



**UNIVERSITY STUDENTS' PERCEPTIONS OF
RUBRIC-REFERENCED
PEER AND TEACHER FEEDBACK ON EFL WRITING**

(Master's Thesis)

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Master's Thesis

**UNIVERSITY STUDENTS' PERCEPTIONS OF RUBRIC-
REFERENCED PEER AND TEACHER FEEDBACK ON EFL
WRITING**

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Yüksek Lisans tezi olarak hazırladığım “*University Students' Perceptions of Rubric-referenced Peer and Teacher Feedback on EFL Writing*” adlı çalışmanın öneri aşamasından sonuçlandığı aşamaya kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığımı, bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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ABSTRACT

UNIVERSITY STUDENTS' PERCEPTIONS OF RUBRIC-REFERENCED PEER AND TEACHER FEEDBACK ON EFL WRITING

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The aim of the study is to find and discuss university students' perceptions of rubric-referenced peer and teacher feedback on EFL writing. This study also finds out the students' self-efficacy in EFL paragraph writing and their opinions about the use of a rubric in the peer and teacher feedback practice. To this end, five main research questions were addressed. Quantitative data in this study were gathered via questionnaires administered to participants on two occasions: At the beginning and end of the course. The quantitative data from feedback questionnaires consist of sixty-three Turkish EFL learners' and self-efficacy data consist of fifty-five Turkish EFL learners. The qualitative data include reflective essay and interview. Both of them conducted at the end of the treatment. Sixty-four Turkish EFL learners' reflective essays and twenty interviewees' results were considered. Information gathered from the surveys was processed using the Statistical Package for the Social Sciences (SPSS) version 22, applying both descriptive and inferential statistical methods for analysis. To see the difference between the questionnaires, feedback and self-efficacy, dependent sample t-Test was employed. The Pearson correlation coefficient was then computed to examine the correlation between these two questionnaires. The qualitative analysis of both reflective essays and interview transcripts in this study was guided by an initial coding scheme based on Wang (2014). The findings of qualitative data revealed that while rubric-based peer feedback process has led to significant improvements in various aspects of students' EFL writing skills, there was no significant improvement was found in terms of teacher feedback. These findings indicate that the rubric-based training program did not have a marked effect on enhancing students' self-efficacy perceptions in English writing skills. The qualitative findings showed that peers' perceived usefulness of peer feedback for draft revision was affected by four factors: (1) Students' attitudes towards peer feedback practice; (2) Students limited English proficiency; (3) Students' knowledge of assigned paragraph topics (4) Students' concerns with objectivity. Both reflective essays and interview data demonstrated that student had a positive perception to teacher feedback and rubric. They

have indicated that the rubric guided them and contributed to their ability to evaluate their own written paragraphs. In the concluding section, the author provides insights on how the use of feedback can be adopted in the Turkish EFL writing sessions and suggestions for the future research.

Keywords: Efl Writing, Peer Feedback, Rubric, Self-Efficacy, Teacher Feedback



ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNİN İNGİLİZCE YAZMA DERSLERİNDE RUBRİK TEMELLİ AKRAN VE ÖĞRETMEN GERİ BİLDİRİMLERİNE İLİŞKİN ALGILARI

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Bu çalışmanın amacı, üniversite öğrencilerinin yabancı dil olarak İngilizce yazma derslerinde rubrik temelli akran ve öğretmen geri bildirimlerine ilişkin algılarını bulmak ve tartışmaktır. Bu çalışma ayrıca İngilizceyi yabancı dil olarak öğrenen öğrencilerin paragraf yazma konusundaki öz-yeterliklerini, akran ve öğretmen geri bildirim uygulamasında rubrik kullanımına dair görüşlerini ortaya koymaktadır. Bu amaç doğrultusunda beş ana araştırma sorusu ele alınmıştır. Çalışmada nicel veriler, katılımcılara kursun başında ve sonunda uygulanan anketler aracılığıyla toplanmıştır. Geri bildirim anketlerinden elde edilen nicel veriler, altmış üç Türk öğrenciden, öz-yeterlik verileri ise elli beş Türk öğrenciden oluşmaktadır. Nitel veriler, yansıtıcı deneme ve mülakatlardan oluşmaktadır. Her ikisi de çalışmanın sonunda gerçekleştirilmiştir. Altmış dört Türk öğrencinin yansıtıcı denemeleri ve yirmi mülakatın sonuçları dikkate alınmıştır. Anketlerden toplanan bilgiler, Sosyal Bilimler için İstatistik Paketi (SPSS) versiyon 22 kullanılarak işlenmiş ve analiz için hem betimsel hem de çıkarımsal istatistiksel yöntemler uygulanmıştır. Anketler arasındaki farkı görmek için, geri bildirim ve öz-yeterlik verilerine bağımlı örneklem t-Testi uygulanmıştır. Bu iki anket arasındaki korelasyonu incelemek için Pearson korelasyon katsayısı hesaplanmıştır. Bu çalışmada hem yansıtıcı denemelerin hem de mülakat transkriptlerinin nitel analizi, Wang (2014) temelli bir başlangıç kodlama şeması ile yönlendirilmiştir. Nitel verilerin bulguları, rubrik temelli akran geri bildirim sürecinin, öğrencilerin yazma becerilerinin çeşitli yönlerinde önemli gelişmelere yol açtığını, ancak öğretmen geri bildirimi açısından önemli bir gelişme bulunmadığını ortaya koymuştur. Bu bulgular, rubrik temelli eğitim programının öğrencilerin İngilizce yazma becerilerine yönelik öz-yeterlik algılarını artırmada belirgin bir etkiye sahip olmadığını göstermektedir. Nitel bulgular, akran geri bildirim algılarının paragraf revizyonunda dört faktörden etkilendiğini göstermektedir: “(1) Öğrencilerin akran geri bildirim uygulamasına yönelik tutumları; (2) Öğrencilerin sınırlı İngilizce yeterliliği; (3) Öğrencilerin verilen paragraf konularına dair bilgisi; (4) Öğrencilerin nesnellikle ilgili endişeleri.” Hem yansıtıcı denemeler hem de mülakat verileri,

öğrencilerin öğretmen geri bildirimi ve rubriğe karşı olumlu bir algıya sahip olduğunu göstermiştir. Rubriğin onlara rehberlik ettiğini ve kendi paragraflarını değerlendirme yeteneklerine katkıda bulunduğunu belirtmişlerdir. Sonuç bölümünde, geri bildirimin Türk yazma oturumlarında nasıl benimsenebileceğine dair içgörüler ve gelecekteki araştırmalar için öneriler sunulmaktadır.

Anahtar Kelimeler: Akran Geri Bildirimi, Öğretmen Geri Bildirimi, Öz-yeterlik, Rubrik, Yabancı Dil Olarak İngilizce Yazma



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ABBREVIATIONS

CAPS	The Curriculum and Policy Statement
CF	Corrective Feedback
EFAL	English First Additional Language
EFL	English as a Foreign Language
ESL	English as a Second Language
FET	Further Education and Training
L2	Second Language
MEB	Ministry of Education
SFL	Systemic Functional Linguistic
WSRs	Writing Scoring Rubrics



THESIS TEXT



CHAPTER I

INTRODUCTION

The first chapter provides an overview of the study's background, followed by a detailed explanation of the problem statement and the significance of the study. This is followed by the purpose of the study and the research questions as well as the justification of their inclusion in the study based on the study objectives. Furthermore, the chapter explores limitations to the study, definition of terms, and structure of the study.

1.1. BACKGROUND TO THE STUDY

In the context of contemporary English as a foreign language (EFL) education, the subject of writing assignment has been in the process of being researched to understand various important aspects of feedback, peer collaboration, as well as the influence of rubrics. This research, students' perceptions of rubric-referenced peer, teacher, and self-feedback on EFL writing, belongs to the larger discourse on EFL writing pedagogy, presents insights from numerous crucial writings that together with a broad background.

It is, therefore, apparent that EFL learners encounter a myriad of complexities especially when endeavouring to express themselves in a language that is not native to them; this is more so when it comes to academic writing. As cited in Andrade (2000), the issues are not confined to writing skills but also require the ability to work within the framework of academic writing. The function of feedback in managing these issues is illustrated in the research carried out by Zhao (2010), Badger and White (2000), explaining that feedback was not solely corrective measure but a development enabler.

Accordingly various feedback modalities, rubric-referenced feedback emerges as a pivotal aspect, offering a structured and explicit framework for evaluation. The study by Wang (2014) provides foundational insights into students' perceptions of rubric-referenced peer feedback, laying the groundwork for understanding the impact of such feedback on EFL writing. Rubrics, as argued by Zhu (2001), extend beyond mere evaluative criteria; they serve as guiding instruments that enhance the clarity and effectiveness of feedback, a notion further supported by Andrade and Du (2007).

Within the realm of EFL writing, the specific dimension of paragraph writing has often been overshadowed by broader discussions on essays and final drafts. Rollinson (2005) points out the context-dependent nature of feedback effectiveness, urging a closer look at specific writing components. Paragraph writing requires distinct skills, and the

dearth of research on rubric-referenced feedback at this level accentuates the significance of this study.

