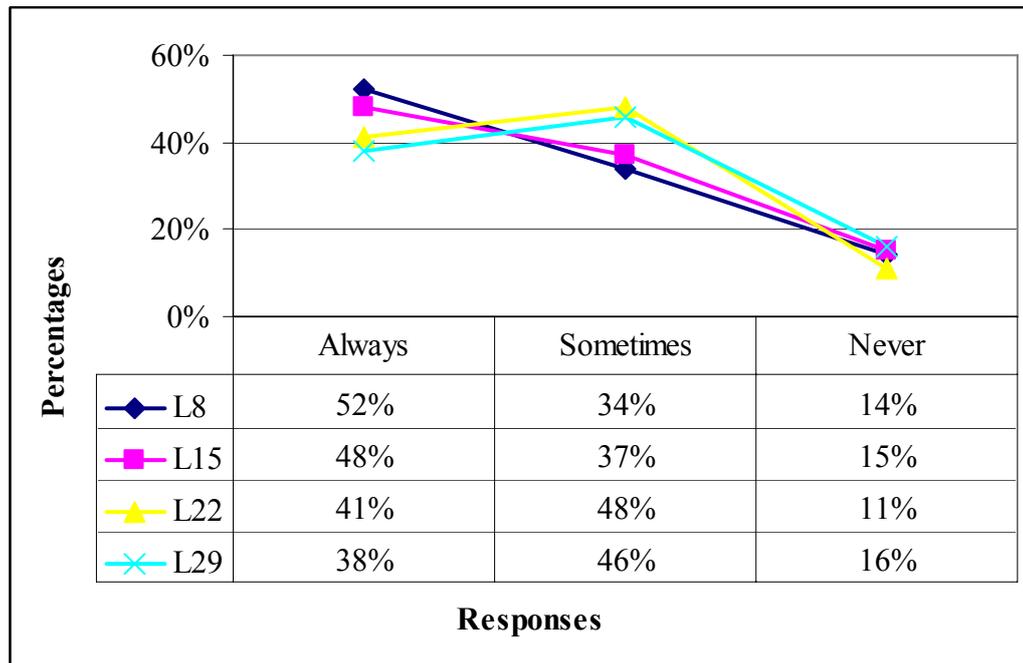


Figure 7: Distribution of responses to question 8: addressing by name in individual feedback, question 15: addressing by name in pair feedback, question 22: addressing by name in group feedback, question 29: addressing by name in feedback to whole class (L: Learners) ($n=100$)

When we look at the teachers' responses (Figure 8), we see that a high percentage of teachers (75%) say if they give individual feedback, they *sometimes* address the learner by his/ her name (T8). All of the teachers (100%) report that if they give feedback to pairs, they *always* address the learners by name (T15). A high percentage of teachers (75%) state that if they give feedback to small groups, they *sometimes* address the learners by name (T22). Half of the teachers (50%) assert that if they give feedback to the whole class, they *sometimes* address the learners by name (T29). As mentioned before Brinko states that addressing learners by their names is a means of giving constructive feedback (1993).

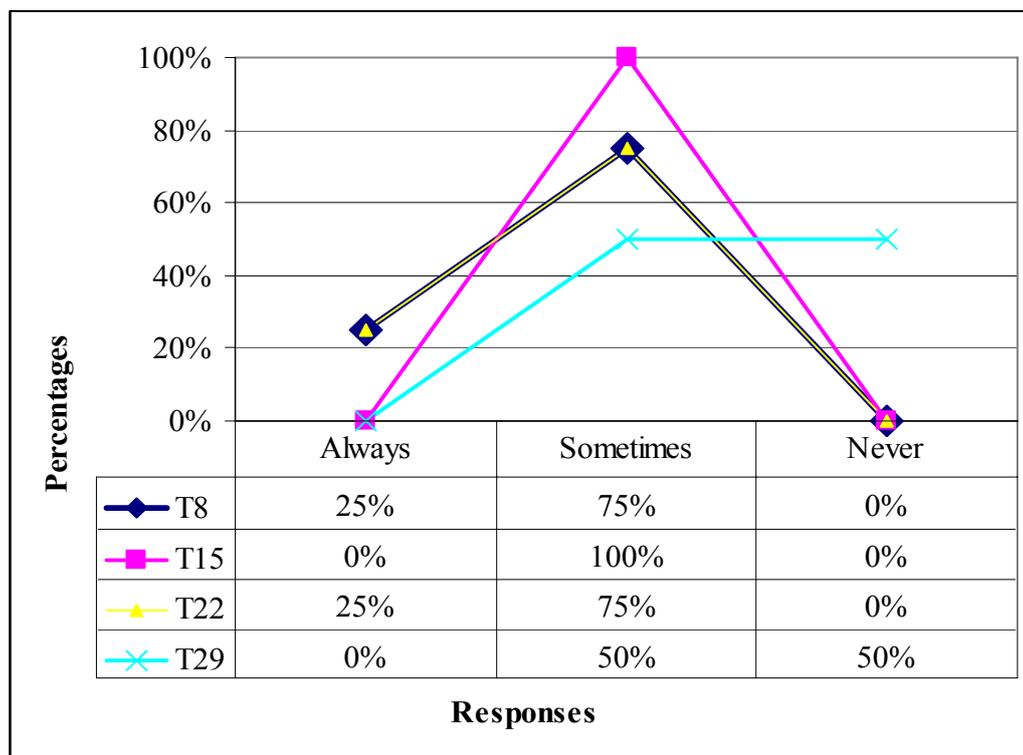


Figure 8: Distribution of responses to question 8: addressing by name in individual feedback, question 15: addressing by name in pair feedback, question 22: addressing by name in group feedback, question 29: addressing by name in feedback to whole class (T: Teachers) ($n=4$)

4.2.1.3.4 Oral Feedback

Questions 9, 16, 23 and 30 of the questionnaire were prepared to find out whether the teacher gives oral feedback in speaking tasks. As Figure 9 shows, more than half of the learners (58%) note if the teacher gives individual feedback in a speaking task, s/he *always* gives oral feedback (L9). Half of the learners (50%) state if the teacher gives feedback to pairs in a speaking task, s/he *always* gives oral feedback (L16). The percentage of these learners is quite similar to the percentage of learners who report that the teacher *sometimes* gives oral feedback if s/he gives feedback to pairs (L16) in a speaking task. Nearly half of the learners (47%) say if the teacher gives feedback to small groups, s/he *always* gives oral feedback in a speaking task (L23) while almost half (45%) assert that s/he *sometimes* gives oral feedback (L23). Similarly, the percentage of the learners (50%) who note if the teacher gives feedback to the whole class, s/he *always* gives oral feedback is almost

the same as the percentage of learners (45%) who report if the teacher gives feedback to the whole class, s/he *sometimes* gives oral feedback (L30).

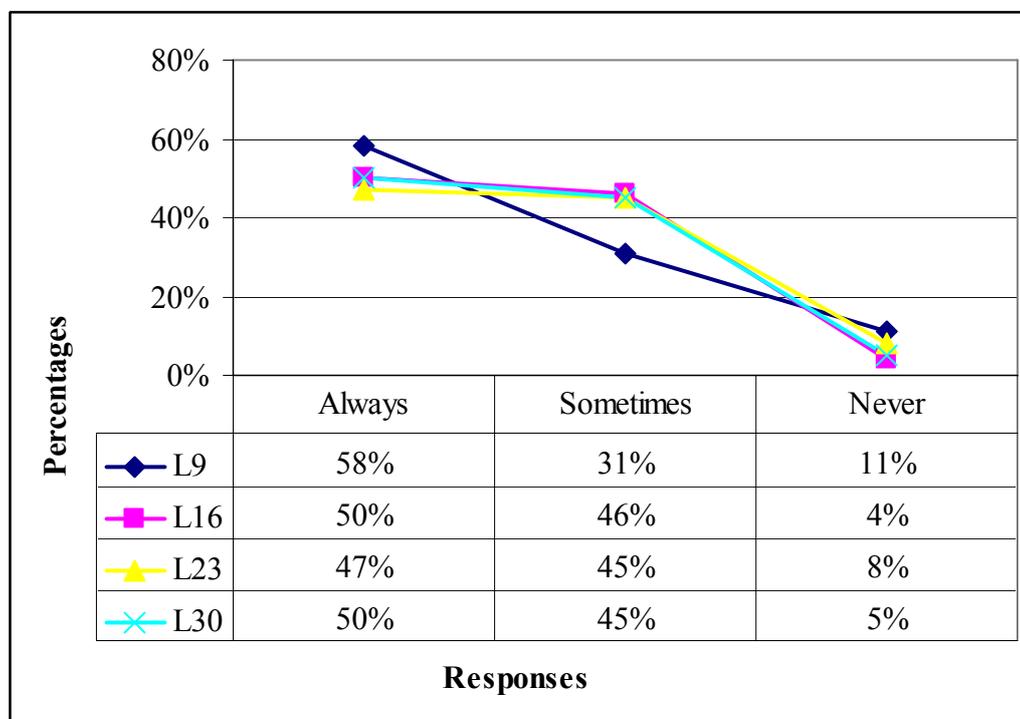


Figure 9: Distribution of responses to question 9: oral individual feedback, question 16: oral pair feedback, question 23: oral group feedback, question 30: oral feedback to whole class (L: Learners) ($n= 100$)

When Figure 10 is examined, it can be seen that a majority of the teachers (75%) state that they *always* give oral feedback if they give individual feedback (T9), if they give feedback to pairs (T16) or if they give feedback to small groups (T23) in a speaking task. Half of the teachers (50%) say if they give feedback to the whole class (T30), they *always* give oral feedback while the other half (50%) state they *sometimes* give oral feedback to the whole class in a speaking task. This indicates a preference for oral feedback in speaking tasks. However, the preference for oral feedback might not necessarily mean that oral feedback is more effective than written feedback as argued previously, in a study by Cohen and Herr (1982) it was found out that written feedback is as effective as oral feedback.

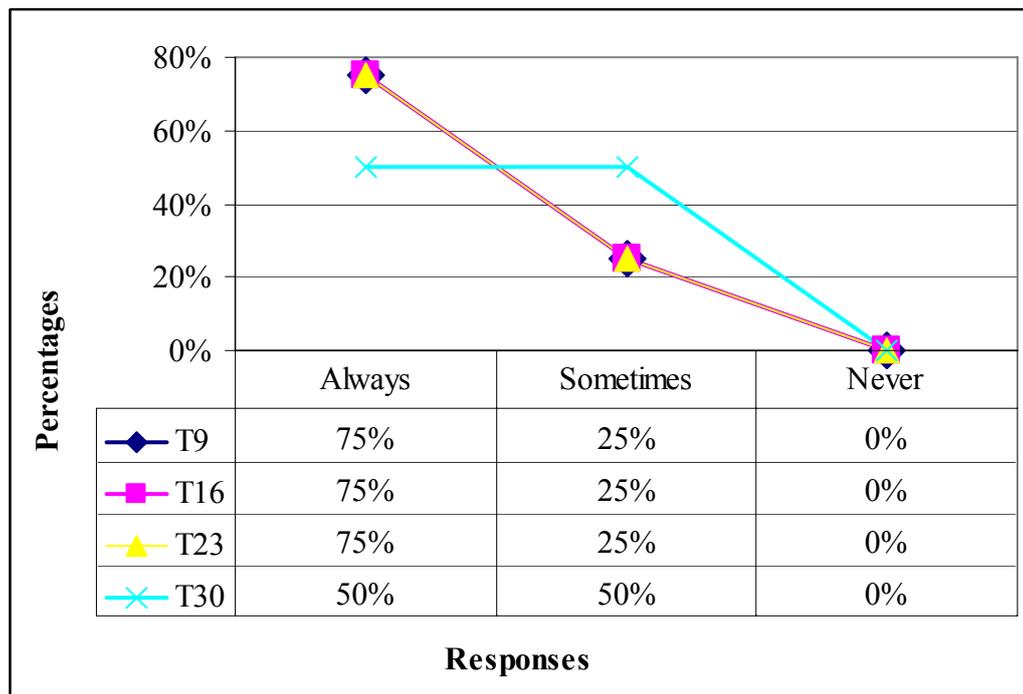


Figure 10: Distribution of responses to question 9: oral individual feedback, question 16: oral pair feedback, question 23: oral group feedback, question 30: oral feedback to whole class (T: Teachers) ($n=4$)

4.2.1.3.5 Written Feedback

Questions 10, 17, 24 and 31 of the questionnaire were designed to investigate whether the teacher gives written feedback in speaking tasks. As can be seen in Figure 11, more than half of the learners (57%) report if the teacher gives individual feedback, s/he *never* gives written feedback (L10). The percentage of the learners (52%) who say if the teacher gives feedback to pairs, s/he *never* gives written feedback (L17) is quite similar to the percentage of learners (50%) who state if the teacher gives feedback to small groups (L24), s/he *never* gives written feedback. About half of the learners (48%) report that the teacher *never* gives written feedback if s/he gives feedback to the whole class in a speaking task (L31).

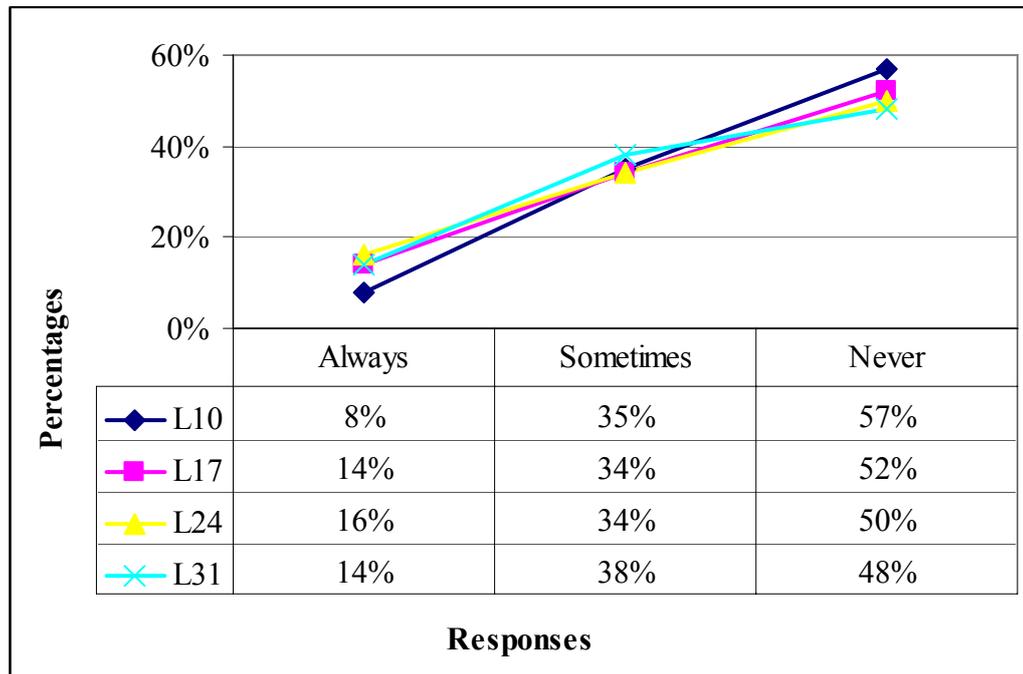


Figure 11: Distribution of responses to question 10: written individual feedback, question 17: written pair feedback, question 24: written group feedback, question 31: written feedback to whole class (L: Learners) ($n= 100$)

When we examine Figure 12, we find out that the teachers' responses to the same question are quite similar to the learners' responses. Half of the teachers (50%) state that they *sometimes* give written feedback (T10) if they give individual feedback while the other half (50%) note that they *never* give written feedback (TQ10) if they give individual feedback. A high percentage of the teachers (75%) say that they *never* give written feedback if they give feedback to pairs (T17) or to small groups (T24). A total of 100% teachers note that they *never* give written feedback if they give feedback to the whole class (T31). It can be concluded that written feedback is not preferred as much as oral feedback and the reason for this might be that oral feedback is as effective as written feedback and written feedback takes a long time to prepare (Cohen and Herr, 1982).

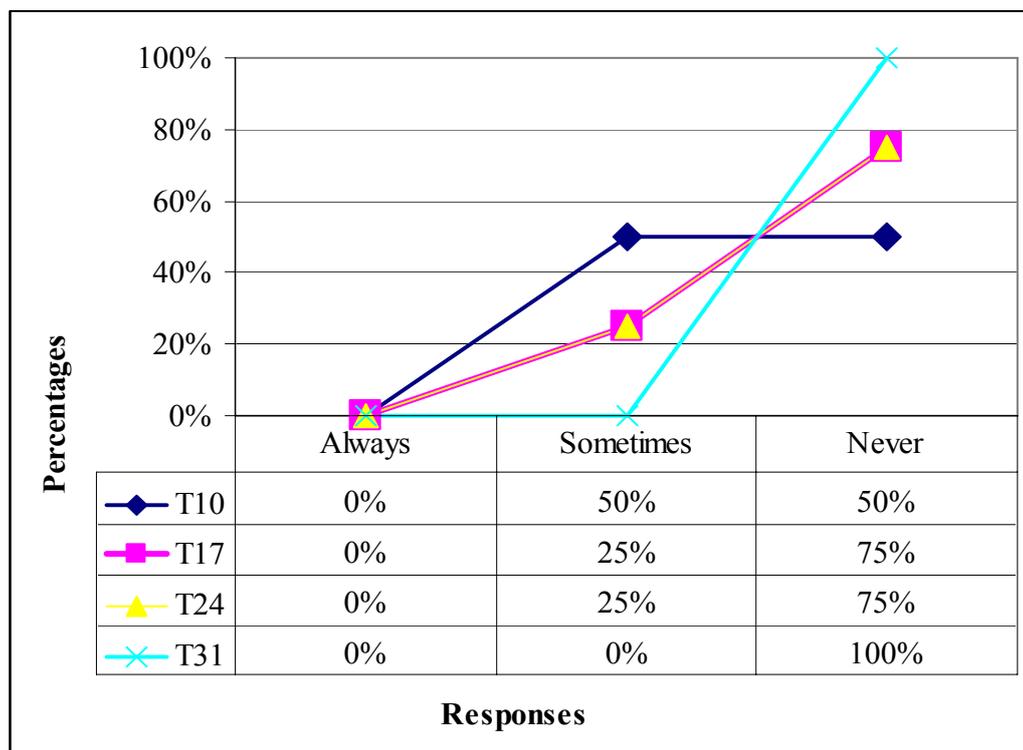


Figure 12: Distribution of responses to question 10: written individual feedback, question 17: written pair feedback, question 24: written group feedback, question 31: written feedback to whole class (T: Teachers) ($n=4$)

4.2.1.3.6 General Feedback

In the questionnaire, questions 11, 18, 25 and 32 were designed to find out whether the teacher gives general feedback in speaking tasks. Figure 13 displays that more than half of the learners (52%) report the teacher *sometimes* gives general feedback if s/he gives feedback to individual learners (L11). A similar percentage of the learners (53%) state if the teacher gives feedback to pairs, s/he *sometimes* gives general feedback (L18). An even higher percentage of the learners (55%) assert that the teacher *sometimes* gives general feedback if s/he gives feedback to small groups. The percentage of the learners (47%) who state that the teacher *always* gives general feedback if s/he gives feedback to the whole class is almost the same as the percentage (46%) of the learners who report that s/he *sometimes* gives general feedback (L32).

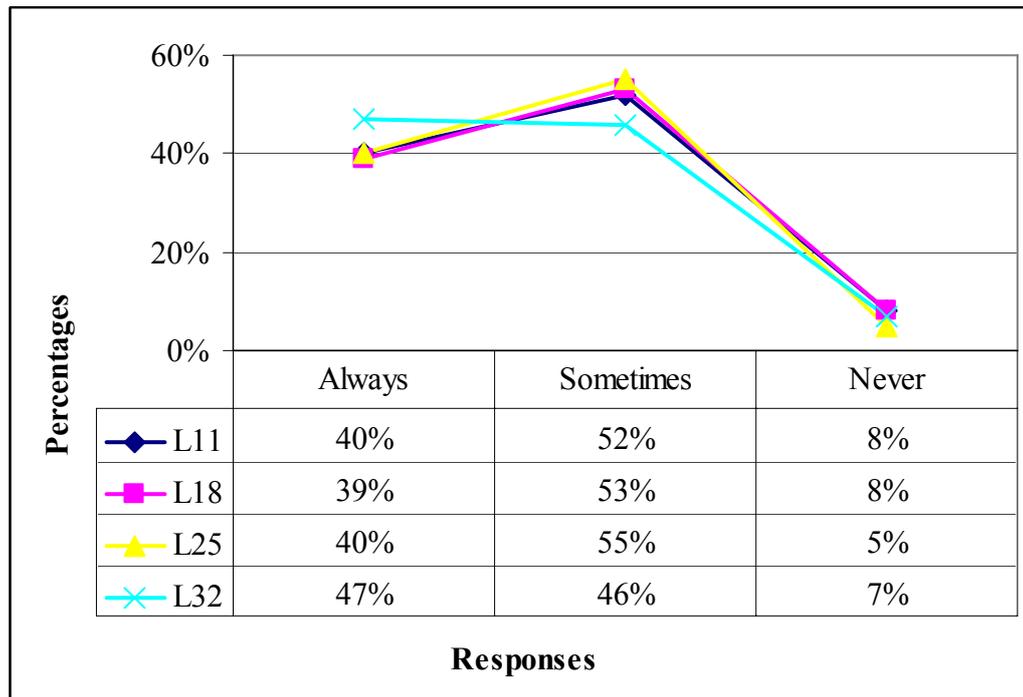


Figure 13: Distribution of responses to question 11: general individual feedback, question 18: general pair feedback, question 25: general group feedback, question 32: general feedback to whole class (L: Learners) ($n= 100$)

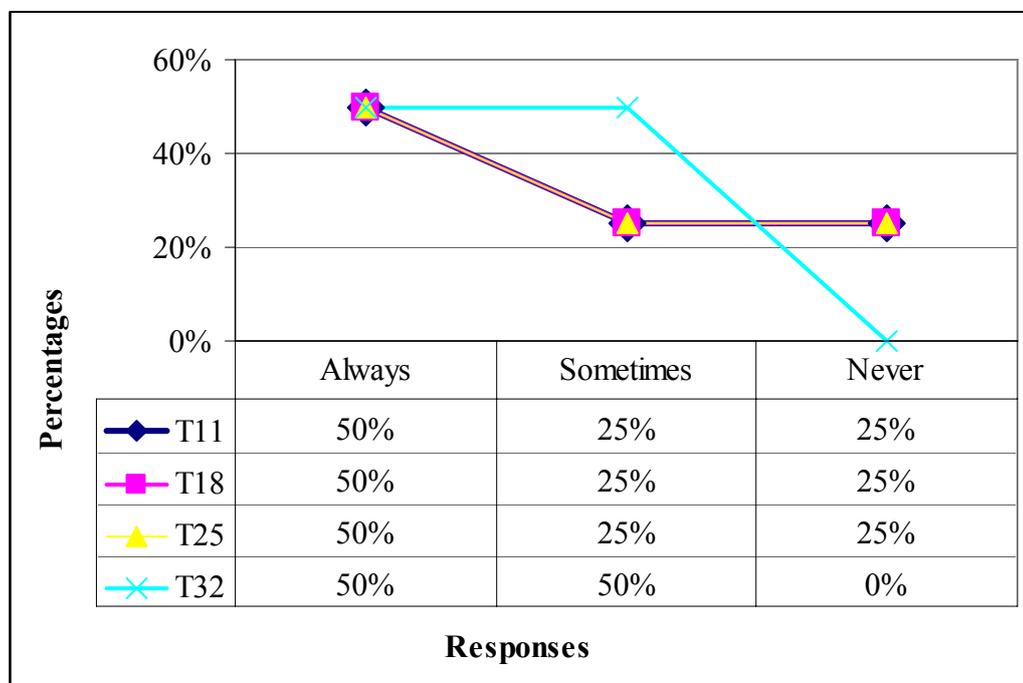


Figure 14: Distribution of responses to question 11: general individual feedback, question 18: general pair feedback, question 25: general group feedback, question 32: general feedback to whole class (T: Teachers) ($n= 4$)

When we look at the teachers' responses in Figure 14, we can see that half of the teachers (50%) report that they *always* give general feedback if they give feedback to individual learners (T11), if they give feedback to pairs (T18) and/ or if they give feedback to small groups (25). The percentage of teachers (47%) who state that they *always* give general feedback (T32) and the percentage of teachers (46%) who state that they *sometimes* give general feedback (T32) if they give feedback to the whole class in a speaking task are distributed almost equally. However, contrary to this finding, Brophy (1981) argues that giving general feedback might be unhelpful, and even lead to "lower self-esteem" and "loss of confidence" in learners (p. 27) so general feedback is not suggested.

4.2.1.3.7 Detailed Feedback

Questions 12, 19, 26 and 33 of the questionnaire were prepared to find out whether the teacher gives detailed feedback in speaking tasks.

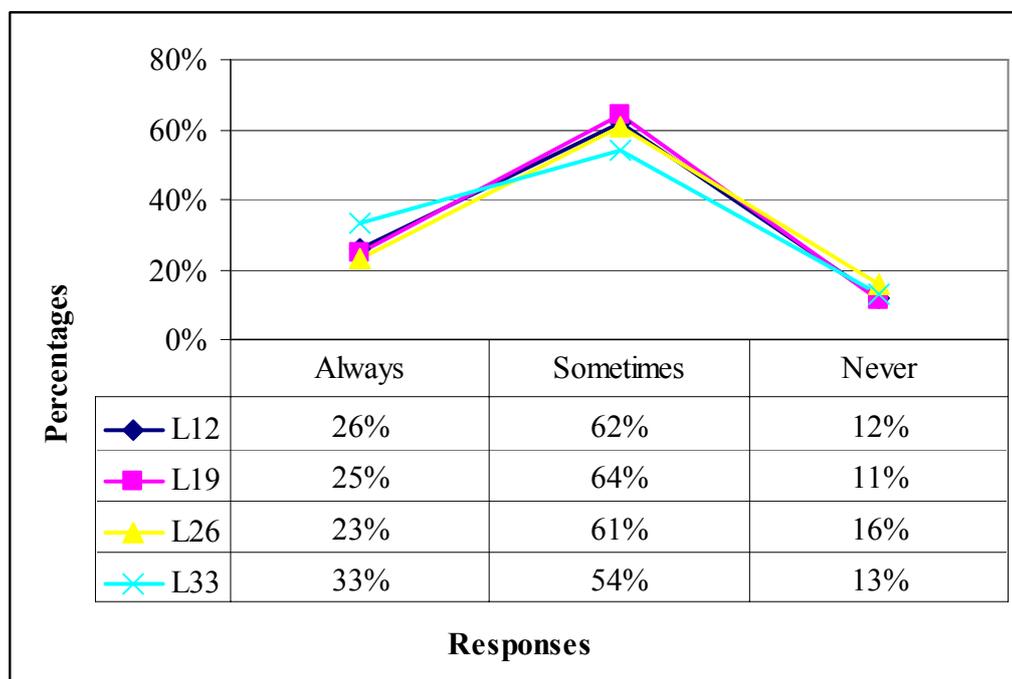


Figure 15: Distribution of responses to question 12: detailed individual feedback, question 19: detailed pair feedback, question 26: detailed group feedback, question 33: detailed feedback to whole class (L: Learners) ($n= 100$)

As Figure 15 shows a majority of the learners (62%) note that the teacher *sometimes* gives detailed feedback if s/he gives feedback to individual learners (L12), a slightly higher percentage of the learners (64%) say that the teacher *sometimes* gives detailed feedback if s/he gives feedback to pairs (L19), while a quite similar percentage of the learners (61%) report that the teacher *sometimes* gives detailed feedback if the teacher gives feedback to small groups (L26). Similarly, 54% of the learners state that the teacher *sometimes* gives detailed feedback if s/he gives feedback to the whole class (L33).

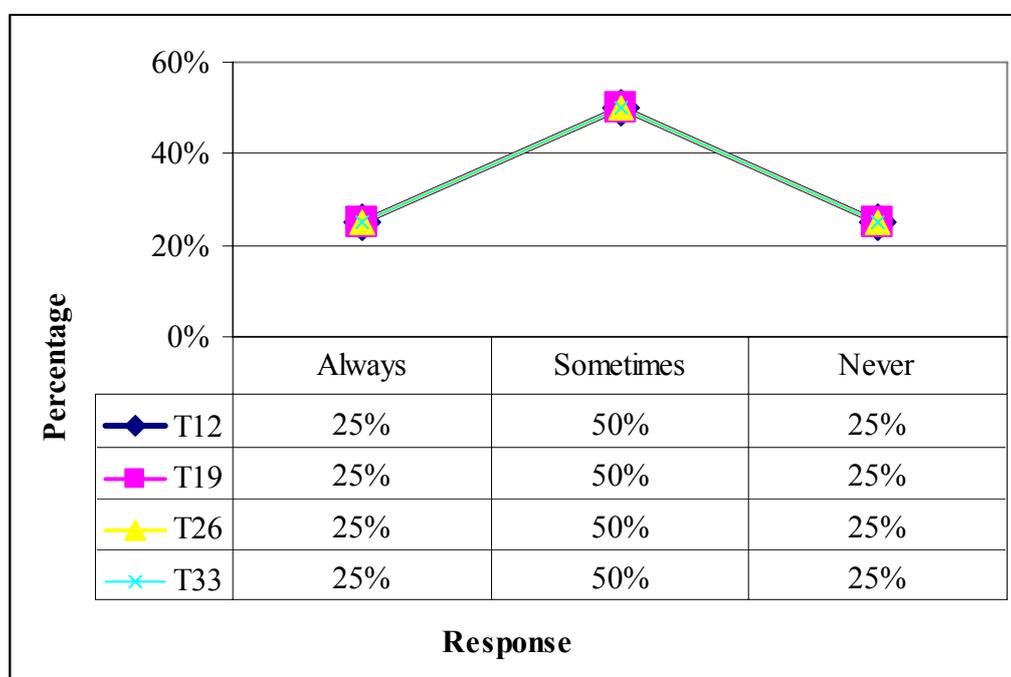


Figure 16: Distribution of responses to question 12: detailed individual feedback, question 19: detailed pair feedback, question 26: detailed group feedback, question 33: detailed feedback to whole class (T: Teachers) ($n=4$)

The percentages of the teachers' responses are quite the same with the learners' responses (Figure 16). Half of the teachers (50%) note that they *sometimes* give detailed feedback if they give feedback to individual learners (T12), to pairs (T19), to small groups (T26) and/ or to the whole class (T33). These findings are congruent with the findings of Brophy (1981) who suggests using detailed feedback in order to inform learners deeply about their improvement.

4.2.1.4 Purpose of Feedback in Speaking Tasks

Questions 34, 35, 36, 37 and 38 of the questionnaire were designed to check the aims of feedback in speaking tasks.

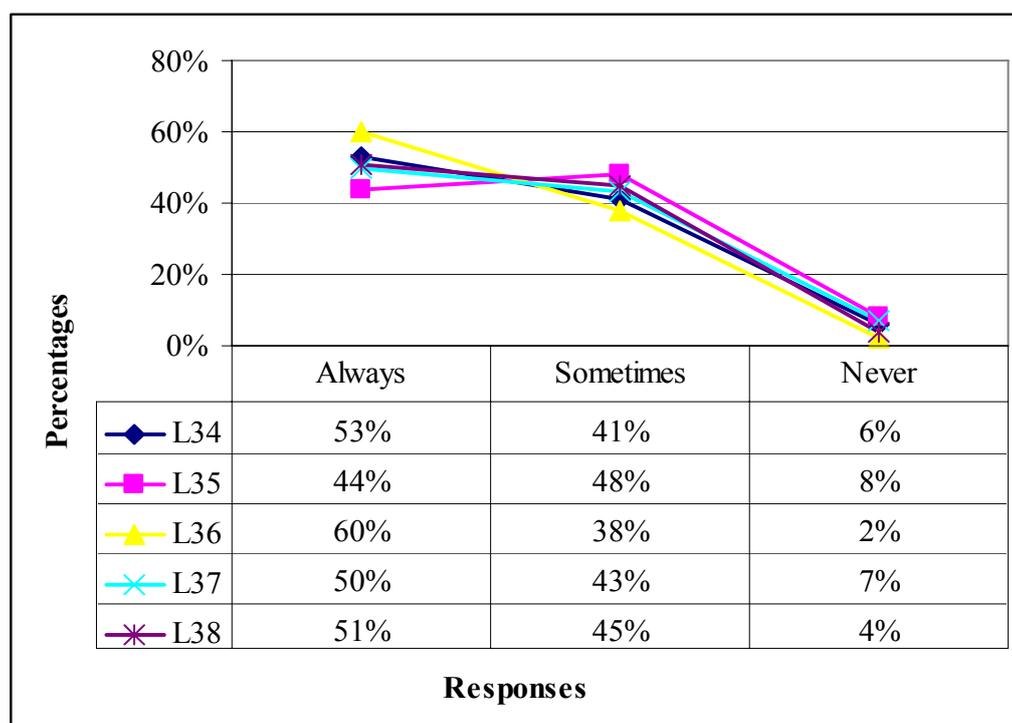


Figure 17: Distribution of responses to question 34: making connections, question 35: encouraged to participate, question 36: improving performance, question 37: improve speaking skills, question 38: realizing the subjects to be improved (L: Learners) ($n= 100$)

As Figure 17 shows, more than half of the learners (53%) say that as a result of the feedback the teacher gives on speaking tasks, they can *always* make connections between what they learnt before in class and what they have just learnt (L34). The percentage of the learners (44%) who state that as a result of the feedback the teacher gives on speaking tasks, they *always* want to participate more in the lesson (L35) is distributed almost equally with the percentage of the learners (48%) who note that as a result of the feedback the teacher gives on speaking tasks, they *sometimes* want to participate more in the lesson (L35). A majority of the learners (60%) report that as a result of the feedback the teacher gives on speaking tasks, they *always* find the opportunity to improve their performance in speaking tasks (L36). Half of the learners state that as a result of the feedback the teacher gives on

speaking tasks, they *always* believe that their speaking skill has improved (L37). A quite similar percentage of the learners (51%) say that as a result of the feedback the teacher gives on speaking tasks, they can *always* realize on which subjects they need to focus on more (L38).

When Figure 18 is examined, it can be understood that the percentages of the learners' responses to the questions in this section is quite parallel with the percentages of the teachers' responses.