While studies such as Cui et al. (2021) and Zhao (2010) have shed light on the comparative effectiveness of peer and teacher feedback, there remains a notable gap in comprehending the evolving nature of students' perceptions over time, especially in the context of paragraph writing. This study aims to address this gap by adopting a longitudinal approach, tracking students over a semester to unravel the dynamic interplay between rubric-referenced feedback, writing development, and fluency.

Following the existing knowledge introduced by Saliu-Abdulahi and Hellekjær (2020), the present study goes beyond sudden or single-instance feedback implementation by providing a more in-depth look at the continuous process. It answers to the appeal for research enshrouding more data concerning the applications of rubrics in the feedback concerning the final writing documents because the use of such practices affects the developmental process of writing.

In summary, the background of this study is a tapestry woven from the rich threads of EFL writing challenges, the transformative potential of feedback, the nuanced dynamics of rubric-referenced evaluation, and the specific, yet underexplored, realm of paragraph writing. This research journey is undertaken with the conviction that it contributes not only to the existing knowledge base but also offers nuanced insights essential for refining EFL writing pedagogy.

1.2. STATEMENT OF THE PROBLEM

In the context of constant evolution in the field of EFL education, a very significant aspect that has been of particular concern for decades is the relation between feedback interventions and students' achievement (Almutairi, 2023; Goodwin & Kirkpatrick, 2023; Sun & Wang, 2022). However, given its profound multiplicity, feedback's role, particularly in the context of EFL writing, requires further analysis.

This learning that EFL writing educators have continued to try and improve feedback practices (Hyland, 2010; Hyland & Hyland, 2006; Gould & Day, 2013; Lee, 2014; Alamri & Adawi, 2021; Hasan, 2022; Turgut & Kayaoğlu, 2015; Akkaş-Baysal & Ocak, 2018). More important for educators and educational practice is to understand how learners perceive and engage with written feedback and why. However, despite the above

scholarly initiatives, there are still some gaps that have not been closed to enhance a comprehensive understanding of the feedback-performance relationship.

Firstly, the current literature primarily focuses the feedback and its impact separately without exploring enough about the loop construction that might occur in students' feedback engagement according to Wang (2014). This recursiveness also shows the systematic rather than routine nature of students' engagement with feedback and the manner in which they process and apply criticism when completing further papers; this underscores why it is important to address this issue in order to have a fuller understanding of how students learn.

Furthermore, the second set associated with the modular model formulated by Kumaravadivelu (2012) points to the fact that feedback relies on the ability of the teachers to be informed of the potential implications it has on the learners. This potential is in line with the findings of Lee and Schallert (2008) which also underscore the fact that the teacher-student relationship is a significant and active factor that shapes the feedback process. Thus, a more extended discussion of individual teachers and their observations of the effects of their feedback on students' writing is needed.

Moreover, the changes in the culture of feedback are highly pertinent taking into account the present possibilities offered by digital technologies and practices of online learning. Liu and Sadler (2003) and Haro et al. (2023)'s investigation suggests returning to the drawing board while examining the role of feedback in present-day context. The move to digital media evolved the nature of feedback concerns in written form and has implications for its effects.

Additionally, it is crucial to continue the examination of students' feedback reaction consequence since the sample works like Mahfoodh (2017) are scarce in exploring affective reactions. It is particularly important for instructors who aim at establishing the most effective form of feedback delivery and its reception by the students, in the sense of the students' emotional perception of the feedback they are provided with.

Based on the aforementioned considerations, the following research questions will be of paramount importance in the current study in an attempt to address some of the major challenges in EFL writing pedagogy. First, it is possible to point to the lack of development of the research literature in terms of the recursive patterns of student engagement with the written feedback as readers, as the current literature offers only a

limited and piecemeal view of this process. This limitation means that it becomes difficult to design further instruction approaches that could ‘take advantage ‘for long-term learning of recursiveness. Secondly, there is a lack of understanding regarding how educators in development perceive feedback about the impact of their feedback on students’ writing and learning even though teachers play the central feedback role in the feedback process. This leaves us with a limited knowledge of the teachers’ side of things, a major shortcoming in the feedback performance relationship. Furthermore, with the current advancement in technology in the delivery of education, there is need to revisit how written feedback might possibly be effective in the light of the online learning environment and other technological enhanced teaching spaces. It is necessary to comprehend how feedback works in this context since the pedagogical strategy needs to be adjusted to the era of digital learning. Moreover, studies have not focused enough on the feelings that learners get when receiving written feedback in their learning process. Students’ attitude, engagement, and feelings towards feedback are part and parcel of the overall process of feedback that needs to be analyzed in detail. Therefore, this research aims at contributing the following towards filling the above-revealed research gaps. In an effort to understand distinct features of feedback processes that are immediately significant for designing efficient EFL writing instruction, this study utilised such methods as discussing recursiveness of feedback, exploring the role of teachers’ perceptions of feedback, adopting a systematic approach to addressing the dynamics of feedback in the context of digitalisation, and investigating affective factors that contribute to the reception of feedback.

1.3. SIGNIFICANCE OF THE STUDY

This study holds pivotal importance within the broader landscape of EFL education, particularly in understanding how students perceive rubric-referenced feedback on their writing, a fact that remains relatively unexplored. The complexity of the EFL learning process implies difficulties beyond language mastery; it also implicates another layer of academic writing. The relevant literature, including Andrade (2000), Badger and White (2000), and Zhao (2010), suggests that feedback is the tool that significantly facilitates writing skills in language learning context. Writing feedback is not simply correction but it is a learning aid, which can also be seen as crucial for the development of a student. Subsequently, Andrade (2000) argues that rubrics support

thinking and learning in the sense that it offers learners a clear understanding of the different criterion measures that are to be used in evaluating their performance. This is consistent with the arguments by Wang (2014b) that rubrics enhance the number of details provided in the feedback hence making it easier for the writer to understand the requirements of the task and (Zhu, 2001) that the use of rubrics helps to develop a deeper understanding of the writing process required for the completion of the assignment. In general, education literature targets feedback as an important component that plays a central role in the learning process. According to Wisniewski Zierer and Hattie (2020), feedback brings closure of the gap between what is currently known and what should be achieved, so it is crucial for student development. Since writing is a learning and developmental process which is influenced by feedback, the commentaries should be carefully and elaborately designed in order to be appropriately applied in the given EFL context.

The lack of studies focusing on the rubric-referenced feedback practices, especially based on the teaching and learning of paragraph writing reinforces the importance of the current research. Building on the study of Saliu-Abdulahi and Hellekjær (2020), there is a clear call for utilizing the feedback model that focuses on the continuous process of feedback implementation. In this way, by informing students through a semester and producing several iterations of rubric-referenced feedback for each student and text, the study aims to expand beyond the effects of rubric-referenced feedback on the final drafts to investigate the entire developmental process of writing.

Additionally, the differentiation in the types of writing samples, such as the particular emphasis placed on paragraph writing, augments the research. The process of a typical, full-sentence-complex paragraph writing has a different set of concerns and, therefore, knowing how the assessment rubrics impact this particular level of writing is important for developmental instruction. As Rollinson pointed out (2005), feedback could be effective or not depending on the context; therefore, it is important to observe how feedback works in enhancing understanding of paragraph writing in order to add some perspective to instructional provision.

Last, but not the least, this research lies its importance in the several areas. Firstly, this study contributes to filling gaps in the existing literature on rubric-referenced feedback. Secondly, this study sheds light on the usefulness of feedback as a tool that has the potential to promote the improvement of the writing proficiency of EFL learners.

Thus, it complies with the modern concept of feedback as a process based on interaction and contributing to the formation of language learners as skilled and self-organized authors.

1.4. PURPOSE OF THE STUDY

Within the context of this study, a gap exists in the existing literature. Although researchers have carried out occasional studies on rubric-referenced feedback practices, the range of the studies is rather limited. Currently there is a lack of broad research studies designs, especially the ones carried out within the format of the weekly class meetings, which has contributed to the lack of deeper analysis of the processes related to feedback receipt as well as its integration into the student writing processes. Previous research, mainly focused on essays or end products, cannot trace developmental changes in students' writing progress to the same extent.

Kan (2007) is one of the scholars who dedicate time to identify element gains and documentation concerning the use of scoring rubrics for performance assessment in the education system and its development processes. From his study, scoring rubrics are today adopted as effective both for formative and summative assessment in different subjects, and across different levels of learning without quantitatively prescribing ways of achieving said performance. In the latest reform brought from the academic circles and at the recent meeting of the Ministry of Education (MEB) it is suggested that rubrics be adopted in all the classrooms to improve performance-based assessment.

Therefore, in relation to the present study, it is evident that there is still a need to conduct more research studies to explain the nuances of how feedback – specifically in this case, rubric-referenced feedback – should be effectively applied to improve the processes and mechanics of paragraph writing. This research aims to fill this gap in the literature and enhance the understanding of the functions and outcomes of feedback in the learning development of EFL paragraph writing.

This investigation focuses on identifying the university students' attitudes toward the rubric-based feedback, the peers and teacher feedback on EFL paragraph writing. While expanding the study's focus in this context, it will attempt to elaborate on how the process, whereby students' self-efficacy in English paragraph writing is regulated by the particulars of rubric-referenced feedback, is nuanced. Thus, the present study's

purpose is to further investigate the multifaceted aspects of feedback and the associated effects on learners' confidence and competence in composing EFL paragraphs.