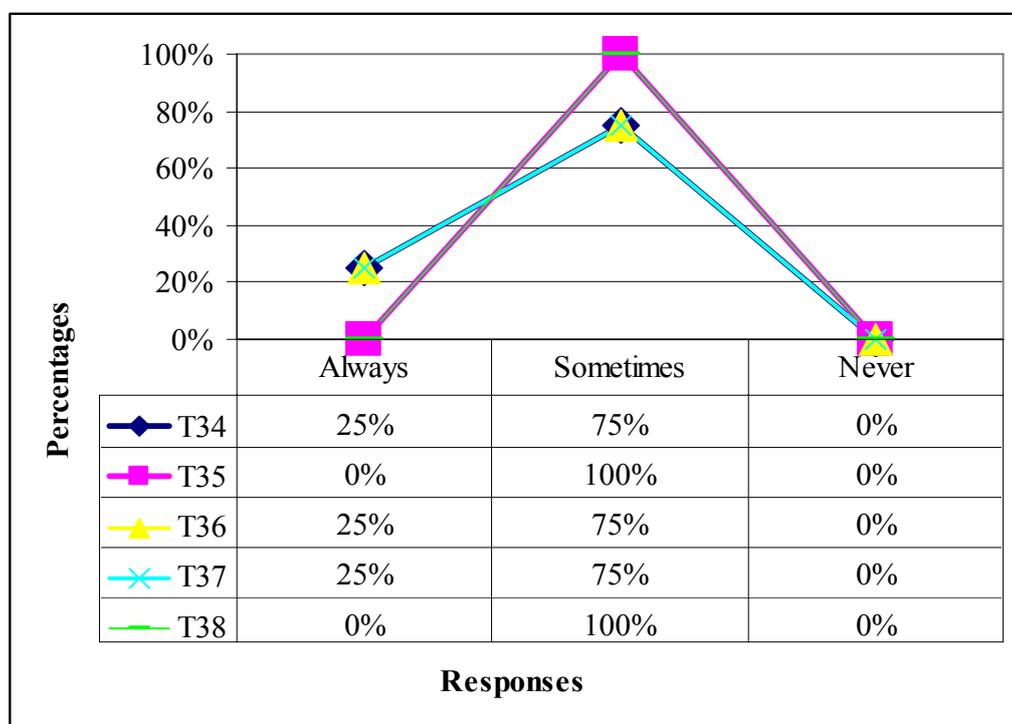


Figure 18: Distribution of responses to question 34: making connections, question 35: encouraged to participate, question 36: improving performance, question 37: improve speaking skills, question 38: realizing the subjects to be improved (T: Teachers) ($n=4$)

A high percentage of the teachers (75%) state that as a result of the feedback they give on speaking tasks, the learners can *sometimes* make connections between what they learnt before in class and what they have just learnt (T34). All of the teachers (100%) report that as a result of the feedback they give on speaking tasks, the learners *sometimes* want to participate more in the lesson (T35). The percentage of the teachers (100%) who say that as a result of the feedback they give on speaking tasks, the learners *sometimes* want to participate more in the lesson

(T35) is distributed equally with the percentage of the learners (48%) who note that as a result of the feedback the teacher gives on speaking tasks, they *sometimes* want to participate more in the lesson (L35). The percentage of the teachers (75%) who note that as a result of the feedback they give on speaking tasks, the learners *sometimes* find the opportunity to improve their performance in speaking tasks (T36) and the percentage of the teachers (75%) who report that as a result of the feedback they give on speaking tasks, the learners *sometimes* believe that their speaking skill has improved (T37) are distributed equally. Similarly, a total of 100% teachers say that as a result of the feedback they give on speaking tasks, the learners can *always* realize on which subjects they need to focus on more (T38). These findings are congruent with the findings of Fosnot (2005).

4.2.2 Feedback in Writing Tasks

4.2.2.1 Content of Feedback in Writing Tasks

Questions 39 and 40 of the questionnaire were prepared to check the use of feedback in terms of content from the perspective of performance (L39 & T39) and participation (L40 & T40) in writing tasks.

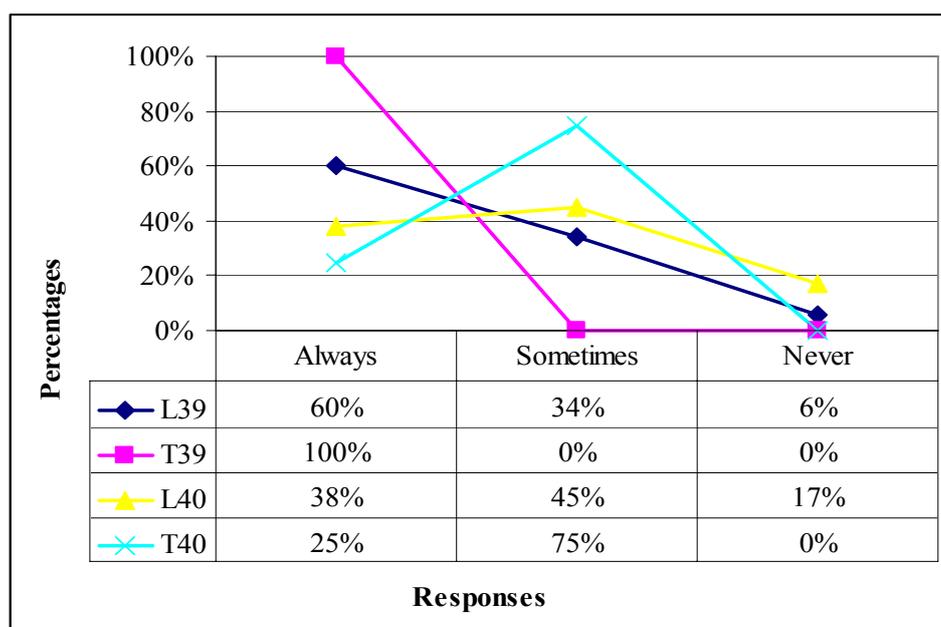


Figure 19. Distribution of responses to question 39: performance, question 40: participation (L: Learners) ($n= 100$); (T: Teachers) ($n= 4$)

As can be seen in Figure 19, a high percentage of learners (60%) state that the teacher *always* gives feedback on their performance (L39). An even higher percentage of teachers (100%) note that they *always* give feedback on the learners' performance in writing tasks (T39). These findings overlap with the information obtained from Black and William (1998) who argue that feedback given to any learner might be "about the particular qualities of his or her work"; that is, about the learners' performance in the task (p. 9).

Figure 19 also indicates that almost half of the learners (45%) say the teacher *sometimes* gives feedback on their participation (L40). A high majority of teachers (75%), at the same time, report that they *sometimes* give feedback on the learners' participation in writing tasks (T40). Hathaway (1998) implies that learners' participation in the tasks may be reinforced by praising.

4.2.2.2 Timing of Feedback in Writing Tasks

Questions 41, 42 and 43 of the questionnaire were designed to investigate the time of feedback; that is, if feedback is given during the task (L41 & T41), immediately after the task (L42 & T42) or delayed (L43 & T43). As Figure 20 shows, more than half of the learners (55%) state that the teacher *sometimes* gives feedback during a writing task (L41) and all of the teachers (100%) support this by stating that they *sometimes* give feedback during a writing task (T41). Almost half of the learners (47%) report that the teacher *always* gives feedback immediately after a writing task (L4). The percentage of these learners is almost the same as the percentage of the learners (45%) who say that the teacher *sometimes* gives feedback immediately after a writing task (L42).

A high majority of teachers (75%) report that they *always* give feedback immediately after a writing task (T42). As stated previously, feedback may be most beneficial when it is given immediately after a task (Bee, 1998; Bergquist & Phillips, 1975; Brinko, 1993; Hathaway, 1998). Slightly more than half of the

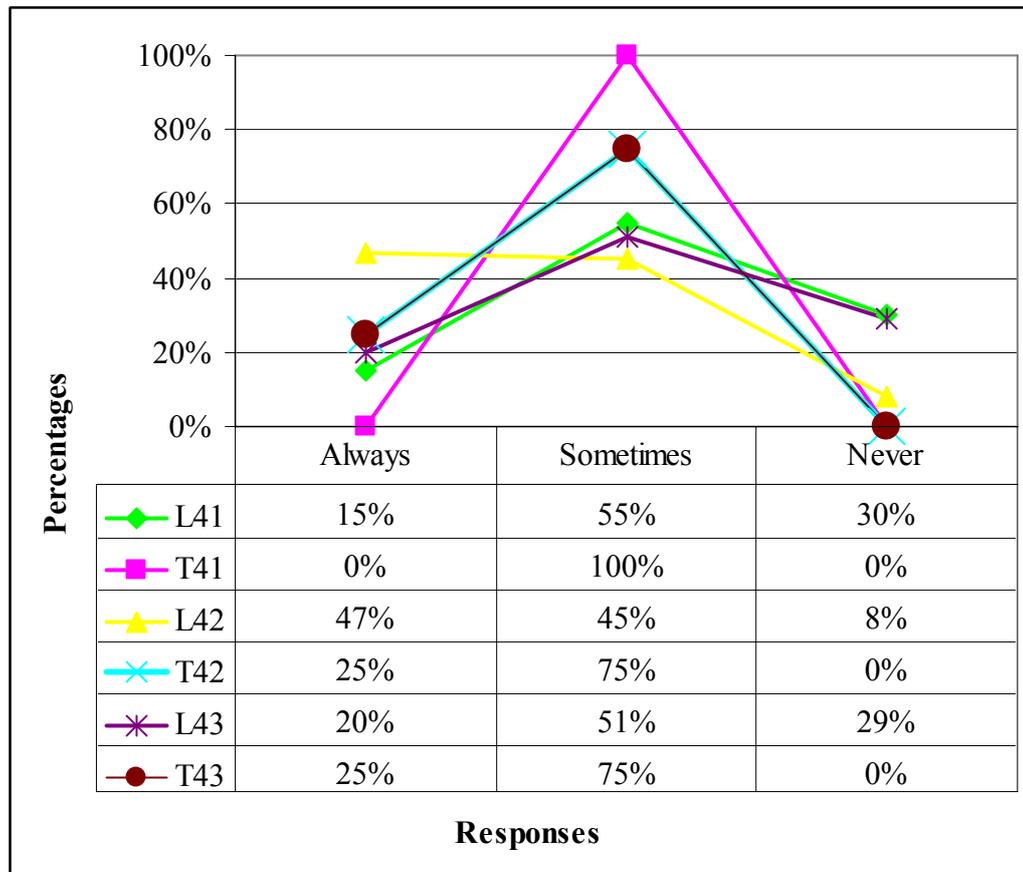


Figure 20. Distribution of responses to question 41: feedback during a task, question 42: feedback immediately after a task, question 43: delayed feedback (L: Learners) ($n= 100$); (T: Teachers) ($n= 4$)

learners (%51) and a majority of teachers (75%) note that the teacher *sometimes* gives delayed feedback in writing tasks (L43 & T43); reminding us of the fact that feedback may not be as effective if it is delayed as the information would not be as fresh in both the teacher's and the learners' minds (Ilgen, Fisher and Taylor, 1987).

4.2.2.3 Manner of Feedback in Writing Tasks

4.2.2.3.1 Individual, Pair, Small Group, or Whole Class

In the questionnaire, questions 44, 51, 58 and 65 were designed to investigate if feedback is given to individual learners (L44 & T44), to pairs (L51 & T51), to small groups (L58 & T58) or to the whole class (L65 & T65) in a writing task.

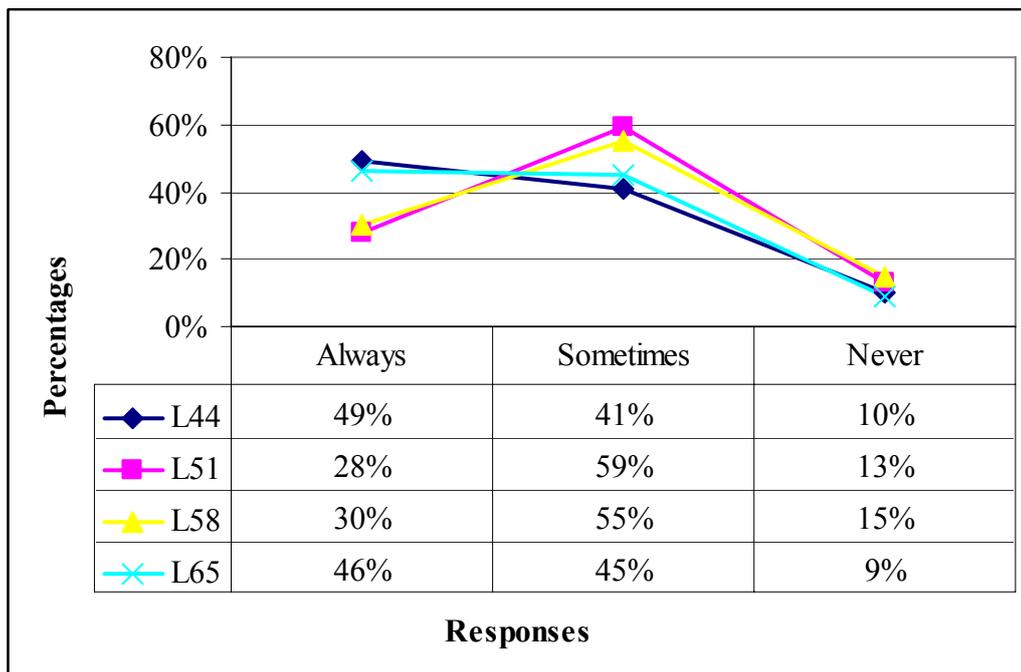


Figure 21: Distribution of responses to question 44: individual feedback, question 51: pair feedback, question 58: group feedback, question 65: feedback to whole class (L: Learners) ($n=100$)

As can be seen in Figure 21, almost half of the learners (49%) state that the teacher *always* gives feedback to individuals (L44) in a writing task, more than half (59%) note that the teacher *sometimes* gives feedback to pairs (L51) in a speaking task while a similar percentage of learners (55%) indicate that the teacher *sometimes* gives feedback to small groups (L58). The percentage of learners (46%) who state that the teacher *always* gives feedback to the whole class (L65) in a writing task is distributed equally with the percentage of learners (45%) who report that s/he *sometimes* gives feedback to the whole class (L65) in a writing task.

When we look at Figure 22, we see that a majority of teachers (75%) state that they *always* give individual feedback in a writing task (T44), while 75% of teachers say they *sometimes* give feedback to pairs (T51) while another 75% report that they give feedback to small groups (T58) in a writing task. All of the teachers (100%) state that they *sometimes* give feedback to the whole class (T65).

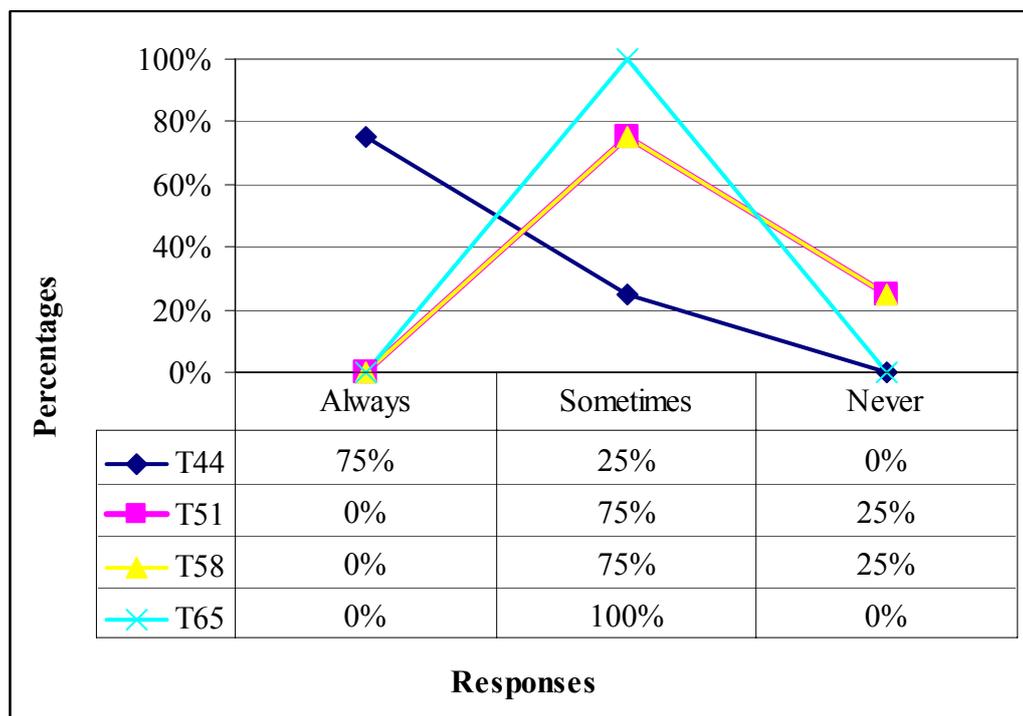


Figure 22: Distribution of responses to question 44: individual feedback, question 51: pair feedback, question 58: group feedback, question 65: feedback to whole class (T: Teachers) ($n=4$)

4.2.2.3.2 Looking at Learners' Faces and Maintaining Eye Contact

Questions 45, 52, 59 and 66 of the questionnaire were designed to investigate whether the teacher looks at the learners' face and maintains eye contact when giving feedback. As Figure 23 shows, slightly more than half of the learners (51%) note that if the teacher gives individual feedback (L45), s/he *always* looks at the learner's face and maintains eye contact. Almost half of the learners (49%) state that if the teacher gives feedback to pairs (L52), s/he *always* looks at the learner's face and maintains eye contact. The percentage of the learners (44%) report that if the teacher gives feedback to small groups (L59), s/he *always* looks at the learner's face and maintains eye contact is distributed almost equally with the percentage (46%) of the learners who say if the gives feedback to small groups (L59), s/he *sometimes* looks at the learner's face and maintains eye contact. Half of the learners (50%) state if the teacher gives feedback to the whole class (L66), s/he *always* looks at the learner's face and maintains eye contact.

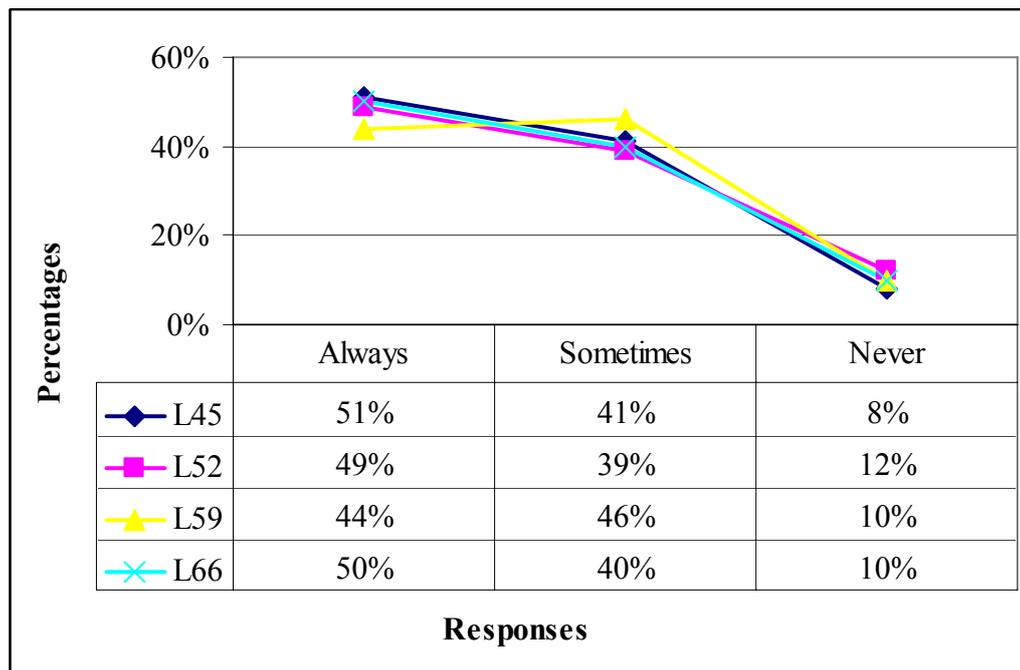


Figure 23: Distribution of responses to question 45: looking at Ls' face and eye contact in individual feedback, question 52: looking at Ls' face and eye contact in pair feedback, question 59: looking at Ls' face and eye contact in group feedback, question 66: looking at Ls' face and eye contact in feedback to whole class (L: Learners) ($n=100$)

Examining the teachers' responses to the same questions, we can conclude that all of the teachers (100%) express that they *sometimes* look at the learner's face and maintains eye contact if they give feedback to individual learners (T45), to pairs (T52) and/ or to small groups (T59) while only half of them (50%) report that they *sometimes* look at the learner's face and maintains eye contact if they give feedback to the whole class (T66). It can be referred that feedback to pairs, small groups or the whole class might not always be beneficial as Hathaway (1998) implied weak learners can try to get away with it while the ones who do most of the work think they work more but others also get the praise and this may be discouraging for some. Therefore, Hathaway (1998) suggests praising learners individually in order to reinforce the desired behavior.

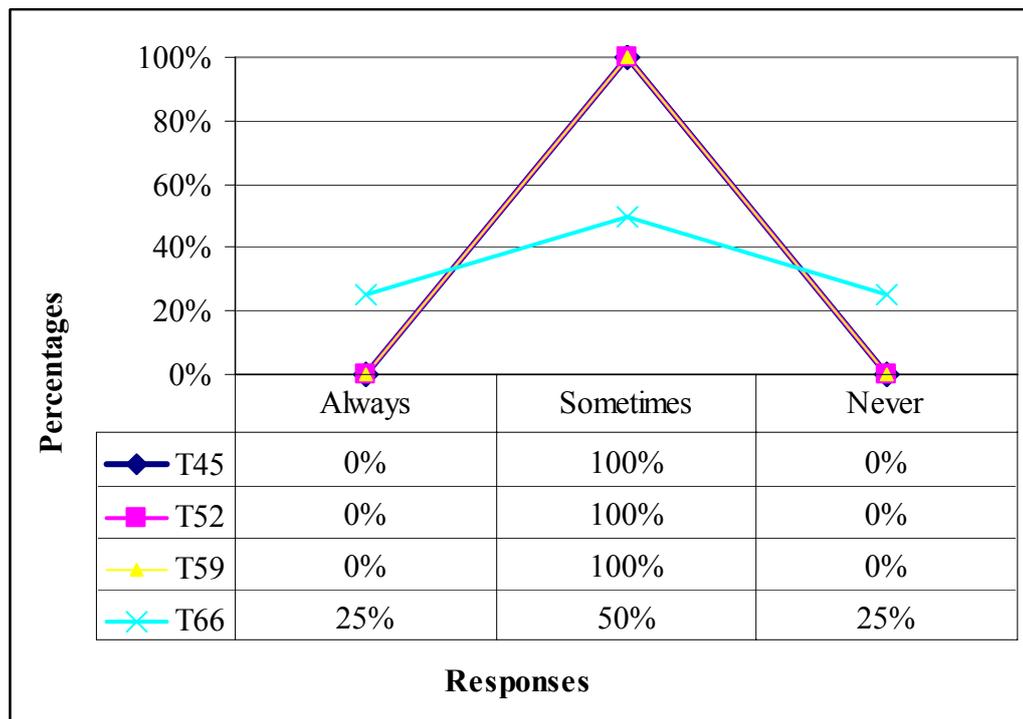


Figure 24: Distribution of responses to question 45: looking at Ls' face and eye contact in individual feedback, question 52: looking at Ls' face and eye contact in pair feedback, question 59: looking at Ls' face and eye contact in group feedback, question 66: looking at Ls' face and eye contact in feedback to whole class (T: Teachers) ($n=4$)

4.2.2.3.3 Addressing Learners by Name

Questions 46, 53, 60 and 67 were prepared to check whether the teacher addresses the learners by name when giving feedback. As can be seen in Figure 25, nearly half of the learners (46%) declare if the teacher gives individual feedback, s/he *always* addresses the learner by name (L46). Less than half of the learners (40%) state that the teacher *always* addresses the learners by name (L53) if s/he gives feedback to pairs, while the same percentage of the learners (40%) say s/he *sometimes* addresses the learners by name (L53). Almost half of the learners (42%) report that the teacher *sometimes* addresses the learners by name and 40% state that s/he *always* addresses the learners by name if s/he gives feedback to small groups (L60). Nearly half the learners (51%) report that if the teacher gives feedback to the whole class (L67), s/he *sometimes* addresses the learners by name.

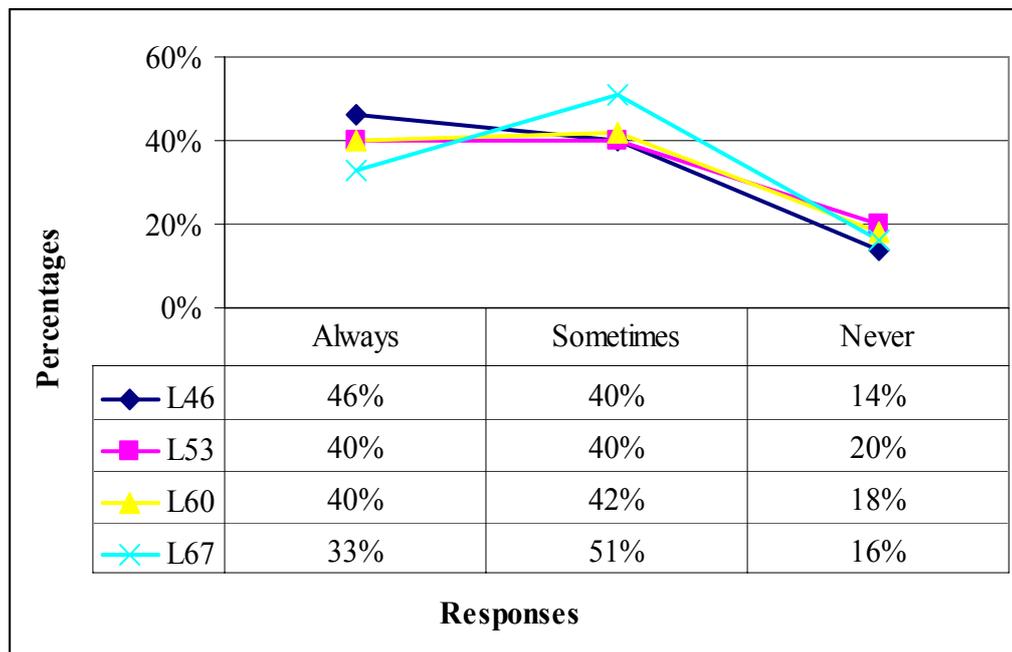


Figure 25: Distribution of responses to question 46: addressing by name in individual feedback, question 53: addressing by name in pair feedback, question 60: addressing by name in group feedback, question 67: addressing by name in feedback to whole class (L: Learners) ($n=100$)

When we look at the teachers' responses (Figure 26), we see that half of the teachers (50%) say if they give individual feedback, they *always* address the learner by his/ her name (T46) while the other half (50%) note that they *sometimes* address the learner by his/ her name (T46). The percentage of teachers (T75) who state if they give feedback to pairs, they *sometimes* address the learner by his/ her name (T53) is the same with the percentage of teachers (T75) who note if they give feedback to small groups, they *sometimes* address the learner by his/ her name. Half of the teachers (50%) say that they *sometimes* address the learner by his/ her name if they give feedback to whole class. These findings are quite parallel with that of Brinko who claim that giving constructive feedback includes addressing the learners by their names (1993).

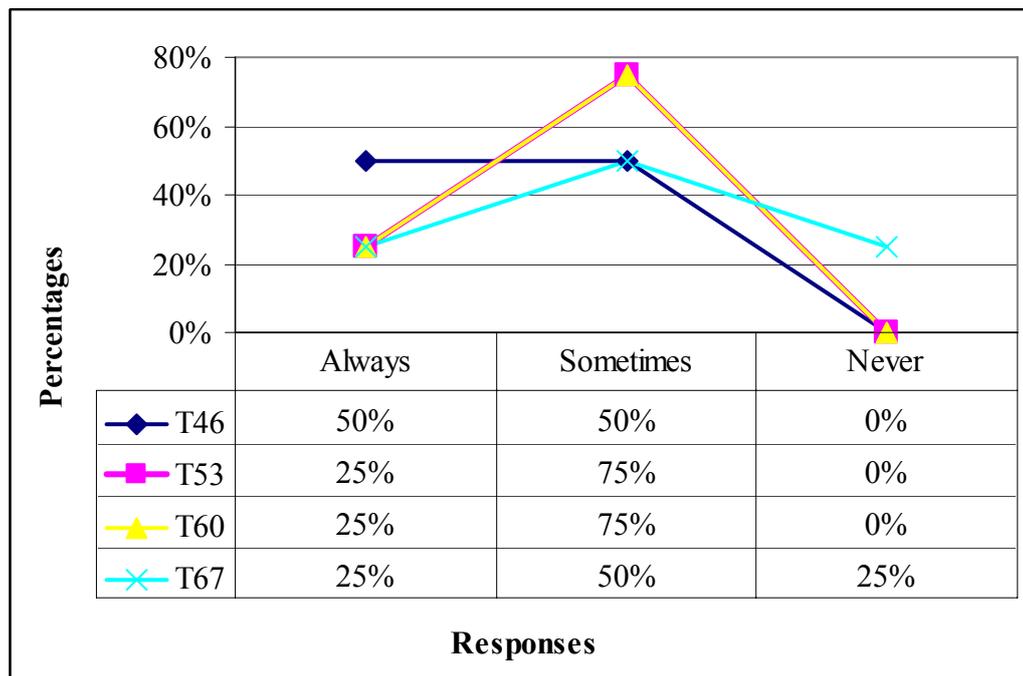


Figure 26: Distribution of responses to question 46: addressing by name in individual feedback, question 53: addressing by name in pair feedback, question 60: addressing by name in group feedback, question 67: addressing by name in feedback to whole class (T: Teachers) ($n=4$)

4.2.2.3.4 Oral Feedback

Questions 47, 54, 61 and 68 of the questionnaire were prepared to find out whether the teacher gives oral feedback in writing tasks. As Figure 27 shows, almost half of the learners (45%) say if the teacher gives individual feedback in a writing task, s/he *always* gives oral feedback (L47) while a similar percentage of learners (47%) state that s/he *sometimes* gives oral feedback to individual learners (L47). Slightly more than half of the learners (52%) report if the teacher gives feedback to pairs in a speaking task, s/he *sometimes* gives oral feedback (L54). The percentage of these learners is quite similar to the percentage of learners (47%) who report that the teacher *sometimes* gives oral feedback if s/he gives feedback to small groups (L61) in a writing task. Nearly half (46%) of the learners say if the teacher gives feedback to the whole class, s/he *sometimes* gives oral feedback (L68) in a speaking task while an almost similar percentage of learners (44%) assert that s/he *always* gives oral feedback to the whole class (L68).

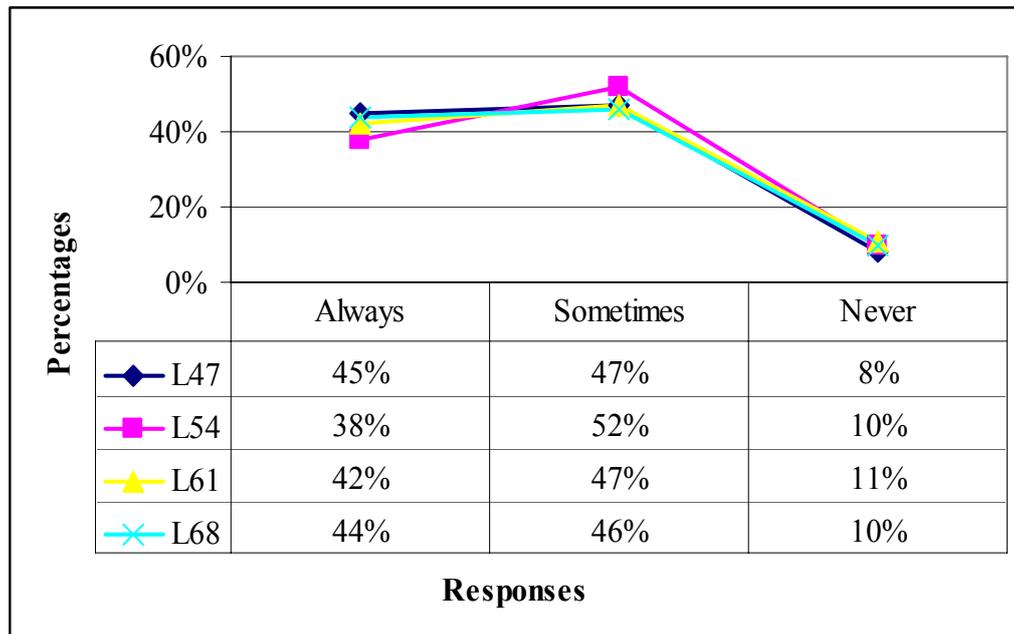


Figure 27: Distribution of responses to question 47: oral individual feedback, question 54: oral pair feedback, question 61: oral group feedback, question 68: oral feedback to whole class (L: Learners) ($n=100$)

When Figure 28 is examined, it can be seen that a majority of the teachers (75%) state that they *sometimes* give oral feedback if they give individual feedback in a writing task (T47). The distribution of the percentage of teachers (50%) who state if they give feedback to pairs in a writing task they *always* give oral feedback (T54) and the percentage of the teachers (50%) who say if they give feedback to small groups, they *always* give oral feedback (T61) is equal. Similarly, the other half (50%) state they *sometimes* give oral feedback in a writing task if they give feedback to pairs or small groups (T54 & T61). A high percentage of teachers (75%) report that they *sometimes* give oral feedback if they give feedback to the whole class (T68). This indicates a preference for oral feedback in writing tasks. However, the preference for oral feedback might not necessarily mean that oral feedback is more effective than written feedback as argued in before. What is more, in a study by Cohen and Herr (1982) it was found out that written feedback is as effective as oral feedback.