1.5. RESEARCH QUESTIONS

The aim of the study is to realize and discuss university students' perceptions of rubric-referenced peer and teacher feedback on EFL paragraph writing. This study also finds out the students' self-efficacy in EFL paragraph writing and their perspectives on the benefit of a rubric in the peer feedback practice. In this sense, five main research questions were addressed:

1. What are the students' perceived usefulness of feedback in EFL writing?
 - 1a) Is there any difference found in terms of perceptions before and after treatment?
2. What are the students' L2 writing self-efficacy?
 - 2a) Is there any difference found in terms of self-efficacy before and after treatment?
- 1) Is there any correlation between these two different questionnaires?
- 2) What factors might influence students' perceptions of the effectiveness of peer feedback in revising paragraphs?
- 3) What factors might influence students' perceptions of the effectiveness of teacher feedback in revising paragraphs?
- 4) How do the participants view the significance of the rubric in influencing their practice of providing peer feedback?

1.6. LIMITATIONS

Although this study contributes significantly to understanding the university students' perceptions of rubric-referenced peer and teacher feedback on EFL writing, the study does not come without limitations. It becomes important to consider these limitations when interpreting the results with a view of ascertaining the generalizability of the findings. The research was carried out with a limited number of participants and a sample selected from only one university, from the first-year students taking Advanced Composition Skills course. Thus, the results cannot be perfectly applied to other EFL

learners or to students at various academic levels or institutions. Further research studies focusing on more numerous and diverse participants are required to replicate and generalise these findings. The research utilized in the study was localized in a particular educational and cultural environment, which may affect the students' attitude toward feedback. Regarding the method, the variability in educational processes, cultural perceptions of feedback, and the type of rubrics used in the study may prevent extension of the findings to other settings. Research done in other cultures and learning environments would be useful in ascertaining whether the results obtained in this study can be generalized. In this study, written feedback within the form of rubrics was the primary concern of the analysis. Modules like verbal feedback or even technological feedback tools were not considered. It would be informative for subsequent studies to examine how these forms of feedback affect students and their writing. Nevertheless, this study is useful in occupying a gap in the existing research regarding the opportunities and issues of using rubric-referenced feedback in EFL writing classroom. It emphasizes the necessity for the integration of students as active participants in decisions concerning feedback and forms the basis for further studies in the area.

1.7. ORGANIZATION OF THE STUDY

Chapter 1: Includes the background to the study, statement of the problem, significance, purpose, research questions, limitations, definitions, and organization.

Chapter 2: Reviews existing literature on feedback in EFL writing, rubrics, and student perceptions.

Chapter 3: Describes the research design, participants, data collection methods, and analysis procedures.

Chapter 4: Presents the findings of the study.

Chapter 5: Interprets the results, discusses implications, and addresses limitations.

Chapter 6: Summarizes key findings, suggests practical applications, and proposes directions for future research.



CHAPTER II

LITERATURE REVIEW

This chapter outlines the theoretical background and research on various approaches to second language writing, specifically focusing on product, process, and genre approaches. It discusses the strengths and weaknesses of each approach and provides practical information on different feedback types, including their definitions, uses, and effectiveness. Since this study defences rubric-referenced feedback practices, the chapter extensively reviews theoretical studies on teacher, peer, and mixed feedback. It also discusses some ideas associated with the importance of writing self-efficacy.

2.1. TEACHING AND LEARNING WRITING IN EFL CONTEXT

Writing is a complicated process that encompasses several preliminary stages before the actual writing occurs. Richard and Renandya (2002) defined writing as the most complex skill, regardless to whether operating in the first language or second/foreign language. Writing is a very involved process due to the cognitive demands expected from the learners to create ideas for different genres and integrate information to form well-structured texts. Furthermore, the process of writing requires writers to review and revise their work in order to ensure that they improve on the clarity and correctness of comprehension and language (Ferris et al., 2013).

The complexity of teaching writing lies in its demand for active engagement in comprehension and production, a challenge especially pronounced for EFL learners (Graham et al., 2013). Students who are used to a passive learning style in traditional EFL classrooms find it particularly difficult to engage actively, generate ideas, and structure those ideas into coherent pieces (Seçer & Yücel-Toy, 2020; Zahroh et al., 2020; Surya et al., 2020). They also exhibit a lack of awareness of the processes that take place during their writing, which is particularly a weakness as they provide subpar writing performances and frustrations regarding EFL writing. Therefore, it indicates that the writing skills of the students often do not meet expectations. With regards to this, Nunan (1999) defines writing as one of the most complex cognitive operations whereby the writer is called upon to coordinate different components in the process. Mastering writing skill is therefore one essential requirement of any student, given the expectation that language learners shall demonstrate strong writing skills for current and future challenges. Thus, the understanding and evaluation of the writing skills can be considered to be vitally important aspects of the language learning and the language teaching processes, because

the experience and the beliefs of the teachers and students can significantly affect their achievements and success in the system of the language learning.

Writing should not be thought of as a purely productive skill which includes prewriting activities writing activities and post writing activities for writing. Also, learners spend a lot of time and energy when expressing their ideas and writing down their thoughts (Liu & Braine, 2005). It fosters critical thinking, increases the learners' attention span and helps them organize their work; it also improves their capacity to review, evaluate, and comment. They involve numerous cognitive and metacognitive activities such as generation of ideas, categorizing, mapping, prologue, and amendment (Lindsay & Knight, 2006).

Thus, within the process of writing, learners experience a number of cognitive activities to express emotions and thoughts as well as to communicate important messages to others appropriately. Learners also compose during the writing phase, which involves the writing phase, where learners write a story, a report, or a letter and the learners can write individually or in groups. Regarding the post-writing phase, creative teachers analyse the work of their students and describe the success of individuals to improve student abilities and ensure that students can work successfully (Ai-Hua, 2022). This technique-based teaching writing differs from the earlier product approach where guidance and instruction by the teacher on how to write, how to spell and all the writing conventions were done in a top-down manner. Unlike the skill-approach view of writing, it is a social activity, the process approach analyses it as a social and therefore cooperative activity.

This makes it crucial to find favourable strategies that can boost the achievements concerning the students' ability for writings. Without such strategies, both students and teachers will most likely become demotivated and may perceive no benefit in the time they invest in such pursuits. Exposing learners to samples or templates of some of the writing they will be undertaking may prove useful especially if the writing process is to be product oriented for fresh writing entrants. Thus, if the writing instruction lacks focus, direction or framework in form of a writing programme, it turns to be an experimental process laden with lots of guess work that consumes lots of time and resources from students, teachers, and other stakeholders. Therefore, for improving the achievement of EFL students in the teaching-learning process of writing, it is important to establish well designed and efficient teaching strategies.

2.2. APPROACHES TO TEACHING WRITING

Teaching and learning are complementary which are based on the teaching approach (Haiyan & Rilong, 2016). It is the knowledge and abilities educators must possess in order to make the judgments which instruction involves and for which the educator is responsible. It values also define the strategies of actively adaptive learning organization. But of course, when we refer to instructional strategies in writing class, we are looking at ways of teaching through talking, modeling, emulation, and even practicing help with writing for beginners, improvement of experienced but inadequate in writing, and intake of information by all the participants in the class (Leach & Moon, 2008).

As Lean and Moon (2008) stated, teaching involves more than just gathering techniques and strategies, more than organizing a classroom, and more than crafting questions and developing explanations. It is fundamentally shaped by a perspective on the nature of the mind, learning, learners, the types of knowledge, and the outcomes that are valued.

Nunan (1999) affirms that to write and sustain itself to produce connected, fluent, and an extended piece of writing remains one of the most formidable teaching objectives in language acquisition. Hyland (2008) also concurs with this idea, writing that writing is indeed a multifaceted metacognitive process that involves several procedures and activities. Some of the notable challenging abilities that ESL students usually have a lot of challenges in mastering includes writing skill. It also has a significant function of communication and is a medium that connects the writer and the reader most relevantly.

Since teachers aim to encourage the growth of independent writers, which entails the acquisition of numerous strategies and techniques for composing (Badger & White, 2000; Lee, 2020; Leki, 1992), they must proactively utilize a plethora of skills. This includes a wide range of measures used to narrow the gap between the pedagogical practices in teaching writing adopted by educational practitioners and their attitudes towards it, and, in so doing, affect the results of learners' works. In doing so, important conceptual frameworks related to the writing process and writing practices – that is, principles, standards, and/or ethics – pertinent to educational writing are seen to be incorporated by students into their written products. Because writing strategies are part of planning and can include writing lessons, the methods applied in the teaching should ideally be able to accomplish the stated goals. Considering this, the approaches to

teaching writing can be categorized into three main types: product, process and genre-based approaches.

2.2.1. The Product Approach

The practical aspect of the product approach is based on the writing process, which involves the production of different types of writings; it supports the emulation of model paragraphs or essays (Haiyan & Rilong, 2016). Escholz (1980) explained that the product approach uses a traditional model in teaching writing because the students are forced to focus on the model, the form, and the repetition of the teacher's text. For instance, when using the product approach, teachers are more likely to pay much attention to the way the text is written and structured, the grammatical errors, rather than the content of the text (Ngubane, Ntombela & Govender, 2020). In this context, writing is viewed mainly as text to be assessed, a task that is done in relative silence and alone, and an ability that can be learned through copying, reproducing, and adapting specific models provided by teachers or other reference sources. The main rationale for this approach is based on the assumption that the sentence is the most basic unit of language use, and thus the major concern is with the grammar of the sentence.