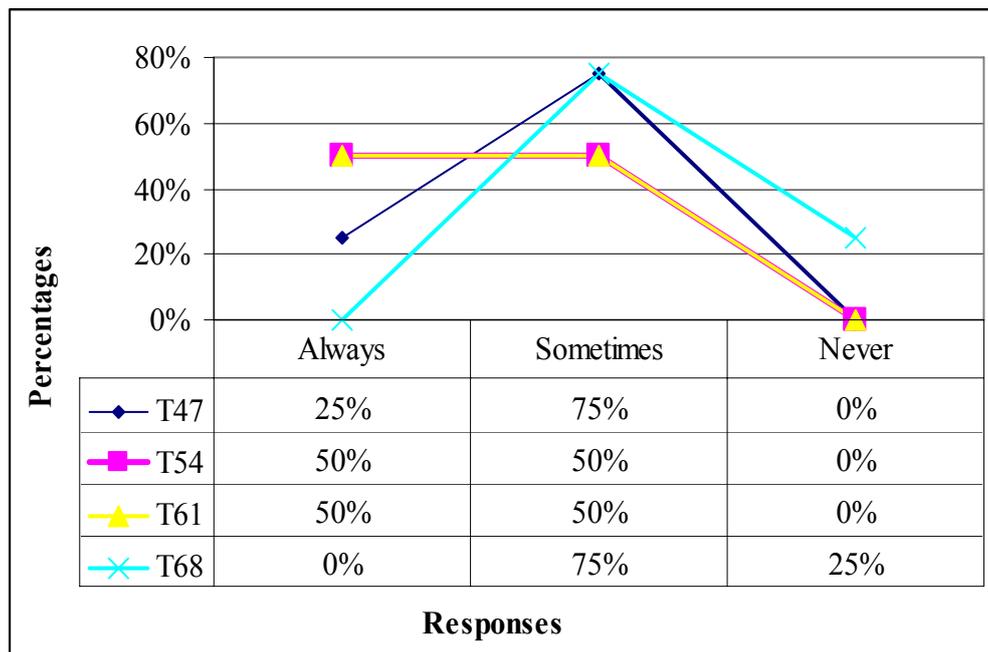


Figure 28: Distribution of responses to question 47: oral individual feedback, question 54: oral pair feedback, question 61: oral group feedback, question 68: oral feedback to whole class (T: Teachers) ($n=4$)

4.2.2.3.5 Written Feedback

Questions 48, 55, 62 and 69 of the questionnaire were designed to investigate whether the teacher gives written feedback in writing tasks. As can be seen in Figure 29, less than half of the learners (45%) report if the teacher gives individual feedback in a writing task, s/he *sometimes* gives written feedback (L48). Almost half of the learners (48%) say if the teacher gives feedback to pairs, s/he *sometimes* gives written feedback (L55). Forty-one percent of the learners state if the teacher gives feedback to small groups, s/he *sometimes* gives written feedback in writing tasks (L62). About half of the learners (45%) note that the teacher *sometimes* gives written feedback if s/he gives feedback to the whole class in a speaking task (L69).

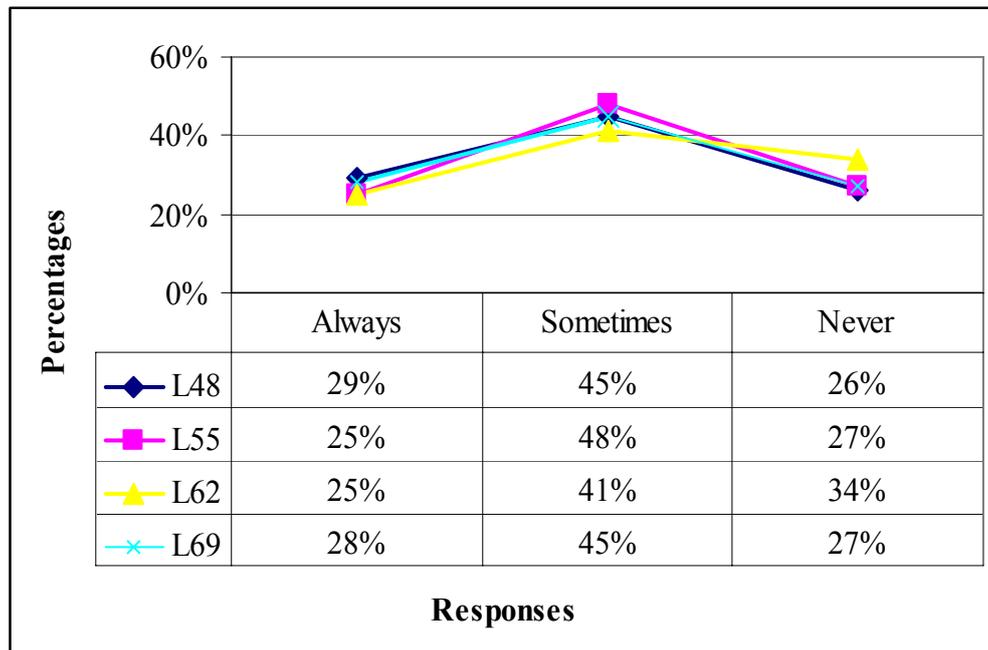


Figure 29: Distribution of responses to question 48: written individual feedback, question 55: written pair feedback, question 62: written group feedback, question 69: written feedback to whole class (L: Learners) ($n=100$)

When we examine Figure 30, we find that the teachers' responses to the same question are quite similar to the learners' responses in Figure 29.

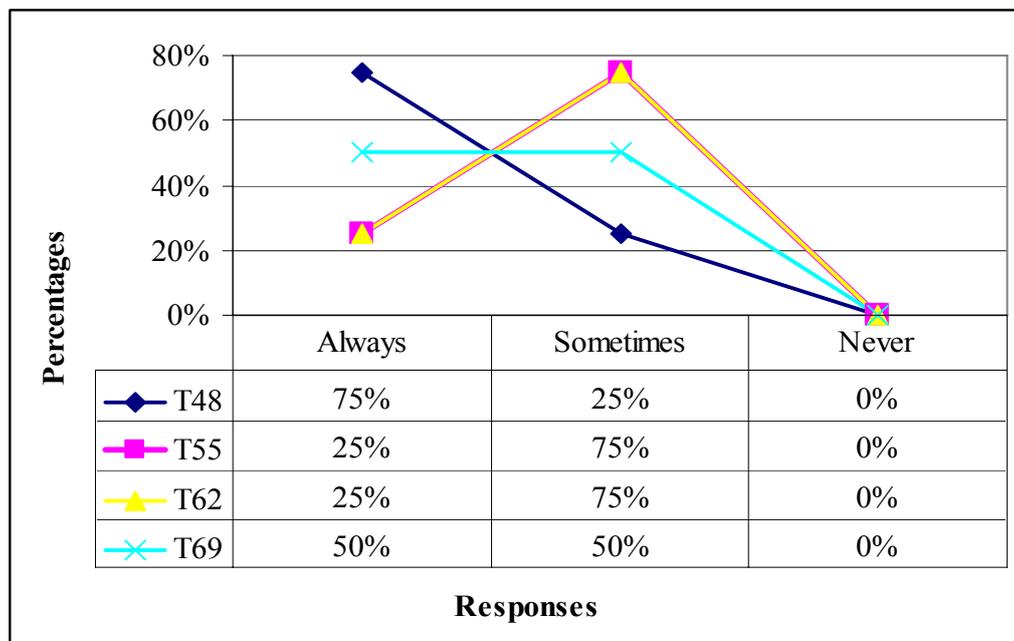


Figure 30: Distribution of responses to question 48: written individual feedback, question 55: written pair feedback, question 62: written group feedback, question 69: written feedback to whole class (T: Teachers) ($n=4$)

As can be seen in Figure 30, a majority of teachers (75%) state if the teacher gives individual feedback, they *always* give written feedback (T48). The percentage (75%) of the teachers who say if the teacher gives feedback to pairs, s/he *sometimes* gives written feedback (T55) while another 75% state if the teacher gives feedback to small groups; s/he *sometimes* gives written feedback (T62). Half of the teachers (50%) report if the teacher gives feedback to the whole class, s/he *always* gives written feedback and the other half (50%) report that the teacher *sometimes* gives written feedback if s/he gives feedback to the whole class in a writing task (T69). Although the findings reveal that there is a preference for written feedback, it is not preferred as much as oral feedback and the reason for this might be that oral feedback is as effective as written feedback and written feedback takes a long time to prepare (Cohen and Herr, 1982) so teachers might find giving oral feedback more practical.

4.2.2.3.6 General Feedback

In the questionnaire, questions 49, 56, 63 and 70 were designed to find out whether the teacher gives general feedback in writing tasks. When Figure 31 is examined, it can be seen that half of the learners (50%) report if the teacher gives individual feedback in a writing task, s/he *sometimes* gives general feedback (L49) while a similar percentage of learners (40%) say the teacher *always* gives general feedback to individual learners (L49). Fifty-four percent of the learners state that their teacher *sometimes* gives general feedback to pairs while 40% say that the teacher *always* gives general feedback (L56). The percentage of learners (51%) who state that the teacher *sometimes* gives general feedback to small groups in writing tasks (L63) and the percentage of learners (51%) who say that the teacher *sometimes* gives general feedback to the whole class (L70) are distributed equally.

When we look at the teachers' responses we see that a very high percentage of the teachers (75%) note that they *sometimes* give general feedback to individual learners (T49), to pairs (T56), to small groups (T63) and to the whole class (T70). This indicates a preference for general feedback by learners and teachers. However, contrary to this finding Brophy (1981) claims that general feedback is not helpful

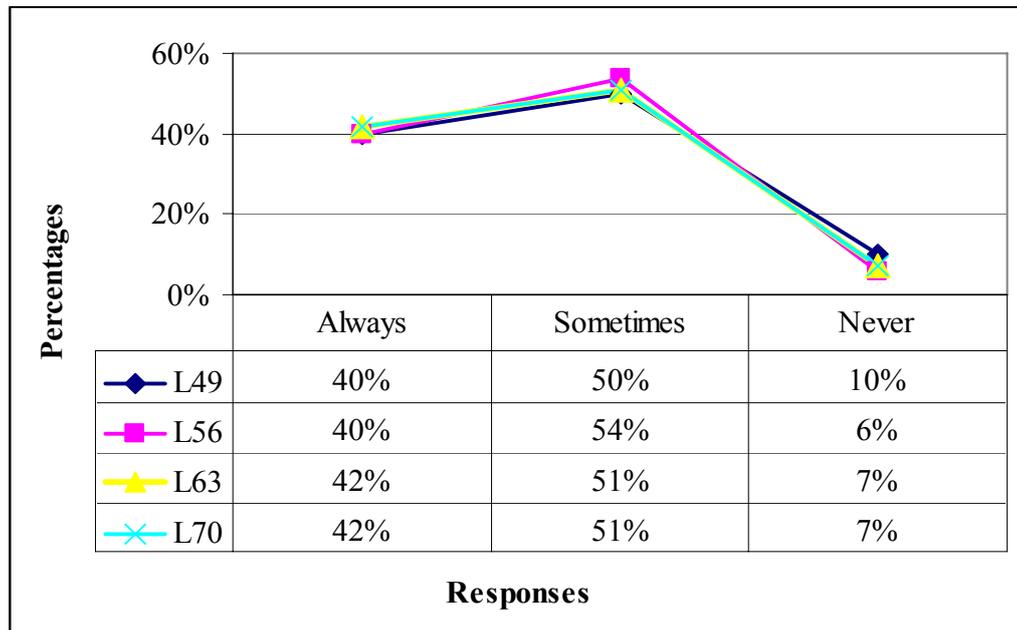


Figure 31: Distribution of responses to question 49: general individual feedback, question 56: general pair feedback, question 63: general group feedback, question 70: general feedback to whole class (L: Learners) ($n= 100$)

for learners, and even cause them to have “lower self-esteem” and “loss of confidence” (p. 27) so general feedback is not suggested.

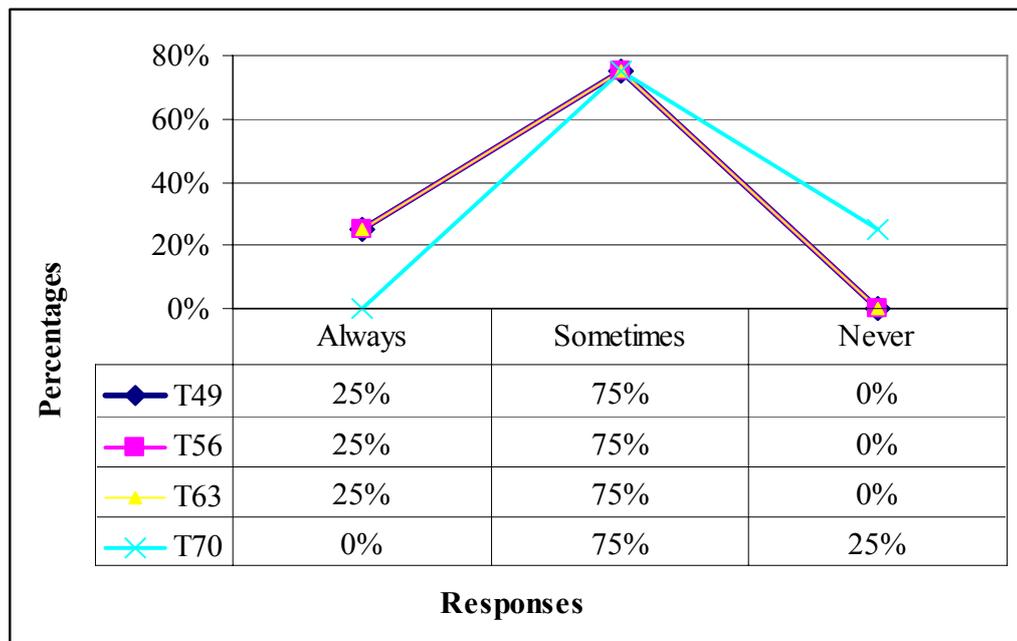


Figure 32: Distribution of responses to question 49: general individual feedback, question 56: general pair feedback, question 63: general group feedback, question 70: general feedback to whole class (T: Teachers) ($n= 4$)

4.2.2.3.7 Detailed Feedback

Questions 50, 57, 64 and 71 of the questionnaire were prepared to find out whether the teacher gives detailed feedback in writing tasks. As Figure 33 shows, a majority of the learners (59%) note that the teacher *sometimes* gives detailed feedback if s/he gives feedback to individual learners (L59), an equally distributed percentage of learners (59%) state that the teacher *sometimes* gives detailed feedback if s/he gives feedback to small groups (L64). Nearly half of the learners (52%) report that the teacher *sometimes* gives detailed feedback if s/he gives feedback to pairs (L57) and 55% of the learners state that the teacher gives detailed feedback if s/he gives feedback to the whole class (L71).

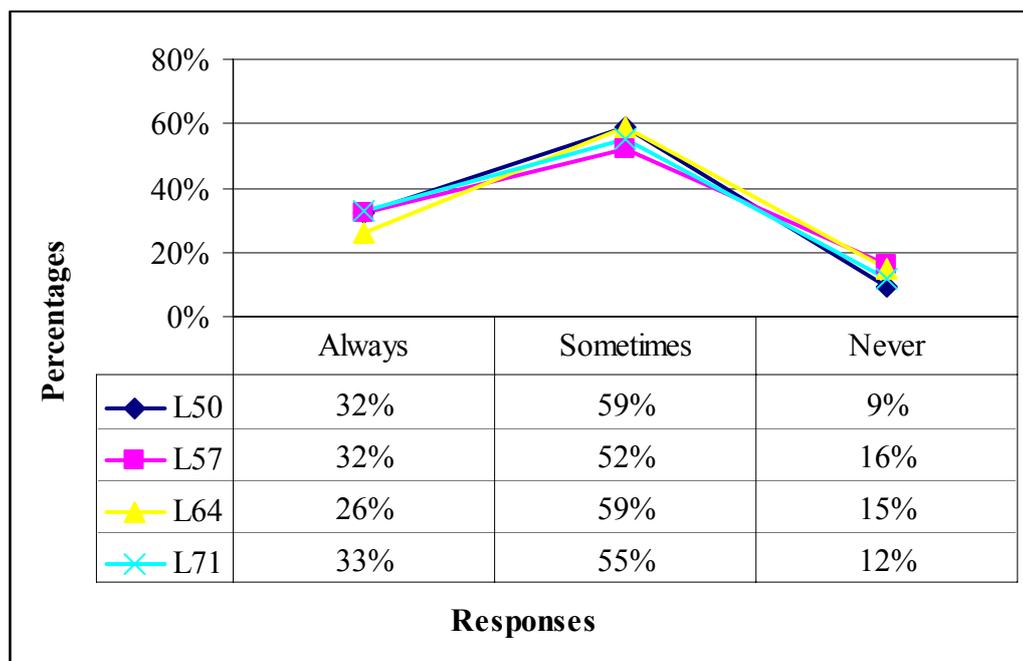


Figure 33: Distribution of responses to question 50: detailed individual feedback, question 57: detailed pair feedback, question 64: detailed group feedback, question 71: detailed feedback to whole class (L: Learners) ($n=100$)

The percentages of the teachers' responses (Figure 34) show that 50% of the teachers *always* give detailed feedback while the other half state that they *sometimes* give detailed feedback to individual learners (T50). A high majority of teachers (75%) say that they *sometimes* give detailed feedback to pairs in writing tasks (T64). The percentage of teachers (50%) report that they *always* give detailed feedback to

small groups is the same with the percentage of teachers (50%) who report that they *sometimes* give detailed feedback (T64). A total of 100% teachers note that they *sometimes* give detailed feedback when they give feedback to the whole class (T71). These findings are congruent with the statements of Brophy (1981) who suggest detailed feedback as informing learners about their performances may be of great help for their improvement.