The main objectives of the product approach instruction are to achieve writing accuracy (Varlı, 2001). Teachers assess students' writing based on how appropriate they are in matters concerning punctuation, grammar, and spelling. In some classes, as identified by Gabrielatos (2002), before writing, the students are expected to read sample text by the instructor then identify key concepts before copying the structure of the sample to use when writing. The goal of teaching writing in product approach classrooms is to have students produce a document similar to the model in terms of writing structure and language use (Ngubane, Ntombela & Govender, 2020). However, creativity is not supported much by diversion. Although this approach receives a lot of flack in that it focuses on proper grammar, form, and language, features such as spelling and punctuation, there are other views such as those provided by Badger and White (2000). They stated that the product approach does fulfil learners' needs of language development and language competency particularly in writing proficiency which is critical for effective writing. In this context, imitation is acknowledged as one of the essential forms of learning processes. In other words, it can be said that in order to foster the growth of

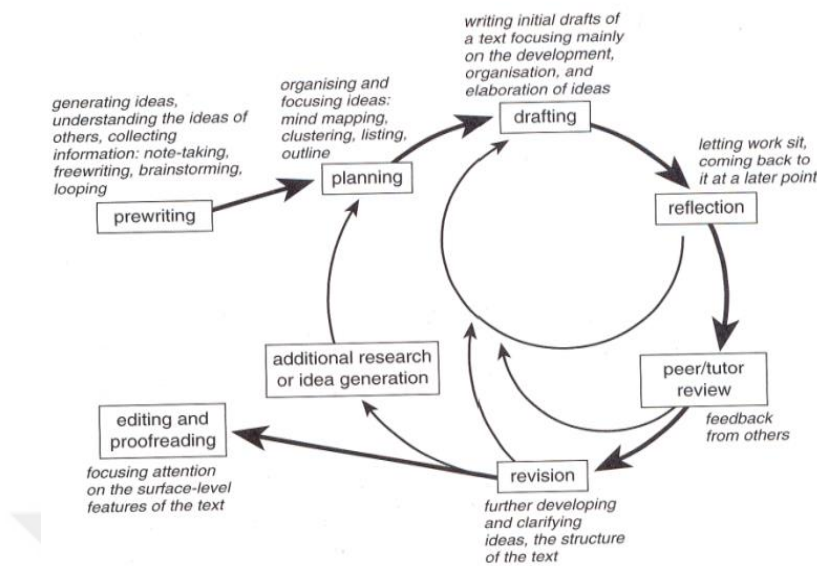
writing skills of their students, teachers are advised to use the product approach alongside other writing approaches.

To sum up, the Product Approach is a behaviourist method of teaching writing that is teacher-centred and based on the acquisition of model texts for learners to imitate (Uzun, 2019). First, the writers' increasing expectations were not addressed through the overemphasis placed on grammatical aspects, the lack of creative outlets for the writers, and the prescriptive nature of writing (Badger & White, 2000). Further, Leki (1992) enumerated the following problems: Overemphasis on the multiple drafting practice of Horowitz (1986); deficiency of ESL/EFL teachers who were specialized in teaching writing; ESL teachers' inclination to traditional belief; and practitioners' reliance on their experience. These limitations pointed to the need for a change of focus towards the writing processes, a move which gained momentum in the 1970s in reaction to such criticisms (Sağlamel, 2018).

2.2.2. The Process Approach

It is also important to mention that the process approach differs from the product approach that dominates writing instruction, as it converges with the concept of discourse analysis and top-down processing (Ferris, Dana & Hedgcock, 2005). Drawing from interaction theory, this approach emphasizes the processes of writing, including conception, creation, and reflection on the material (see Figure 2.1). Basically, it is intended to develop students' writing skills and to promote ownership in these composing processes (Nunan, 1991). In this method, the students are encouraged to settle on paper first writing down all that their brain conceives, without bothering much about correct erasing or correcting. After that, they collaborate with peers in order to discuss both the content and manner of presenting ideas before writing is edited. Murray (1980) defined writing in a different way, the process of writing formulation or sequence of steps or stages whereby an individual goes through to develop a particular piece of writing.

Figure 02.1: Sequence of Activities in Process Writing



Source: (White & Arndt, 1991, p.7).

Notably, the process approach has optimal benefits; it is aligned with students' learning needs and encourages students to engage more. Students are also able to learn from one another, as they are grouped to work in teams and this is very beneficial since it not only helps them in developing and improving their writing skills but also helps them in widening and enriching their visions (Grabe & Kaplan, 1996). Interacting with fellow students and familiarizing themselves with different perspectives promotes critical thinking and better decision-making.

In process approach to writing instruction, the focus is on the steps of writing as defined by Nunan (1999), including drafting of texts and redrafting of texts. This process is not dissimilar from the general progression that writers go through, the brainstorming/pre-writing phase, the composing phase, the revising, editing, and the finalizing or the publication stage, as stated by Flower and Hayes (1986).

Tribble (1996) noted that the process approach elevates the proficiency of the learner to perform planned, purposeful, and staged composing as coherent texts. This approach helps the learners to be more in control of what they are doing because the teacher takes on the role of a guide and a mentor to the learners. Compared to the final product approach in which learners are expected to come up with a final draft at the end of the learning process, the process approach promotes drafting and allows learners and/or their instructors to review these drafts (Maarof, Yamat & Li, 2011). The process

approach is the procedure that implies the submission of the text, receiving of the feedback and amendments, and the submission of the text again; it supports the constant improvement of the written material.

It is significant to receive feedback during the course of writing since it enables learners to fail or even succeed in identification of a variety of issues that may compromise their writing projects, these when corrected will enhance the completion of their text. The Curriculum and Policy Statement (CAPS) for English First Additional Language (EFAL) in the Further Education and Training (FET) phase highlights the use of the writing process to improve learners' writing skills (Ngubane, Ntombela & Govender, 2020). Precisely, curriculum focuses on the areas such as pre-writing skills with a particular emphasis on brainstorming. Finally, it underlines that self-regulated learners ought to be aware of the importance of revision in the process of writing the final version of their text (Dornbrack & Atwood, 2019, cited in Ngubane, Ntombela & Govender, 2020).

Besides the product and process approaches towards teaching writing, the genre-based approach is also adopted to evolve the learners' writing skills. This approach helps to demonstrate the ways of writing that are characteristic for certain genres, so students learn how to compose the texts that would fit specific writing conventions (Badger & White, 2000).

2.2.3. Genre-Based Approach

Based on Systemic Functional Linguistic (SFL) model by Martin (1993) the genre-based approach to teaching writing pays attention to the context in which writing takes place. At the centre of this approach is the notion that teachers should offer learners analytic and systematic guidance of the functioning of language in distinct sociocultural settings. Hence, teachers that are teaching in genre-based classrooms are supposed to assist learners to interact with genres from various fields (Badger & White, 2000). This exposure assists learners in comprehending different domains of usage and specific facets of communication which is valuable in a variety of settings and for different aims and receivers.

Mpiti (2016) outlines the role of the genre-based teacher as taking on an 'authoritative' role to 'scaffold' or support learners through guided activities, helping them

progress toward their writing goals and potential level (cited in Ngubane, Ntombela & Govender, 2020). The use of this type of scaffolding draws its justification from systems which Vygotsky (1978) comprised of socio-linguistic theory about the writing classroom which is social and collaborative. According to Vygotsky, the level of scaffolding should gradually decrease as learners become more capable of independently producing texts that mirror the model provided. As learners gain more proficiency, the teacher transitions from an explicit instructor to a facilitator, ultimately aiming for learners to achieve independence in their writing (Palanisamy & Aziz, 2021).

In conclusion, there is a common disagreement about the effectiveness of different writing approaches in EFL classrooms, with no single approach universally acknowledged to improve writing proficiency among learners (Anwar & Nazir, 2016). That is why within this perspective it is necessary to stress such factors as flexibility and ability to choose the most suitable methodology according to the learners' needs and the context of education. Since the principle focus of the study is on feedback, in the light of the above notion, it is pertinent to elucidate how feedback features in these approaches toward teaching of writing. It includes understanding the process of how feedback is used in the product, process, genre-based approaches and how the teachers intervene in each for learning and writing skill enhancing of the students (Sağlamel, 2018).

2.3. DEFINITION OF WRITTEN FEEDBACK

Feedback plays a vital role in supporting EFL writers, given the challenges they face writing in English. Feedback encompasses any remarks made by a teacher to students, both in verbal and nonverbal forms. As per Almutairi (2023), feedback is understood as the information that learners obtain from their teachers concerning their achievement. This feedback is an essential element that helps learners to address the necessary changes that would assure them of the right grades. This perspective sheds the best light on the use of feedback in the educational process since they help learners improve on their outcome. In its simplest form, feedback may be described as comments, commendations or criticisms given to someone concerning the utility or standard of his/her work, as highlighted by the Oxford University Press (2023). Consequently, written feedback can be characterized as a response to incorrect inputs from learners, which may include one or more of the following: a) recognition of a mistake; b) correction to the appropriate linguistic form; c) meta-linguistic explanations regarding the nature of the

errors; or a combination of these aspects (Almutairi, 2023). The term "feedback" is broadly used to encompass various types of feedback, which can make it challenging to understand the specific nuances of its meaning when applied to different subcategories (Sağlamel, 2018). As a result, the term 'feedback' in the current study may be interpreted as peer feedback, teacher feedback, positive feedback, negative feedback, or metalinguistic feedback. Using feedback in a rather general manner can be quite problematic when it comes to distinguishing between different types of feedback or having a clear understanding of the feedback that is being provided.

It would be beneficial to look at the different types of feedback in a bid to have a better understanding of feedback. Exploring various ways and consequences of feedback used in educational environments proves that feedback has multiple roles and outcomes. Thus, one can identify various distinctive types of feedback such as formative, summative, evaluative, and corrective feedback and study each type in order to explore how various types of feedback influence learning processes and outcomes. Feedback can therefore incorporate this wider view of its role in enabling different forms of teaching and learning contexts at a specific point in a flexible manner.

2.4. TYPES OF FEEDBACK

Feedback is an essential part of teaching as it enables students draw a frame of analyzing performance in order to enhance better performance. It is clear then that feedback in EFL situations is not just corrective in nature, but also instructional that enhances the comprehension of the language and the communication skills of the learner as well as presents a long-term development plan.

Lyster and Ranta (1997, p. 47-51) identify seven distinct types of feedback used in educational settings (see Table 2.1 for an example):

Explicit Correction: This type of feedback involves the teacher directly providing the correct form to the student, making it clear what the correct response should be

Recasts: This refers to the teacher's reformulation of all or part of a student's utterance, subtly indicating an error by providing the correct form through the teacher's reply.

Clarification Requests: These are used specifically after a student error and involve the teacher asking questions that indicate a problem with comprehensibility or accuracy, prompting the student to self-correct.

Metalinguistic Feedback: This feedback consists of comments, information, or questions that relate to the correctness of the student's utterance, encouraging the student to reflect on their language use without the teacher providing the correct form.

Elicitation: This feedback strategy uses teacher prompts to directly elicit the correct form from the student, actively engaging them in the correction process.

Repetition: This occurs when the teacher repeats the student's erroneous utterance, usually with an intonation that highlights the error, prompting the student to notice and correct it.

Multiple Feedback: In addition to these six types of corrective feedback, this involves a combination of more than one type of feedback within a single teacher's turn, providing a more robust intervention that addresses the error from multiple angles.

Table 2.1: Samples of Types of Feedback

Explicit Correction:

(4) (T4—Science—Mar. 17)

Student: Approach: We cut the straws into six different sizes and attached the straws with adhesive tape. [Error-multiple]

T4: Uh, David, excuse me. I want you to use the word "length." You cut the straws into different lengths. Not sizes. [FB-explicit]

(5) (T6—Science—Apr. 27)

Student: The grade for the shot. [Error-L1]

T6: Oh, for that, oh, for that. You mean for the injection. Injection. Yes? [FB-explicit]

Recasts:

(6) (T6—Language Arts—Apr. 3)

Student: The maple water? [Error-grammatical]

T6: The water of maple. [FB-recast] That's good.

(7) (T4—Science—Mar. 17)

Student: Because he just wants him to be warm. [Error-grammatical]

T4: Oh. Someone who just wants to have the warmth for himself. [FB-recast]

Clarification Requests:

(8) (T6—Language Arts—Apr. 3)

Student: Can I, can I make a card on the... for my little brother on the computer? [Error-multiple]

T6: Excuse me? [FB-clarification]

Metalinguistic Feedback:

(9) (T5—Science—Mar. 28)

Student: Uhm, the, the elephant. The elephant rumbles. [Error-multiple]

T5: Do we say the elephant? [FB-metalinguistic]

Table 2.1: (Continued) Samples of Types of Feedback**Elicitation:***(10) (T5—Science—Mar. 28)**Student: The dog can run. [Error-grammatical]**T5: The dog can run? The dog can... [FB-elicitation]***Repetition:***(11) (T3—Science—Jan. 16)**Student: The . . . the giraffe? [Error-gender]**T3: The giraffe? [FB-repetition]***Source:** (Lyster & Ranta, 1997).

Ellis (2009) states that there are two types of feedback: A positive self-attitude means having positive perceptions about oneself while a negative self-attitude entails having negative perceptions towards oneself. A positive reinforcement is a form of encouragement that ensures a student reacted to a particular task correctly, as well as supporting ones learning initiative for life. On the other hand, negative feedback indicates that the content's grammatical structure is wrong or otherwise undesirable as stated by the learner.

According to Ellis et al. (2008), feedback could be linguistic, which means that it is an actual part of the interaction or linguistic feedback may be implicit. Recasts and metalinguistic explanations can be good examples of both, implicit and explicit types of corrective feedback, respectively. Implicit feedback simply highlights an error that has been made without providing the learner with a direct correction, which to an extent involves paraphrasing of the error made by the learner; whereas Explicit feedback straightforwardly addresses errors in a learner's work and often provides brief explanations. By distinguishing the learning content that the students were not very good at and providing comments on that content, both kinds of feedback may achieve a positive result in augmenting learning.

The main typology of written corrective feedback in the L2 writing literature is documented by Ellis (2008) who classifies written feedback as direct/indirect, focused/unfocused, metalinguistic, reformulation and electronic. A summary of this categorization is provided below in Table 2.2.

Table 2.2: A Typology of Options for Correcting Linguistic Errors

Type of CF	Description	Studies
A Strategies for providing CF		
1 Direct CF	The teacher provides the student with the correct form.	e.g. Lalande (1982) and Robb <i>et al.</i> (1986).
2 Indirect CF	The teacher indicates that an error exists but does not provide the correction.	Various studies have employed indirect correction of this kind (e.g. Ferris and Roberts 2001; Chandler 2003). Fewer studies have employed this method (e.g. Robb <i>et al.</i> 1986).
a Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.	
b Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.	
3 Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.	Various studies have examined the effects of using error codes (e.g. Lalande 1982; Ferris and Roberts 2001; Chandler 2003). Sheen (2007) compared the effects of direct CF and direct CF + metalinguistic CF.
a Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).	
b Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.	
4 The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options. Unfocused CF is extensive. Focused CF is intensive.	Most studies have investigated unfocused CF (e.g. Chandler 2003; Ferris 2006). Sheen (2007), drawing on traditions in SLA studies of CF, investigated focused CF.
a Unfocused CF b Focused CF		
5 Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.	Milton (2006).
6 Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.	Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their text.

Source: (Ellis, 2008, p.98).

According to Ellis, the teacher provides the children the right form directly as part of *Direct Corrective Feedback* (Direct CF). Students who receive this kind of feedback might use it right away to develop the proper language form on their next try. Though it helps with immediate correction, there is disagreement about how well it works to support long-term language acquisition. Research like that done by Lalande (1982) and Ferris and Roberts (2001) indicate that although Direct CF can improve accuracy right away, its influence on language learning over the long run might be restricted because of how little cognitive work it requires of students. Figure 2.2 illustrates direct correction:

Figure 2.2: Direct Correction

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

Source: (Ellis, 2008, p.99).

“Direct CF has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error)” (Ellis, 2008, p.99).

In contrast to direct feedback, indirect CF indicates an error without offering the right answer. Because it forces students to use critical thinking and decide the proper form on their own, this approach may be more cognitively stimulating. Long-term learning and retention are probably going to be improved by this interaction. Different levels of scaffolding for students can be provided by classifying indirect feedback into categories such as indicating faults with or without locating them. Figure 2.3 illustrates indirect correction:

Figure 2.3: Indirect Correction

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.
X = missing word
X __X = wrong word

Source: (Ellis, 2008, p.99).

“As already noted, indirect feedback is often preferred to direct feedback on the grounds that it caters to ‘guided learning and problem solving’ (Lalande, 1982) and encourages students to reflect about linguistic forms” (Ellis, 2008, p.99).

This cognitive involvement is further enhanced by *Metalinguistic Corrective Feedback*, which not only identifies errors but also offers metalinguistic details about the errors' source. Studies by Ferris and Roberts (2001) and Chandler (2003) show that this kind of feedback may include the use of error codes or more detailed grammatical definitions. Metalinguistic CF improves students' grammatical comprehension and helps students build autonomous error repair skills by making them examine and infer the

nature of their errors (Rezazadeh, Tavakoli & Eslami Rasekh, 2015). Figure 2.4 illustrates indirect correction:

Figure 2.4: Indirect Correction

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

Source: (Ellis, 2008, p.101).

The acronym "art" is used in place of "article," "WW" stands for "wrong word," and "prep." for "preposition."

The topic of *Focused versus Unfocused Corrective Feedback* is how much feedback is given. Addressing particular error kinds with focused CF can result in a deeper comprehension and improvement of those particular language features. Unfocused CF, which aims to correct all or most of the text's errors, may offer a thorough review, but it may also overwhelm students and take attention away from particular, troublesome linguistic elements. Sheen's (2007) research demonstrate the potential advantages of Focused CF in helping students remember and gain a deep comprehension of particular grammar principles.