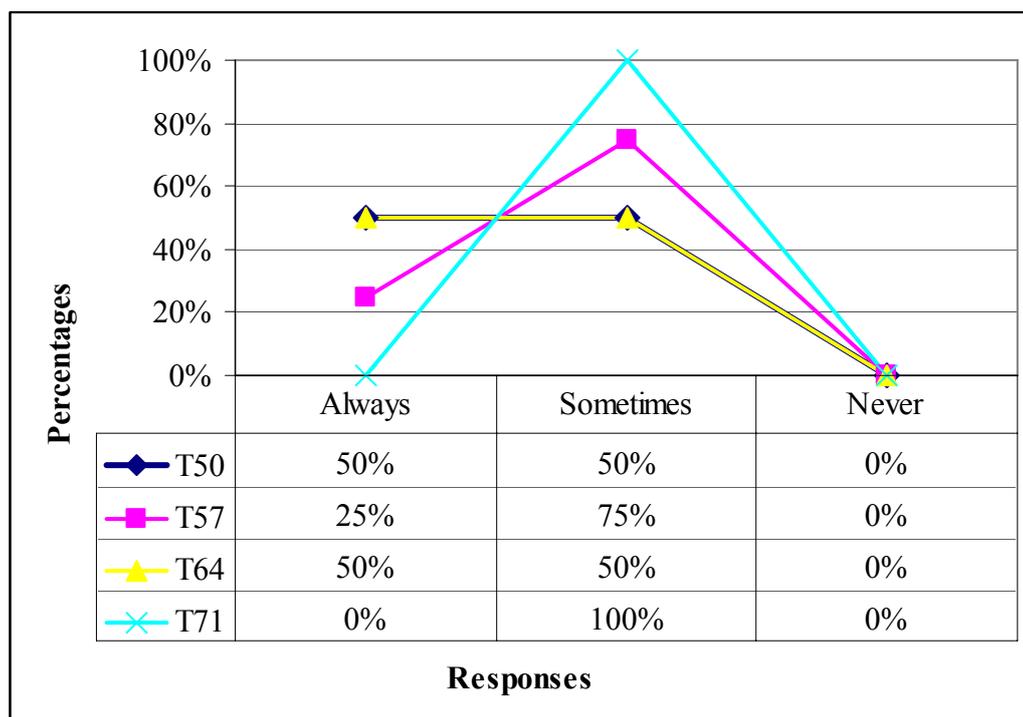


Figure 34: Distribution of responses to question 50: detailed individual feedback, question 57: detailed pair feedback, question 64: detailed group feedback, question 71: detailed feedback to whole class (T: Teachers) ($n=4$)

4.2.2.4 Purpose of Feedback in Writing Tasks

Questions 72, 73, 74, 75 and 76 of the questionnaire were designed to check the aims of feedback in writing tasks. As can be seen in Figure 35, more than half of the learners (58%) say that as a result of the feedback the teacher gives on writing tasks, they can *always* make connections between what they learnt before in class and what they have just learnt (L72). The percentage of the learners (45%) who state that as a result of the feedback the teacher gives on writing tasks, they *always* want to participate more in the lesson (L73) is distributed almost equally with the percentage

of the learners (52%) who note that as a result of the feedback the teacher gives on writing tasks, they *sometimes* want to participate more in the lessons (L73). A majority of the learners (60%) report that as a result of the feedback the teacher gives on writing tasks, they *always* find the opportunity to improve their performance in writing tasks (L74). More than half of the learners (54%) state that as a result of the feedback the teacher gives on writing tasks, they *always* believe that their writing skill has improved (L75). An even higher percentage of the learners (57%) say that as a result of the feedback the teacher gives on writing tasks, they can *always* realize on which subjects they need to focus on more (L76).

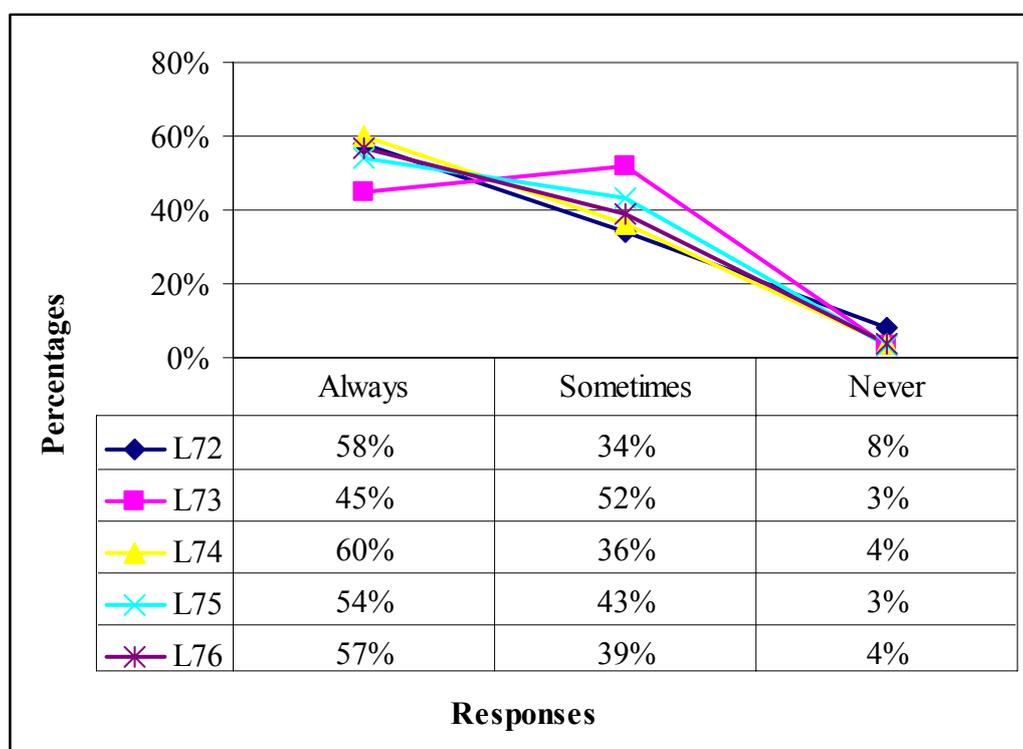


Figure 35: Distribution of responses to question 72: making connections, question 73: encouraged to participate, question 74: improving performance, question 75: improve speaking skills, question 76: realizing the subjects to be improved (L: Learners) ($n= 100$)

When we look at the teachers' responses in Figure 36, we can understand that the percentages of the learners' responses to the questions in this section are quite parallel with the percentages of the learners' responses to the same questions. As Figure 36 shows, a very high percentage of the teachers (75%) state that as a result of the feedback they give in writing tasks, the learners can *always* make connections

between what they learnt before in class and what they have just learnt (T72). All of the teachers (100%) report that as a result of the feedback they give in writing tasks, the learners *sometimes* want to participate more in the lesson (T73). A majority of the teachers (75%) note that as a result of the feedback they give on writing tasks, the learners *sometimes* find the opportunity to improve their performance in writing tasks (T74). A total of 100% teachers report that as a result

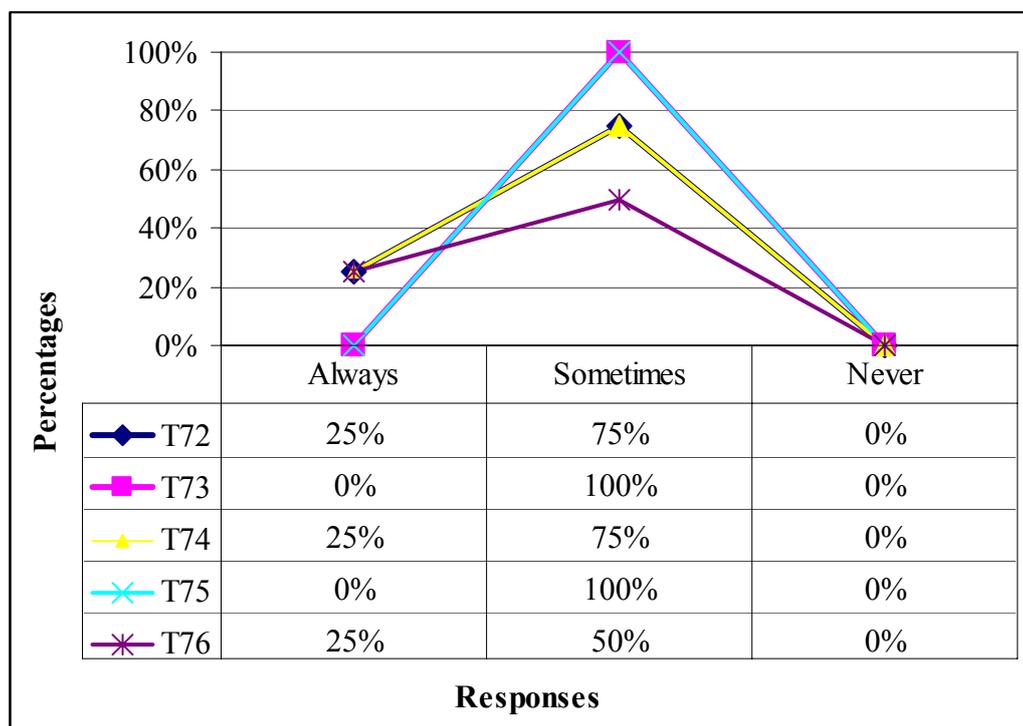


Figure 36: Distribution of responses to question 72: making connections, question 73: encouraged to participate, question 74: improving performance, question 75: improve speaking skills, question 76: realizing the subjects to be improved (T: Teachers) ($n=4$)

of the feedback they give in writing tasks the learners believe that their writing skill has improved (T75). All of the teachers (100%) state that as a result of the feedback they give in writing tasks, the learners can *always* realize on which subjects they need to focus on more (T76). These findings are congruent with the findings of Fosnot (2005).

CHAPTER V: CONCLUSION

5.1 Introduction

The present study, which was conducted at GURACIFL, aimed to determine whether teachers at GURACIFL use constructive feedback in speaking and writing tasks and if so, which techniques they prefer. This chapter introduces the summary of findings with conclusions and recommendations.

5.2 Summary of Findings

In this study, findings about feedback are examined in terms of four aspects which are content, timing, manner and purpose of constructive feedback. The results of the data analysis reveal that constructive feedback is largely used in speaking and writing tasks in ELT classes at GURACIFL. In brief, the following findings are available.

In terms of the research questions from the aspect of content, the findings reveal that there is a preference for giving feedback on the learners' participation in speaking and writing tasks as much as on their performance in these tasks.

In terms of the research questions from the aspect of timing, the data analysis reveals that there is a high tendency for feedback to be given immediately after the speaking and writing tasks. Some of the teachers also prefer to give feedback during the speaking and writing tasks, which is not preferred as much as the former as several researchers and writers in the field suggest (Bee, 1998; Bergquist & Phillips, 1975; Brinko, 1993; Hathaway, 1998). It is good to see that there is not a preference for delayed feedback, which can lead to ineffective or inefficient learning (Ilgen, Fisher and Taylor, 1987).

When we look at the research from the aspect of manner of constructive feedback, we can conclude from the data analysis that when giving feedback the teacher generally looks at the learners faces, maintains eye contact and addresses them by name, which makes the feedback they give constructive (Brinko, 1993). The study shows that there is a preference for oral feedback rather than written feedback.

This finding is congruent with the findings of the study by Brinko (1993) who argued that there is no difference in the effect of oral or written feedback. The data analysis reveals that there is a tendency to use general feedback as much as detailed feedback. As argued previously in this study, it is implied by Brophy (1981) that detailed feedback seems more likely to be encouraging and therefore constructive.

One last aspect of constructive feedback reviewed in this study is related to the aims of constructive feedback. It is concluded from the data analysis that as a result of constructive feedback, learners find it easy to make connections between what they learnt before in the class and what they have just learnt, they want to participate more in speaking and learning tasks, they find the opportunity to improve their performance in speaking and writing tasks, they believe that their speaking and writing skills has improved and they can realize on which subjects they need to focus on more as constructive feedback increases their intrinsic motivation and they have the opportunity to reflect on their performance through the help of the feedback they receive. These findings are congruent with the findings of the study by Fosnot (2005).

As a final comment, it can be concluded that, constructive feedback in speaking and writing tasks, if applied in foreign language teaching classes as suggested, can clearly produce constructive outcomes and helps the learners construct knowledge in a positive way and increases their success as well.

5.3 Implications and Suggestions

Based on the findings of this study, some criteria for constructive feedback can be suggested. First of all, for feedback to be constructive, feedback may involve negative statements as well as positive ones. However, it might be crucial not to use negative statements at the beginning or the end of the feedback process. Second, the feedback given may be on behavior rather than on the individual learner; that is to say, on the learner's performance or/and participation in the speaking and writing tasks. Third, timing of feedback is important. Feedback might be better when given immediately after the learner's performance. Fourth, teacher's role is very important

in giving feedback. Feedback can be constructive if the teacher looks at the learner in the face and maintains eye contact, and also addressing the learners by their names is very important. Therefore, when giving constructive feedback the teacher might encourage the learner for self reflection.

Future research can address classroom observation. An observer might record the instances by either using a checklist or videotaping for categories of feedback which can then be compared with the results of the questionnaire the researcher conducted. Future research could also address the language used in the constructive feedback process. A study on determining the language that can be used when giving constructive feedback can be of great help for the field as there are not sufficient studies as regards the language of constructive feedback. Lastly, future research could address different samples obtained from different schools of Foreign Languages at universities. This could provide a comparison of different types of constructive feedback used in a variety of contexts.

Finally, this study reveals that according to constructivist kind of schools if learning is an intricate process of learning and requires learner and teacher interaction as well as time and analysis of learning by both teachers and learners, it is important that the teachers pay attention to giving the right type of feedback and allowing time for learners to reflect on their own performance.

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APPENDICES

APPENDIX A: ENGLISH VERSION OF THE LEARNER QUESTIONNAIRE

Dear Students,

This questionnaire has been prepared for a research project in order to study the effects of feedback you receive on your performance in speaking and writing tasks. The purpose is NOT to evaluate the instructors and the learners. Your answers to this questionnaire will help with the research on the subject and will not affect your success in the lesson. You do not need to write your names as all responses will be kept confidential.

Please feel free to respond to the questions as they apply to you.

1 = never

2 = sometimes

3 = always

Thank you for your participation.

Aslı ATALI

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| PART I : FEEDBACK TO SPEAKING TASKS |
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- | | | | | | |
|-----------|----------|--|----------|----------|----------|
| A. | 1 | In a speaking task the teacher gives feedback on my performance. | 1 | 2 | 3 |
| | 2 | In a speaking task the teacher gives feedback on my participation. | 1 | 2 | 3 |

- | | | | | | |
|-----------|----------|--|----------|----------|----------|
| B. | 3 | In a speaking task, the teacher gives feedback during the task. | 1 | 2 | 3 |
| | 4 | In a speaking task, the teacher gives feedback immediately after the task. | 1 | 2 | 3 |
| | 5 | In a speaking task, the teacher gives delayed feedback. | 1 | 2 | 3 |

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|-----------|-----------|---|----------|----------|----------|
| C. | 6 | The teacher gives individual feedback in a speaking task. | 1 | 2 | 3 |
| | 7 | If the teacher gives individual feedback in a speaking task, s/he looks at my face and maintains eye contact. | 1 | 2 | 3 |
| | 8 | If the teacher gives individual feedback in a speaking task, s/he addresses me by my name. | 1 | 2 | 3 |
| | 9 | If the teacher gives individual feedback in a speaking task, s/he gives oral feedback. | 1 | 2 | 3 |
| | 10 | If the teacher gives individual feedback in a speaking task, s/he gives written feedback. | 1 | 2 | 3 |
| | 11 | If the teacher gives individual feedback in a speaking task, s/he gives general feedback. | 1 | 2 | 3 |
| | 12 | If the teacher gives individual feedback in a speaking task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|---|----------|----------|----------|
| D. 13 | The teacher gives feedback to pairs in a speaking task. | 1 | 2 | 3 |
| 14 | If the teacher gives feedback to pairs in a speaking task, s/he looks at our faces and maintains eye contact. | 1 | 2 | 3 |
| 15 | If the teacher gives feedback to pairs in a speaking task, s/he addresses us by our names. | 1 | 2 | 3 |
| 16 | If the teacher gives feedback to pairs in a speaking task, s/he gives oral feedback. | 1 | 2 | 3 |
| 17 | If the teacher gives feedback to pairs in a speaking task, s/he gives written feedback. | 1 | 2 | 3 |
| 18 | If the teacher gives feedback to pairs in a speaking task, s/he gives general feedback. | 1 | 2 | 3 |
| 19 | If the teacher gives feedback to pairs in a speaking task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|--|----------|----------|----------|
| E. 20 | The teacher gives feedback to small groups in a speaking task. | 1 | 2 | 3 |
| 21 | If the teacher gives feedback to small groups in a speaking task, s/he looks at our faces and maintains eye contact. | 1 | 2 | 3 |
| 22 | If the teacher gives feedback to small groups in a speaking task, s/he addresses us by our names. | 1 | 2 | 3 |
| 23 | If the teacher gives feedback to small groups in a speaking task, s/he gives oral feedback. | 1 | 2 | 3 |
| 24 | If the teacher gives feedback to small groups in a speaking task, s/he gives written feedback. | 1 | 2 | 3 |
| 25 | If the teacher gives feedback to small groups in a speaking task, s/he gives general feedback. | 1 | 2 | 3 |
| 26 | If the teacher gives feedback to small groups in a speaking task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|---|----------|----------|----------|
| F. 27 | The teacher gives feedback to the whole class in a speaking task. | 1 | 2 | 3 |
| 28 | If the teacher gives feedback to the whole class in a speaking task, s/he looks at our faces and maintains eye contact. | 1 | 2 | 3 |
| 29 | If the teacher gives feedback to the whole class in a speaking task, s/he addresses us by our names. | 1 | 2 | 3 |
| 30 | If the teacher gives feedback to the whole class in a speaking task, s/he gives oral feedback. | 1 | 2 | 3 |
| 31 | If the teacher gives feedback to the whole class in a speaking task, s/he gives written feedback. | 1 | 2 | 3 |
| 32 | If the teacher gives feedback to the whole class in a speaking task, s/he gives general feedback. | 1 | 2 | 3 |
| 33 | If the teacher gives feedback to the whole class in a speaking task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| G. 34 | As a result of the feedback the teacher gives on speaking tasks, I can make connections between what I learnt before in class and what I have just learnt. | 1 | 2 | 3 |
| 35 | As a result of the feedback the teacher gives on speaking tasks, I want to participate more in the lesson. | 1 | 2 | 3 |
| 36 | As a result of the feedback the teacher gives on speaking tasks, I find the opportunity to improve my performance in speaking tasks. | 1 | 2 | 3 |
| 37 | As a result of the feedback the teacher gives on speaking tasks, I believe that my speaking skill has improved. | 1 | 2 | 3 |
| 38 | As a result of the feedback the teacher gives on speaking tasks, I can realize on which subjects I need to focus on more. | 1 | 2 | 3 |