“For example, in the above examples the teacher could have chosen to correct just article errors. The distinction between unfocused and focused CF applies to all of the previously discussed options” (Ellis, 2008, p.101).

Electronic feedback utilizes digital tools to link errors with correct usage examples, facilitating independent learning. Extensive corpora of written English, whether meticulously curated or readily accessible through search engines like Google, can be leveraged to assist students with their writing (Ellis, 2008). These resources offer a wealth of examples of language use, which can help students understand how specific words, phrases, and grammatical structures are employed in authentic contexts. This exposure is invaluable for improving writing skills, as it allows students to analyze and emulate proficient language use, enhancing their ability to produce clear, effective, and

contextually appropriate text. “Electronic resources provide learners with the means where they can appropriate the usage of more experienced writers” (Ellis, 2008, p.103).

Milton (2006) described "*Mark My Words*," a software that helps teachers address common writing errors. It included an electronic database of about 100 frequent errors with explanations and correct usage links. Teachers can insert comments directly into students' texts, who then use the resources to self-correct. The software also generated error logs to highlight recurring issues. While Milton provided no formal effectiveness study, he shared an anecdotal success where a student effectively revised a document after being guided by the software.

Reformulation, as described by Ellis (2008), is a type of corrective feedback where a native speaker revises a text to make it sound more like native-speaker output. This process involves enhancing the original text to reflect natural language use, helping learners understand how to express ideas more effectively in the target language. Reformulation, as explained by Cohen (1989, cited in Ellis, 2008), involves a native speaker rewriting a student's text. The goal is to preserve as much of the original content as possible while rephrasing it in native-like language. The student then reviews this reformulated text, deciding which changes to adopt. This method combines "direct correction" and "revision," but differs in execution because it involves rewriting the entire text. This places the responsibility on the learner to identify and understand the specific changes made, enhancing their learning process through active engagement with the modifications.

Reformulation and direct error correction were compared in research by Sachs and Polio (2007), who observed that the main differences between the two approaches were in the way the tasks were presented and the requirements. Notably, the distinction was in the way the feedback was provided and the requirements for students to reply to it, not in the kinds of errors fixed. Figure 2.5 illustrates reformulation:

Figure 2.5: Reformulation

Original version:	As he was jogging, his tammy was shaken.
Reformulation:	As he was jogging, his tummy was shaking. tummy shaking
Error correction:	As he was jogging his ~~tammy~~ was ~~shaken~~ .

Source: (cited in Ellis, 2008, p.104).

In a study by Sachs and Polio (2007), students reviewed their stories that were either reformulated or directly corrected for 20 minutes, then revised them a day later without these aids. Both groups outperformed a control group, but those with direct corrections made more accurate revisions. The study indicates that while reformulation helps highlight stylistic and organizational issues, direct corrections are more effective for addressing linguistic errors during revisions.

According to Ellis (2009), when considering all types of written corrective feedback, it is evident that each type of feedback has proven useful in certain contexts, yet ineffective in others. This variability underscores the importance of context in determining the effectiveness of different feedback methods. This study also aims to describe a brand-new feedback method: rubric-referenced feedback.

2.5. RUBRIC-REFERENCED FEEDBACK

The term “rubric” evolved from the term “ruber” which means “red” in Latin. A rubric was often written in red ink thus giving it its meaning as special instructions or explanations that were insert into the texts separately from the regular ink which was black. In course of time the term evolved to imply a succinct official standard in use within teaching methodology. In the current use by educators, a “rubric” is a scoring tool that is used to help in the assessment of work done by students and the quality of the constructed responses the students give, through offering benchmarks against which the different elements of the students’ work can be compared and evaluated (Ji, 2019).

Herman, Aschbacher and Winters, (1992) identified four essential features that characterize an effective rubric: parameters, reference standards, degrees, and illustrations. To begin with, it is essential to note that an ideal rubric comprises of the clear set down criteria which help the test-takers understand the performance benchmarks that are being set for them, as well as the framework that enables the raters to make fair assessment of the performances displayed by the test-takers. Secondly, it sets standard of measures, defining various broad and narrow competencies for evaluation as well as setting up of performance benchmarks. Third, an effective rubric can operate in a dimension differentiating between these levels, with a rubric that has various clearly defined intermediary steps on a scale of quality and where each point achieved has a description of what criteria were fulfilled. Besides, it provides modal exemplars which describe what performances are usually like at each stage on the scale. Thus, the structure

is sufficiently holistic to indicate that a rubric can facilitate comprehensive, fair, and easily understandable assessment.

The application of rubrics is gradually emerging as one of the approaches that may offer solve the problem associate with the deteriorating standard of students' writing. As previously mentioned, there is a rationale behind the creation of specific writing rubrics that enhance quality teaching and learning. Brookhart (2018) has pointed out that the use of rubrics useful for teachers because they enable the teachers to assess the students' work considering other factors apart from the formalistic aspects which normally guide students in writing.

As pointed out by Stevens and Levi (2013) writing rubrics are appreciated tools which are useful for the evaluation of the writing works of students, as well as for monitoring the effectiveness of own practices among teachers. These tools are deemed necessary for teachers as they help them to be more specific regarding the feedback that they give to the students from their second languages (L2) and are also instrumental in the specific assessment of the writing ability of students. The importance of rubrics as valuable means of carrying out the key functions associated with raising the quality of educational activities as well as learners' achievements (Charney, 1984; Coombe et al., 2012; Cumming, 2001; Hamp-Lyons, 1991).

In an effort to measure the quality of work of the students, the concept of a rubric is used in evaluating performances that can be good or bad (Schafer, 2008). Recent studies (Andrade et al., 2009; Goodwin & Kirkpatrick, 2023; Hamp-Lyons 2007; Jonsson & Svingby, 2007; Reddy & Andrade, 2010; Wang, 2014) discuss several benefits of using rubrics, including: (1) Reducing variability in the evaluation of performance tasks; (2) Offering authentic measures for evaluating performance assessments, which is impossible without the use of rubrics; (3) Realising positive educational outcomes, such as; (a) promoting learning and (b) improving instruction; (4) Offering effectively timely feedback to the students. These are the primary benefits of rubrics that show them as an effective tool in the educational process. It consists of a set of formally defined descriptors associated with a yardstick that defines the range of score that may be assigned to a piece of verbal, or a written work delivered (Campbell et al., 2000). The different scores on this scale are assigned among the best performances to get the highest point and to the worst performers, receiving the lowest score. Using different proficiency levels represented on the scale, scoring rubrics contain descriptors. All these descriptors are highly specific in

order to provide accurate decisions and comprehensive in order to enhance reliability, objectivity, and accuracy of the evaluations made.

The rubric-referenced feedback typically concentrates on several key aspects: writing quality, writing structure, language selection, syntax, lexicon, and conventions (Wang, 2014). A frequent importance of English grammatical knowledge can be observed from the weight it is often afforded as students' works in the language are assessed. Since coherence, argument development, and stylistic characteristics are the determinants of good writing, students' efforts may be neglected while grading or editing their work based on grammar concept expression (Hasan et al., 2021). This emphasis could limit assessment of a students' writing abilities in the broad sense of the term. Establishing and applying rubrics for feedback help in pinpointing exactly where a learner stands regarding the subject matter (Moskal & Leydens, 2000). Self- and peer-assessment is an effective method to improve the results in students' writing and learning process since the assessment rubrics imply the detailed feedback that can be helpful for rewriting the paper (Lu, Zhu & Cheong, 2021). Moreover, another advantage of using rubrics is that it minimizes the impact of biases or opinions of the evaluator in the context of students' pieces of writing.

However, reliability, which is not listed or mentioned above, is another well-known characteristic of a rubric discussed in academic sources. Another important criterion that should hold when a rubric has been employed on the same assessment task is that the ratings or judgments generated should be coherent when determined by many raters (Biber, Conrad & Cortes, 2004). To quantify this consistency, the measure of Inter-rater reliability can be employed, which estimates how close actual rankings of two or more raters are to each other or how consistent the raters are in terms of ranking the levels of performance. (Kong et al. 2009; Weigle, 2013). Additionally, "inter-rater agreement" designates a situation where two or more raters assign the certain performance the same point. These two forms of reliability are often used in research not only to get assurance that an assessment tool is reliable, but also in different assessments made by different evaluators.