PART II : FEEDBACK TO WRITING TASKS

| | | | | |
|--------------|---|---|---|---|
| H. 39 | In a writing task the teacher gives feedback on my performance. | 1 | 2 | 3 |
| 40 | In a writing task the teacher gives feedback on my participation. | 1 | 2 | 3 |

| | | | | |
|--------------|---|---|---|---|
| I. 41 | In a writing task, the teacher gives feedback during the task. | 1 | 2 | 3 |
| 42 | In a writing task, the teacher gives feedback immediately after the task. | 1 | 2 | 3 |
| 43 | In a writing task, the teacher gives delayed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| J. 44 | The teacher gives individual feedback in a writing task. | 1 | 2 | 3 |
| 45 | If the teacher gives individual feedback in a writing task, s/he looks at my face and maintains eye contact. | 1 | 2 | 3 |
| 46 | If the teacher gives individual feedback in a writing task, s/he addresses me by my name. | 1 | 2 | 3 |
| 47 | If the teacher gives individual feedback in a writing task, s/he gives oral feedback. | 1 | 2 | 3 |
| 48 | If the teacher gives individual feedback in a writing task, s/he gives written feedback. | 1 | 2 | 3 |
| 49 | If the teacher gives individual feedback in a writing task, s/he gives general feedback. | 1 | 2 | 3 |
| 50 | If the teacher gives individual feedback in a writing task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| K. 51 | The teacher gives feedback to pairs in a writing task. | 1 | 2 | 3 |
| 52 | If the teacher gives feedback to pairs in a writing task, s/he looks at our faces and maintains eye contact. | 1 | 2 | 3 |
| 53 | If the teacher gives feedback to pairs in a writing task, s/he addresses us by our names. | 1 | 2 | 3 |
| 54 | If the teacher gives feedback to pairs in a writing task, s/he gives oral feedback. | 1 | 2 | 3 |
| 55 | If the teacher gives feedback to pairs in a writing task, s/he gives written feedback. | 1 | 2 | 3 |
| 56 | If the teacher gives feedback to pairs in a writing task, s/he gives general feedback. | 1 | 2 | 3 |
| 57 | If the teacher gives feedback to pairs in a writing task, s/he gives detailed feedback. | 1 | 2 | 3 |

| | | |
|--------------|---|--------------|
| L. 58 | The teacher gives feedback to small groups in a writing task. | 1 2 3 |
| 59 | If the teacher gives feedback to small groups in a writing task, s/he looks at our faces and maintains eye contact. | 1 2 3 |
| 60 | If the teacher gives feedback to small groups in a writing task, s/he addresses us by our names. | 1 2 3 |
| 61 | If the teacher gives feedback to small groups in a writing task, s/he gives oral feedback. | 1 2 3 |
| 62 | If the teacher gives feedback to small groups in a writing task, s/he gives written feedback. | 1 2 3 |
| 63 | If the teacher gives feedback to small groups in a writing task, s/he gives general feedback. | 1 2 3 |
| 64 | If the teacher gives feedback to small groups in a writing task, s/he gives detailed feedback. | 1 2 3 |

| | | |
|--------------|--|--------------|
| M. 65 | The teacher gives feedback to the whole class in a writing task. | 1 2 3 |
| 66 | If the teacher gives feedback to the whole class in a writing task, s/he looks at our faces and maintains eye contact. | 1 2 3 |
| 67 | If the teacher gives feedback to the whole class in a writing task, s/he addresses us by our names. | 1 2 3 |
| 68 | If the teacher gives feedback to the whole class in a writing task, s/he gives oral feedback. | 1 2 3 |
| 69 | If the teacher gives feedback to the whole class in a writing task, s/he gives written feedback. | 1 2 3 |
| 70 | If the teacher gives feedback to the whole class in a writing task, s/he gives general feedback. | 1 2 3 |
| 71 | If the teacher gives feedback to the whole class in a writing task, s/he gives detailed feedback. | 1 2 3 |

| | | |
|--------------|---|--------------|
| N. 72 | As a result of the feedback the teacher gives on writing tasks, I can make connections between what I learnt before in class and what I have just learnt. | 1 2 3 |
| 73 | As a result of the feedback the teacher gives on writing tasks, I want to participate more in the lesson. | 1 2 3 |
| 74 | As a result of the feedback the teacher gives on writing tasks, I find the opportunity to improve my performance in writing tasks. | 1 2 3 |
| 75 | As a result of the feedback the teacher gives on writing tasks, I believe that my writing skill has improved. | 1 2 3 |
| 76 | As a result of the feedback the teacher gives on writing tasks, I can realize on which subjects I need to focus on more. | 1 2 3 |

**APPENDIX B: TURKISH VERSION OF
THE LEARNER QUESTIONNAIRE**

Sevgili öğrenciler,

Bu anket konuşma ve yazma etkinliklerinde gösterdiğiniz performans ile ilgili aldığınız geribildirim performansınız ve öğrenmeniz üzerindeki etkilerini değerlendirmek amacıyla hazırlanmıştır. Bu ankete vereceğiniz cevaplar yalnızca bu çalışmaya yardımcı olacak ve derslerinizdeki başarınızı etkilemeyecektir. Cevaplarınız saklı kalacaktır bu nedenle adınızı yazmak zorunda değilsiniz. Lütfen soruları içtenlikle cevaplayınız.

Lütfen sizin için en uygun olan seçeneği işaretleyiniz.

1= hiçbir zaman

2 =bazen

3= her zaman

Katılımınız için teşekkürler.

Aslı ATALI

BÖLÜM I: KONUŞMA ETKİNLİKLERİNDE GERİBİLDİRİM

| | | | | |
|-----------|---|----------|----------|----------|
| A. | 1 Öğretmen konuşma etkinliklerinde performansına geribildirim verir. | 1 | 2 | 3 |
| | 2 Öğretmen konuşma etkinliklerine katılımına geribildirim verir. | 1 | 2 | 3 |
| B. | 3 Öğretmen, konuşma etkinliklerinde etkinlik esnasında geribildirim verir. | 1 | 2 | 3 |
| | 4 Öğretmen, konuşma etkinliklerinde etkinlikten hemen sonra geribildirim verir. | 1 | 2 | 3 |
| | 5 Öğretmen, konuşma etkinliklerinde daha sonra geribildirim verir. | 1 | 2 | 3 |
| C. | 6 Öğretmen konuşma etkinliklerinde bireysel geribildirim verir. | 1 | 2 | 3 |
| | 7 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, yüzüne bakar ve benimle göz teması kurar. | 1 | 2 | 3 |
| | 8 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, bana adım ile hitap eder. | 1 | 2 | 3 |
| | 9 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| | 10 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| | 11 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| | 12 Öğretmen, konuşma etkinliklerinde bireysel geribildirim verirse, detaylı geribildirim verir. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| D. 13 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verir. | 1 | 2 | 3 |
| 14 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, yüzümüze bakar ve benimle göz teması kurar. | 1 | 2 | 3 |
| 15 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, bize adımızla hitap eder. | 1 | 2 | 3 |
| 16 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 17 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 18 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 19 | Öğretmen konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| E. 20 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verir. | 1 | 2 | 3 |
| 21 | Öğretmen, konuşma etkinliklerinde gruplara geribildirim verirse, yüzümüze bakar ve bizimle göz teması kurar. | 1 | 2 | 3 |
| 22 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verirse, bize adımızla hitap eder. | 1 | 2 | 3 |
| 23 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 24 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 25 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 26 | Öğretmen konuşma etkinliklerinde gruplara geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

| | | | | |
|--------------|--|---|---|---|
| F. 27 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verir. | 1 | 2 | 3 |
| 28 | Öğretmen, konuşma etkinliklerinde tüm sınıfa geribildirim verirse, yüzümüze bakar ve bizimle göz teması kurar. | 1 | 2 | 3 |
| 29 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verirse, bize adımızla hitap eder. | 1 | 2 | 3 |
| 30 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 31 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 32 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 33 | Öğretmen konuşma etkinliklerinde tüm sınıfa geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

| | | | | |
|--------------|---|---|---|---|
| G. 34 | Öğretmenin konuşma etkinliklerinde verdiği geribildirim sonucunda, önceden sınıfta öğrendiklerim ile yeni öğrendiklerim arasında bağlantılar kurabiliyorum. | 1 | 2 | 3 |
| 35 | Öğretmenin konuşma etkinliklerinde verdiği geribildirim sonucunda, derslere daha fazla katılmak istiyorum. | 1 | 2 | 3 |
| 36 | Öğretmenin konuşma etkinliklerinde verdiği geribildirim sonucunda, konuşma becerimi geliştirme imkanı buluyorum. | 1 | 2 | 3 |
| 37 | Öğretmenin konuşma etkinliklerinde verdiği geribildirim sonucunda, konuşma becerimin geliştiğine inanıyorum. | 1 | 2 | 3 |
| 38 | Öğretmenin konuşma etkinliklerinde verdiği geribildirim sonucunda, hangi konular üzerine daha fazla yoğunlaşmam gerektiğini anlıyorum. | 1 | 2 | 3 |

BÖLÜM II: YAZMA ETKİNLİKLERİNDE GERİBİLDİRİM

| | | | | |
|--------------|--|---|---|---|
| H. 39 | Öğretmen yazma etkinliklerinde performansına geribildirim verir. | 1 | 2 | 3 |
| 40 | Öğretmen yazma etkinliklerine katılımıma geribildirim verir. | 1 | 2 | 3 |

| | | | | |
|--------------|---|---|---|---|
| I. 41 | Öğretmen, yazma etkinliklerinde etkinlik esnasında geribildirim verir. | 1 | 2 | 3 |
| 42 | Öğretmen, yazma etkinliklerinde etkinlikten hemen sonra geribildirim verir. | 1 | 2 | 3 |
| 43 | Öğretmen, yazma etkinliklerinde daha sonra geribildirim verir. | 1 | 2 | 3 |

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|--------------|--|---|---|---|
| J. 44 | Öğretmen yazma etkinliklerinde bireysel geribildirim verir. | 1 | 2 | 3 |
| 45 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, yüzüme bakar ve benimle göz teması kurar. | 1 | 2 | 3 |
| 46 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, bana adım ile hitap eder. | 1 | 2 | 3 |
| 47 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 48 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 49 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 50 | Öğretmen, yazma etkinliklerinde bireysel geribildirim verirse, detaylı geribildirim verir. | 1 | 2 | 3 |

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|-------------|--|---|---|---|
| K 51 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verir. | 1 | 2 | 3 |
| 52 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, yüzümüze bakar ve benimle göz teması kurar. | 1 | 2 | 3 |
| 53 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, bize adımla hitap eder. | 1 | 2 | 3 |
| 54 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |

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|----|--|---|---|---|
| 55 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 56 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 57 | Öğretmen yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

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|-------|--|---|---|---|
| L. 58 | Öğretmen yazma etkinliklerinde gruplara geribildirim verir. | 1 | 2 | 3 |
| 59 | Öğretmen, yazma etkinliklerinde gruplara geribildirim verirse, yüzümüze bakar ve bizimle göz teması kurar. | 1 | 2 | 3 |
| 60 | Öğretmen yazma etkinliklerinde gruplara geribildirim verirse, bize adımızla hitap eder. | 1 | 2 | 3 |
| 61 | Öğretmen yazma etkinliklerinde gruplara geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 62 | Öğretmen yazma etkinliklerinde gruplara geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 63 | Öğretmen yazma etkinliklerinde gruplara geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 64 | Öğretmen yazma etkinliklerinde gruplara geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

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|-------|--|---|---|---|
| M. 65 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verir. | 1 | 2 | 3 |
| 66 | Öğretmen, yazma etkinliklerinde tüm sınıfa geribildirim verirse, yüzümüze bakar ve bizimle göz teması kurar. | 1 | 2 | 3 |
| 67 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verirse, bize adımızla hitap eder. | 1 | 2 | 3 |
| 68 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verirse, sözlü geribildirim verir. | 1 | 2 | 3 |
| 69 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verirse, yazılı geribildirim verir. | 1 | 2 | 3 |
| 70 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verirse, genel geribildirim verir. | 1 | 2 | 3 |
| 71 | Öğretmen yazma etkinliklerinde tüm sınıfa geribildirim verirse, ayrıntılı geribildirim verir. | 1 | 2 | 3 |

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|-------|---|---|---|---|
| N. 72 | Öğretmenin yazma etkinliklerinde verdiği geribildirim sonucunda, önceden sınıfta öğrendiklerim ile yeni öğrendiklerim arasında bağlantılar kurabiliyorum. | 1 | 2 | 3 |
| 73 | Öğretmenin yazma etkinliklerinde verdiği geribildirim sonucunda, derslere daha fazla katılmak istiyorum. | 1 | 2 | 3 |
| 74 | Öğretmenin yazma etkinliklerinde verdiği geribildirim sonucunda, yazma becerimi geliştirme imkanı buluyorum. | 1 | 2 | 3 |
| 75 | Öğretmenin yazma etkinliklerinde verdiği geribildirim sonucunda, yazma becerimin geliştiğine inanıyorum. | 1 | 2 | 3 |
| 76 | Öğretmenin yazma etkinliklerinde verdiği geribildirim sonucunda, hangi konular üzerine daha fazla yoğunlaşmam gerektiğini anlıyorum. | 1 | 2 | 3 |

**APPENDIX C: ENGLISH VERSION OF
THE TEACHER QUESTIONNAIRE**

Dear Colleagues,

This questionnaire has been prepared for a research project in order to study the effects of feedback the learners receive on their performance in speaking and writing tasks. The purpose is NOT to evaluate the instructors and the learners. Your answers to this questionnaire will help with the research on the subject. You do not need to write your names as all responses will be kept confidential.

Please feel free to respond to the questions as they apply to you.

1 = never

2 = sometimes

3 = always

Thank you for your participation.

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| PART I : FEEDBACK TO SPEAKING TASKS |
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- | | | | |
|------------|----------|--|--------------|
| A . | 1 | In a speaking task I give feedback on the learners' performance. | 1 2 3 |
| | 2 | In a speaking task I give feedback on the learners' participation. | 1 2 3 |

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|-----------|----------|---|--------------|
| B. | 3 | In a speaking task, I give feedback during the task. | 1 2 3 |
| | 4 | In a speaking task, I give feedback immediately after the task. | 1 2 3 |
| | 5 | In a speaking task, I give delayed feedback. | 1 2 3 |

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|-----------|-----------|--|--------------|
| C. | 6 | I give individual feedback in a speaking task. | 1 2 3 |
| | 7 | If I give individual feedback in a speaking task, I look at the learner's face and maintain eye contact. | 1 2 3 |
| | 8 | If I give individual feedback in a speaking task, I address the learner by his/her name. | 1 2 3 |
| | 9 | If I give individual feedback in a speaking task, I give oral feedback. | 1 2 3 |
| | 10 | If I give individual feedback in a speaking task, I give written feedback. | 1 2 3 |
| | 11 | If I give individual feedback in a speaking task, I give general feedback. | 1 2 3 |
| | 12 | If I give individual feedback in a speaking task, I give detailed feedback. | 1 2 3 |

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|-----------|-----------|---|--------------|
| D. | 13 | I give feedback to pairs in a speaking task. | 1 2 3 |
| | 14 | If I give feedback to pairs in a speaking task, I look at the learners' faces and maintain eye contact. | 1 2 3 |
| | 15 | If I give feedback to pairs in a speaking task, I address the learners by their names. | 1 2 3 |

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|-----------|---|----------|----------|----------|
| 16 | If I give feedback to pairs in a speaking task, I give oral feedback. | 1 | 2 | 3 |
| 17 | If I give feedback to pairs in a speaking task, I give written feedback. | 1 | 2 | 3 |
| 18 | If I give feedback to pairs in a speaking task, I give general feedback. | 1 | 2 | 3 |
| 19 | If I give feedback to pairs in a speaking task, I give detailed feedback. | 1 | 2 | 3 |

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|--------------|--|----------|----------|----------|
| E. 20 | I give feedback to small groups in a speaking task. | 1 | 2 | 3 |
| 21 | If I give feedback to small groups in a speaking task, I look at the learners' faces and maintain eye contact. | 1 | 2 | 3 |
| 22 | If I give feedback to small groups in a speaking task, I address the learners by their names. | 1 | 2 | 3 |
| 23 | If I give feedback to small groups in a speaking task, I give oral feedback. | 1 | 2 | 3 |
| 24 | If I give feedback to small groups in a speaking task, I give written feedback. | 1 | 2 | 3 |
| 25 | If I give feedback to small groups in a speaking task, I give general feedback. | 1 | 2 | 3 |
| 26 | If I give feedback to small groups in a speaking task, I give detailed feedback. | 1 | 2 | 3 |

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|--------------|---|----------|----------|----------|
| F. 27 | I give feedback to the whole class in a speaking task. | 1 | 2 | 3 |
| 28 | If I give feedback to the whole class in a speaking task, I look at the learners' faces and maintain eye contact. | 1 | 2 | 3 |
| 29 | If I give feedback to the whole class in a speaking task, I address the learners by their names. | 1 | 2 | 3 |
| 30 | If I give feedback to the whole class in a speaking task, I give oral feedback. | 1 | 2 | 3 |
| 31 | If I give feedback to the whole class in a speaking task, I give written feedback. | 1 | 2 | 3 |
| 32 | If I give feedback to the whole class in a speaking task, I give general feedback. | 1 | 2 | 3 |
| 33 | If I give feedback to the whole class in a speaking task, I give detailed feedback. | 1 | 2 | 3 |

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|--------------|--|----------|----------|----------|
| G. 34 | As a result of the feedback I give on speaking tasks, the learners can make connections between what they learnt before in class and what they have just learnt. | 1 | 2 | 3 |
| 35 | As a result of the feedback I give on speaking tasks, the learners want to participate more in the lesson. | 1 | 2 | 3 |
| 36 | As a result of the feedback I give on speaking tasks, the learners find the opportunity to improve their performance in speaking tasks. | 1 | 2 | 3 |
| 37 | As a result of the feedback I give on speaking tasks, the learners believe that their speaking skill has improved. | 1 | 2 | 3 |
| 38 | As a result of the feedback I give on speaking tasks, the learners can realize on which subjects they need to focus on more. | 1 | 2 | 3 |

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| PART II : FEEDBACK TO WRITING TASKS |
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| | | | |
|-----------|-----------|---|--------------|
| H. | 39 | In a writing task I give feedback on the learners' performance. | 1 2 3 |
| | 40 | In a writing task I give feedback on the learners' participation. | 1 2 3 |

| | | | |
|-----------|-----------|--|--------------|
| I. | 41 | In a writing task, I give feedback during the task. | 1 2 3 |
| | 42 | In a writing task, I give feedback immediately after the task. | 1 2 3 |
| | 43 | In a writing task, I give delayed feedback. | 1 2 3 |

| | | | |
|-----------|-----------|---|--------------|
| J. | 44 | I give individual feedback in a writing task. | 1 2 3 |
| | 45 | If I give individual feedback in a writing task, I look at the learner's face and maintain eye contact. | 1 2 3 |
| | 46 | If I give individual feedback in a writing task, I address the learner by his/her name. | 1 2 3 |
| | 47 | If I give individual feedback in a writing task, I give oral feedback. | 1 2 3 |
| | 48 | If I give individual feedback in a writing task, I give written feedback. | 1 2 3 |
| | 49 | If I give individual feedback in a writing task, I give general feedback. | 1 2 3 |
| | 50 | If I give individual feedback in a writing task, I give detailed feedback. | 1 2 3 |

| | | | |
|----------|-----------|--|--------------|
| K | 51 | I give feedback to pairs in a writing task. | 1 2 3 |
| | 52 | If I give feedback to pairs in a writing task, I look at the learners' faces and maintain eye contact. | 1 2 3 |
| | 53 | If I give feedback to pairs in a writing task, I address the learners by their names. | 1 2 3 |
| | 54 | If I give feedback to pairs in a writing task, I give oral feedback. | 1 2 3 |
| | 55 | If I give feedback to pairs in a writing task, I give written feedback. | 1 2 3 |
| | 56 | If I give feedback to pairs in a writing task, I give general feedback. | 1 2 3 |
| | 57 | If I give feedback to pairs in a writing task, I give detailed feedback. | 1 2 3 |

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|-----------|-----------|---|--------------|
| L. | 58 | I give feedback to small groups in a writing task. | 1 2 3 |
| | 59 | If I give feedback to small groups in a writing task, I look at the learners' faces and maintain eye contact. | 1 2 3 |
| | 60 | If I give feedback to small groups in a writing task, I address the learners by their names. | 1 2 3 |
| | 61 | If I give feedback to small groups in a writing task, I give oral feedback. | 1 2 3 |
| | 62 | If I give feedback to small groups in a writing task, I give written feedback. | 1 2 3 |
| | 63 | If I give feedback to small groups in a writing task, I give general feedback. | 1 2 3 |
| | 64 | If I give feedback to small groups in a writing task, I give detailed feedback. | 1 2 3 |

| | | |
|--------------|--|--------------|
| M. 65 | I give feedback to the whole class in a writing task. | 1 2 3 |
| 66 | If I give feedback to the whole class in a writing task, I look at the learners' faces and maintain eye contact. | 1 2 3 |
| 67 | If I give feedback to the whole class in a writing task, I address the learners by their names. | 1 2 3 |
| 68 | If I give feedback to the whole class in a writing task, I give oral feedback. | 1 2 3 |
| 69 | If I give feedback to the whole class in a writing task, I give written feedback. | 1 2 3 |
| 70 | If I give feedback to the whole class in a writing task, I give general feedback. | 1 2 3 |
| 71 | If I give feedback to the whole class in a writing task, I give detailed feedback. | 1 2 3 |

| | | |
|--------------|---|--------------|
| N. 72 | As a result of the feedback I give on writing tasks, the learners can make connections between what they learnt before in class and what they have just learnt. | 1 2 3 |
| 73 | As a result of the feedback I give on writing tasks, the learners want to participate more in the lesson. | 1 2 3 |
| 74 | As a result of the feedback I give on writing tasks, the learners find the opportunity to improve their performance in writing tasks. | 1 2 3 |
| 75 | As a result of the feedback I give on writing tasks, the learners believe that their writing skill has improved. | 1 2 3 |
| 76 | As a result of the feedback I give on writing tasks, the learners can realize on which subjects they need to focus on more. | 1 2 3 |

**APPENDIX D: TURKISH VERSION OF
THE TEACHER QUESTIONNAIRE**

Sevgili Meslektaşlarım,

Bu anket konuşma ve yazma etkinliklerinde gösterdiğiniz performans ile ilgili aldığımız geribildirim performansınız ve öğrenmeniz üzerindeki etkilerini değerlendirmek amacıyla hazırlanmıştır. Bu ankete vereceğiniz cevaplar yalnızca bu çalışmaya yardımcı olacak ve öğrencilerinizin derslerdeki başarılarını etkilemeyecektir. Cevaplarınız saklı kalacaktır bu nedenle adınızı yazmak zorunda değilsiniz. Lütfen soruları içtenlikle cevaplayınız.

Lütfen sizin için en uygun olan seçeneği işaretleyiniz.

1= hiçbir zaman

2 =bazen

3= her zaman

Katılımınız için teşekkürler.

Aslı ATALI

BÖLÜM I: KONUŞMA ETKİNLİKLERİNDE GERİBİLDİRİM

| | | | | |
|-----------|---|----------|----------|----------|
| A. | 1 Konuşma etkinliklerinde öğrencilerin performansına geribildirim veririm. | 1 | 2 | 3 |
| | 2 Konuşma etkinliklerinde öğrencilerin katılımına geribildirim veririm. | 1 | 2 | 3 |
| B. | 3 Konuşma etkinliklerinde etkinlik esnasında geribildirim veririm. | 1 | 2 | 3 |
| | 4 Konuşma etkinliklerinde etkinlikten hemen sonra geribildirim veririm. | 1 | 2 | 3 |
| | 5 Konuşma etkinliklerinde daha sonra geribildirim veririm. | 1 | 2 | 3 |
| C. | 6 Konuşma etkinliklerinde bireysel geribildirim veririm. | 1 | 2 | 3 |
| | 7 Konuşma etkinliklerinde bireysel geribildirim veririm, öğrencinin yüzüne bakar ve onlarla göz teması kurarım. | 1 | 2 | 3 |
| | 8 Konuşma etkinliklerinde bireysel geribildirim veririm, öğrenciye adı ile hitap ederim. | 1 | 2 | 3 |
| | 9 Konuşma etkinliklerinde bireysel geribildirim veririm, sözlü geribildirim veririm. | 1 | 2 | 3 |
| | 10 Konuşma etkinliklerinde bireysel geribildirim veririm, yazılı geribildirim veririm. | 1 | 2 | 3 |
| | 11 Konuşma etkinliklerinde bireysel geribildirim veririm, genel geribildirim veririm. | 1 | 2 | 3 |
| | 12 Konuşma etkinliklerinde bireysel geribildirim veririm, detaylı geribildirim veririm. | 1 | 2 | 3 |
| D. | 13 Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm. | 1 | 2 | 3 |
| | 14 Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, öğrencilerin yüzlerine bakar ve onlarla göz teması kurarım. | 1 | 2 | 3 |

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| 15 | Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirsem, öğrencilere adları ile hitap ederim. | 1 | 2 | 3 |
| 16 | Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirsem, sözlü geribildirim veririm. | 1 | 2 | 3 |
| 17 | Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirsem, yazılı geribildirim veririm. | 1 | 2 | 3 |
| 18 | Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirsem, genel geribildirim veririm. | 1 | 2 | 3 |
| 19 | Konuşma etkinliklerinde ikili çalışmalarda eşlere geribildirim verirsem, ayrıntılı geribildirim veririm. | 1 | 2 | 3 |

| | | | | | |
|----|----|---|---|---|---|
| E. | 20 | Konuşma etkinliklerinde gruplara geribildirim veririm. | 1 | 2 | 3 |
| | 21 | Konuşma etkinliklerinde gruplara geribildirim verirsem, öğrencilerin yüzlerine bakar ve onlarla göz teması kurarım. | 1 | 2 | 3 |
| | 22 | Konuşma etkinliklerinde gruplara geribildirim verirsem, öğrencilere adları ile hitap ederim. | 1 | 2 | 3 |
| | 23 | Konuşma etkinliklerinde gruplara geribildirim verirsem, sözlü geribildirim veririm. | 1 | 2 | 3 |
| | 24 | Konuşma etkinliklerinde gruplara geribildirim verirsem, yazılı geribildirim veririm. | 1 | 2 | 3 |
| | 25 | Konuşma etkinliklerinde gruplara geribildirim verirsem, genel geribildirim veririm. | 1 | 2 | 3 |
| | 26 | Konuşma etkinliklerinde gruplara geribildirim verirsem, ayrıntılı geribildirim veririm. | 1 | 2 | 3 |

| | | | | | |
|----|----|---|---|---|---|
| F. | 27 | Konuşma etkinliklerinde tüm sınıfa geribildirim veririm. | 1 | 2 | 3 |
| | 28 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, öğrencilerin yüzlerine bakar ve onlarla göz teması kurarım. | 1 | 2 | 3 |
| | 29 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, öğrencilere adları ile hitap ederim. | 1 | 2 | 3 |
| | 30 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, sözlü geribildirim veririm. | 1 | 2 | 3 |
| | 31 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, yazılı geribildirim veririm. | 1 | 2 | 3 |
| | 32 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, genel geribildirim veririm. | 1 | 2 | 3 |
| | 33 | Konuşma etkinliklerinde tüm sınıfa geribildirim verirsem, ayrıntılı geribildirim veririm. | 1 | 2 | 3 |

| | | | | | |
|----|----|---|---|---|---|
| G. | 34 | Konuşma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler önceden sınıfta öğrendikleri ile yeni öğrendikleri arasında bağlantılar kurabilirler. | 1 | 2 | 3 |
| | 35 | Konuşma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler derslere daha fazla katılmak isterler. | 1 | 2 | 3 |
| | 36 | Konuşma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler konuşma becerini geliştirme imkanı bulurlar. | 1 | 2 | 3 |
| | 37 | Konuşma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler konuşma becerinin geliştiğine inanırlar. | 1 | 2 | 3 |

38 Konuşma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler hangi konular üzerine daha fazla yoğunlaşmaları gerektiğini anlarlar.

1 2 3

BÖLÜM II: YAZMA ETKİNLİKLERİNDE GERİBİLDİRİM

H. 39 Yazma etkinliklerinde öğrencilerin performansına geribildirim veririm. 1 2 3
40 Yazma etkinliklerinde öğrencilerin katılımına geribildirim veririm. 1 2 3

I. 41 Yazma etkinliklerinde etkinlik esnasında geribildirim veririm. 1 2 3
42 Yazma etkinliklerinde etkinlikten hemen sonra geribildirim veririm. 1 2 3
43 Yazma etkinliklerinde daha sonra geribildirim veririm. 1 2 3

J. 44 Yazma etkinliklerinde bireysel geribildirim veririm. 1 2 3
45 Yazma etkinliklerinde bireysel geribildirim veririm, öğrencinin yüzüne bakar ve onlarla göz teması kurarım. 1 2 3
46 Yazma etkinliklerinde bireysel geribildirim veririm, öğrenciye adı ile hitap ederim. 1 2 3
47 Yazma etkinliklerinde bireysel geribildirim veririm, sözlü geribildirim veririm. 1 2 3
48 Yazma etkinliklerinde bireysel geribildirim veririm, yazılı geribildirim veririm. 1 2 3
49 Yazma etkinliklerinde bireysel geribildirim veririm, genel geribildirim veririm. 1 2 3
50 Yazma etkinliklerinde bireysel geribildirim veririm, detaylı geribildirim veririm. 1 2 3

K 51 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm. 1 2 3
52 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, öğrencilerin yüzlerine bakar ve onlarla göz teması kurarım. 1 2 3
53 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, öğrencilere adları ile hitap ederim. 1 2 3
54 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, sözlü geribildirim veririm. 1 2 3
55 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, yazılı geribildirim veririm. 1 2 3
56 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, genel geribildirim veririm. 1 2 3
57 Yazma etkinliklerinde ikili çalışmalarda eşlere geribildirim veririm, ayrıntılı geribildirim veririm. 1 2 3

L. 58 Yazma etkinliklerinde gruplara geribildirim veririm. 1 2 3
59 Yazma etkinliklerinde gruplara geribildirim veririm, öğrencilerin yüzlerine bakar ve 1 2 3

| | | |
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| | onlarla göz teması kurarım. | |
| 60 | Yazma etkinliklerinde gruplara geribildirim verirsem, öğrencilere adları ile hitap ederim. | 1 2 3 |
| 61 | Yazma etkinliklerinde gruplara geribildirim verirsem, sözlü geribildirim veririm. | 1 2 3 |
| 62 | Yazma etkinliklerinde gruplara geribildirim verirsem, yazılı geribildirim veririm. | 1 2 3 |
| 63 | Yazma etkinliklerinde gruplara geribildirim verirsem, genel geribildirim veririm. | 1 2 3 |
| 64 | Yazma etkinliklerinde gruplara geribildirim verirsem, ayrıntılı geribildirim veririm. | 1 2 3 |
| M. | 65 Yazma etkinliklerinde tüm sınıfa geribildirim veririm. | 1 2 3 |
| | 66 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, öğrencilerin yüzlerine bakar ve onlarla göz teması kurarım. | 1 2 3 |
| | 67 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, öğrencilere adları ile hitap ederim. | 1 2 3 |
| | 68 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, sözlü geribildirim veririm. | 1 2 3 |
| | 69 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, yazılı geribildirim veririm. | 1 2 3 |
| | 70 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, genel geribildirim veririm. | 1 2 3 |
| | 71 Yazma etkinliklerinde tüm sınıfa geribildirim verirsem, ayrıntılı geribildirim veririm. | 1 2 3 |
| N. | 72 Yazma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler önceden sınıfta öğrendikleri ile yeni öğrendikleri arasında bağlantılar kurabilirler. | 1 2 3 |
| | 73 Yazma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler derslere daha fazla katılmak isterler. | 1 2 3 |
| | 74 Yazma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler yazma becerini geliştirme imkanı bulurlar. | 1 2 3 |
| | 75 Yazma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler yazma becerinin geliştiğine inanırlar. | 1 2 3 |
| | 76 Yazma etkinliklerinde verdiğim geribildirim sonucunda, öğrenciler hangi konular üzerine daha fazla yoğunlaşmaları gerektiğini anlarlar. | 1 2 3 |