Weigle (2002) discusses three primary types of rubrics used in evaluating written proficiency: Besides the primary trait, there are two broad classifications of these rubrics: holistic and analytic rubrics. These types differ with regards to the effectiveness, discriminating ability, cross observer reliability, tendency towards bias and in terms of

economic implications for time and finance and manpower resources as established by Weigle in 2002. The choice between these rubrics is therefore significant because it indicates, whether overtly or covertly, the theoretical framework to the test in context. As for the primary trait scoring, it is aimed at evaluating one criterion of writing, which is considered to be essential for the precise context of the given evaluation (Ghalib & Al-Hattami, 2015). The holistic scoring rubrics award one score on the basis of an overall perception about the writing piece, which is efficient but can be really unprejudiced overlooking the special merit or demerit (Charney, 1984; Cohen, 1994; Cumming, 2001; Hamp-Lyons, 1990; Weir, 1990). Analytic scoring rubrics on the other hand tend to sub-score various facets of writing skills, including organization, mechanical accuracy, and content, in a manner which is much more complex and differential (Becker, 2011; Brown & Abeywickrama, 2010; Coombe et al. 2012; Hamp-Lyons, 2007; Kuo, 2007; Shaw & Weir, 2007). According to Ghalib & Al-Hattami (2015), analytic scoring rubrics were found to be more reliable in the assessment of the EFL writing especially in the evaluation of achievement. This is due to the fact that analytic rubrics position examines on a more distinct hierarchy of writing skills, as a way of offering a comprehensive analysis in regard to the several aspects of writing (Ghalib & Al-Hattami, 2015). This is a structured method that addresses the issue of precision and reliability of assessments, which can be much more effective in monitoring and assessing the performance of students in writing.

In this study, the research rubric model uses an analytical rubric method which aims at evaluating writings particularly the writing of paragraphs and scores on some aspects. This method facilitates review of the errors made by the writer because the writer cannot see the typed errors and mistakes on the written document. The current assessment model was designed with reference to earlier frameworks which were developed by Jacobs and others (1981). As such this approach offers a systematic assessment that looks at singled out qualities which are either admirable or wanting in the case of the students' writing in a methodical manner, making feedback more accurate and useful.

2.5.1. Studies Investigating Rubric-Referenced Feedback Usefulness.

Specifically, Goodwin and Kirkpatrick (2023) identified that rubrics provided fair and equitable assessment, which students and tutors deemed extremely useful for guidance, in addition to assisting students in developing their essays. The following perceived barriers were identified: Some students said that they fail to get enough

feedback besides the rubrics. The participants' perception of the value of rubrics was positive, especially when evaluating the role of rubrics for common purposes and for students' understanding of expectations in the class work. Thus, this research brings more evidence to the positive influence focused on the integration of rubrics in writing education.

In the same way, Hasan (2022) examined the extent to which rubric-based feedback influenced the advancement of Saudi EFL high school students' writing abilities. The participants were sixty-five second semester high school students during the academic year of 2019 where thirty-one students served as the experimental group that was trained on rubrics-based feedback incorporated in the writing instructions, while the other cohort of thirty-four learners formed the controlled group which was taught under the traditional methods. Based on the findings it was observed that, the mean score of the experimental group was higher than that of the control group in the writing sub-test. This finding supports the use of rubrics in feedback to improve on the Saudi high school students' writing skills.

Alamri and Adawi (2021) found that Saudi EFL teachers frequently used in-class correction and feedback mechanisms, incorporating various assessment techniques including Writing Scoring Rubrics (WSRs), self-assessment, peer editing, journals, and portfolios. The teachers also engaged students in creating customized WSRs, highlighting the practical benefits of WSRs in improving students' writing skills.

Wang (2016) employed research to provide an insight of the students' awareness of rubric use in self-assessment within an EFL environment in a Chinese University. This means that the study revealed that the rubric was beneficial to the students in helping them regulate themselves and achieve the intended learning outcomes through the stages of planning, self-assessing, and reflecting. To this end, it builds up the argument that intrinsic characteristics of the rubric, as well as user aspects, were significant in determining effectiveness of rubrics for self-assessment among students.

Wang (2014) explored the perceptions of Chinese EFL learners on peer feedback and the use of rubrics for self-assessment. The study revealed a decline in the perceived usefulness of peer feedback over time, affected by factors such as the students' familiarity with essay topics, limited English proficiency, and concerns about the honesty of peer feedback. Despite this, rubrics were viewed as a clear guide for evaluating peer writings.

Diab and Balaa (2011) intended to investigate the impact of rubrics on students' writing and their perceptions of these rubrics within the context of EFL learning. In their study, they identified notable increase in the first-draft writing, for second-draft writing when applying rubrics; consequently, acknowledging positive feedback from the students, it could be inferred that there is need to adopt consistent use of better-developed rubrics to favour English learners.

In another study, Andrade et al. (2009) looked at long- and short-term impacts of rubric use and student's writing-self efficacy in elementary and middle school. According to their research evidence, use of rubrics enhanced students' self-confidence as they wrote, and this was further observed among girls with long term use of rubrics intervention.

In a cross-sectional survey study, Qasim and Qasim (2015) aimed at identifying the perception held by the university teachers of Pakistan to understand the usefulness of the rubrics in assessing the students' writing skills. In the study, the author conducted six interviews with the instructors and asked the questions concerning uses and misuse of the rubrics. This study aimed at identifying students' perceptions of literature teachers' feedback and expectations on written work and the following findings were observed: The literature teachers, particularly those of the senior classes, attached great importance to details and elaboration. Four out of the six respondents agreed that rubric was effective in assessment and handling mechanical mistakes on students' works. They also understood rubrics as effective approaches towards the evaluation of students' successes and improvement of the strategies used in the course. The study recommended using constructs that seek to include the realistic type of assessment that embraces the student self-assessment ability to learn and improve. It also requested them to work together with the language, content, and literatures teachers to enlarge the professional field of legislation of educational practices.

In their quasi-experimental study, Turgut and Kayaoğlu (2015) sought to understand the effects of using rubrics on students work in EFL context, particularly writing. The rationale for undertaking the study was to change students' attention from mere grammatical incidences to dimensions of good writing. The subjects were divided into a treatment group (N = 16) which is the group that worked with a rubric that prescribes and outlines the expected writings in the writing of the two compositions and a control group (N = 22) that did not use a rubric. The results proved that those in the

study group who utilised the rubric scored higher than the other students. Students themselves during interviews mentioned that, although integrating rubrics was somewhat problematic at first, it finally aided in better comprehending and utilizing all the features of high-quality writing in one's own work. In line with these findings, the use of rubrics could be advocate in the improvement of students' writing approaches within EFL context and the general quality of the writings.

Akkaş-Baysal and Ocak (2018) also were engaged in the study the purpose of which is to design a rubric for portfolio evaluation in English classes. The rubric was divided into three categories of thirteen subcategories that aimed toward the evaluation of different facets of the students' progress other than in one criterion only. As a means of confirming the validity of the rubric, the researchers invited experts to comment and assess the content, structural and criterion levels of the rubric. The conclusion reached indicated that the developed rubric assists in the assessment of student Portfolios in English classes and divides the broad areas into well-defined, manageable subcategories, hence it can be realized that the rubric developed is quite an effective means of formative assessment for that ultimate summative purpose of providing effective assessment of student portfolios. This also improves the comprehension of how specific subjective and simplest rubrics can be of valuable assistance in providing accurate evaluations in educational contexts.

Mahmoudi and Buğra (2020) conducted a study to evaluate the effectiveness of rubrics and face-to-face feedback on the writing performance of ESL students. The findings indicated that both the use of rubrics and the provision of face-to-face feedback significantly improved students' writing performance. Students reported that understanding the rubric helped them evaluate their own work and peer work more effectively, leading to higher quality writing and better grades. This highlights the dual benefits of structured rubrics and personalized feedback in improving writing outcomes in an educational setting.

2.5.2. Studies Investigating against Rubric

Andrade and Du (2005) explored how undergraduate students utilize rubrics to enhance their learning and academic performance. The students indicated that rubrics were instrumental in planning their approach to assignments, checking their work, and guiding or reflecting on feedback received. Key findings from the discussions revealed

that rubrics helped students focus their efforts, produce higher quality work, achieve better grades, and reduce anxiety related to assignments. However, it was also noted that most students did not read rubrics in their entirety and some viewed rubrics primarily as a means to meet specific teacher expectations, rather than as a standard of academic criteria within their discipline. This study underscores the benefits and challenges of rubric use in higher education, highlighting both the positive impacts on student performance and the need for improved engagement with rubric content.

Andrade (2005) discovered that rubrics were not entirely self-explanatory and that students often required guidance to understand and effectively use them. When she had once handed out a rubric that had been co-created in class, assuming that students would know how to use it because they had participated in its creation, she was surprised by the outcome. She found that while more motivated students struggled to understand how to apply the rubric, less motivated ones simply stored it away and forgot about it. This was primarily because most of the students had never encountered a rubric before. Consequently, Andrade realized the need to explicitly explain the rubric and provide students with practice in using it, which she facilitated through a mock critique conducted as a class. Moreover, she pointed out that rubrics were not a replacement for good instruction. She observed that even an excellently designed rubric did not eliminate the need for students to have access to models, receive feedback, and have opportunities to ask questions, think, revise, and so on. The availability of rubrics online did not automatically enhance instructional quality; effectively integrating these tools to support good teaching practices remained a crucial, separate consideration.

Kohn (2005) has criticised the use of rubrics in the assessment process, noting that rubrics went against learning and imagination. Initially, Kohn used to have a rationalization that in line with a new breed of assessment tools: as compared to the conventional letter grade system, portfolios and rubrics are more precise and real. Nevertheless, after some thinking and analysis, he realized that not all the forms of the assessment that he categorized as alternatives were really helpful. Kohn stressed that in many cases, rubrics were used not to build on good practices in education but to facilitate and simplify grading. He added that this is risky since rubrics seduce educators due to their efficiency and objectivity so they can provide reasons for the given grades. Rather than pushing toward true understanding of a concept, rubrics might cause teachers and learners to care mostly about checklists and assessments, which may hinder creativity and

passion for the work. In addition, Kohn pointed out that the use of rubrics can contribute to the perpetuation of emphasis on grades more than learning. The detailed feedback they provided was often more about performance than about engaging students with the content. He argued that this emphasis on performance could discourage risk-taking and deep thinking, as students became preoccupied with how they were judged rather than what they were learning.

2.6. TEACHER FEEDBACK

Teacher and peer feedback on EFL writing have been explored in different research findings as mentioned above (Hamer et al., 2015; Wang, 2014). In general, it is found that teacher feedback is the most effective for improving the results of the students' essays. More particularly and in concern with the teaching of writing, one of the most important facets of written feedback from the instructors is a crucial part of the teaching spectrum (Dixon, 2015). Therefore, it is necessary to know more about the studies that probed into the effect of teacher feedback and those that refuted it.

Feedback is one of the best ways on how teachers and instructors can check students' work in a formative assessment setting that is applicable in writing courses in higher learning institutions (Cavanaugh & Song, 2014; Dixon, 2015). It helps teachers to help students accomplish goals, for example, writing assignments that are within students' scopes but if they are left to do them alone, they may not accomplish them (Hyland, 2010; Hyland & Hyland, 2006; Gould & Day, 2013; Lee, 2014). Additionally, effective teacher feedback is recognized for its critical role in clarifying the objectives and outcomes of specific courses (Nicol & MacFarlane-Dick, 2006).

2.6.1. Research Supporting Teacher Feedback

The existing literature supports the notion that teacher feedback is essential both for the teaching of the English writing as well as for learning it. Researchers (Hyland, 2010; Hyland & Hyland, 2006; Gould & Day, 2013; Lee, 2014) have underscored the significance of students sensibly receiving corrective feedback from their teachers, which can be imparted through direct or indirect means. Thus, the positive feedback makes EFL students' attitude toward L2 writing more positive than that shown when they attempted to write on their own with no guidance from the instructor. These studies show how

crucial it is for teachers to offer feedback that would help their students improve both their writing skills as well as their outlook on writing tasks in English.

Kulhavy (1977) discussed the pivotal role of feedback in educational settings, particularly emphasizing its objective to enhance the learning derived from an instructor. However, Kulhavy identified potential drawbacks that could undermine the effectiveness of feedback. He noted that feedback might fail in its facilitative role under certain conditions. To this effect, one of the negative circumstances takes place when too much feedback is provided before a student answers, in which case imitation instead of studying occurs. In this case, it becomes clear that the simple availability of feedback makes for the least retention of the material, with the learners concentrating more on writing rather than reading. Additionally, Kulhavy described another potential difficulty which implies that if the material is too complex, then students would mostly focus on trying to guess answers. Subsequently, they struggle to meaningfully connect the feedback to the question, further impeding the learning process. These insights underscore the need for carefully structured feedback that is timed and tailored to avoid these pitfalls, ensuring it supports rather than hinders the learning experience.,

In his work, Kulhavy (1977) demonstrated information on how to structure instructional steps to optimize the feedback. Other of these guidelines is that the teacher should ensure that students have prior knowledge required in the lesson making learning easier. Also, Kulhavy (1977) noted that feedback design should serve the purpose of making the student's response as significant as the feedback given so that the student is actively learning and comprehending instead of merely copying. Lastly, he advocated for frequent delivery of feedback throughout the course, which helps reinforce learning and allows students to continuously adjust and improve their understanding and performance. These recommendations aim to enhance the educational impact of feedback by making it a constructive component of the learning environment.

Similarly, Ferris et al. (1997) highlighted the crucial role of providing written feedback on student papers, considering it possibly the most essential responsibility of a teacher. This practice offers students a unique opportunity for individualized evaluation and face-to-face communication, opportunities that are often scarce during regular class activities. Such personalized attention plays a significant role in motivating and encouraging students, fostering a deeper engagement with their learning process and contributing to their overall educational development.

Mackey and Goo (2007) concluded from their meta-analysis that intervention studies focused on corrective feedback significantly enhance language development. Similarly, Russel and Spada (2006) observed that while corrective feedback treatments have stronger effects in the short-term, these benefits are enduring and positively impact language learning over extended periods. In another meta-analysis, Li (2010) found a medium effect size for the effectiveness of feedback interventions, noting that shorter interventions tended to produce larger effects. Li also reported that laboratory-based research settings yield more significant results than natural classroom environments for feedback interventions.

Furthermore, Long (2007) stressed that negative evidence can be beneficial as a form of education in language, as it enables the learners to detect and overcome gaps in their knowledge. Bultena et al. (2017) included a neurophysiological view by arguing that not only does feedback help in the monitoring of mistakes but also in lessening interference from the first language in the acquisition of a second language. Therefore, the results of all these studies point to the fact that corrective feedback is an effective tool in the promotion of language development as it has positive effects in the post-treatment and the longer term too.

Despite all the evidence supporting the effectiveness of correcting learner errors in writing, there are also some arguments regarding its effectiveness and usefulness. The critique of corrective feedback was famously done by Truscott (1996) who stated that such feedback was best described as useless and counterproductive, asserted that there were too few rigorously scientific studies demonstrating the benefits. As a continuation of this critique, Truscott (2007) claimed such approaches were selective, and he conducted his meta-analysis, which revealed that corrective feedback decreases writing accuracy. He claimed that the benefits of providing such feedback were limited, particularly when confounding variables were not controlled.

Truscott (2007) also claimed that the most common form of ‘correction’ in second language learning is inaccuracies with grammars; a kind of error that was useless in teaching L2 writing. He also pointed out that paying most of the attention to mechanics was not necessarily beneficial to the proper and natural usage of the language when it was used in real-life situations. Extending this critique further, Truscott (2008) suggested that any apparent gains from corrective feedback are not genuinely indicative of language development, as learners frequently continue to repeat the same errors in subsequent tasks

post-feedback. Essentially, Truscott maintained that while corrective feedback might enhance grammatical accuracy, this did not equate to improved language development, since grammatical precision alone did not encapsulate effective language use.

In response to Truscott's critical views on corrective feedback, Ferris (1999) voiced concerns about the broader implications of Truscott's sweeping conclusions. Ferris argued that Truscott's assertions could potentially lead teachers, educators, and researchers to adopt his stance uncritically, potentially harming students' development as writers. Ferris highlighted the risks involved if educational practitioners were to alter their instructional strategies based solely on Truscott's claims, without considering the potential negative impacts on students' writing growth.

Discussing the nature of feedback in writing development process in more detail, Ferris (2004) also pointed out how editing the texts after receiving the error feedback helps in the cognitive processes. She stated that the process of editing a text following comments may well act as a key or, at any rate, a helpful step in improving the clarity of written work. This process involves the learners' participation in a way that enhances their understanding of their mistakes and hence improves learning and memory.

Moreover, in her continued advocacy for targeted grammar instruction, Ferris (2004) argued that additional grammar teaching—whether in the classroom or through individualized self-study materials recommended by instructors—can significantly improve accuracy when it is tailored to meet students' specific needs and integrated with comprehensive error treatment strategies, such as teacher feedback and error charting. This approach, according to Ferris, not only addresses grammatical errors but also reinforces learning by connecting grammatical theory with practical application, thus supporting overall writing proficiency.

Furthermore, there is a considerable body of data illustrating the favorable long-term effects of feedback on the writing process, despite the notable concerns of Truscott (1999) regarding the effectiveness of teacher feedback in language training. Studies in this field demonstrate the noteworthy enhancements in student writing that result from regular feedback from educators. For example, Chandler (2003) showed that over time, students' writing correctness and fluency were significantly affected by instructor comments that targeted grammar and lexical problems. This research implies that targeted and specialized comments might improve important writing components, giving students

tangible benefits. The influence of effective teacher feedback on student tasks extends significantly beyond immediate learning outcomes, affecting how students learn and improve over time (Hennessy & Forrester, 2013). It not only offers suggestions for immediate revisions but also plays a foundational role in the overall progress of student writing (Demirel & Enginarlar, 2016).

Kahraman (2013) looked at the relationship between students' views about receiving corrective feedback, their writing anxiety, and their writing performances in order to investigate the effects of "good paragraph writing" on language learners at both cognitive and affective levels. The findings, which came from statistical and descriptive assessments of students' views, showed that students strongly preferred feedback that was indicated, coded, and not corrected—especially when it came from professors. This preference highlights how organized feedback is thought to be useful in assisting students in recognizing and comprehending their writing problems without offering direct corrections, therefore encouraging student autonomy in error correction. In the end, Kahraman's research indicates that coded instructor feedback supports the efficacy of such feedback in improving language learning in addition to aiding in the reduction of writing anxiety related to foreign languages. This emphasizes how using coded feedback techniques in language instruction can help students achieve better cognitive and affective results.

The study by Kahraman and Yalvaç (2015) delved into the attitudes of university students learning English as a Foreign Language (EFL) towards teacher feedback. Through the use of questionnaires and interviews, the research aimed to explore student preferences for teacher feedback, assess its impact on L2 writing, and examine any differences in attitudes between male and female students. The results indicated a generally positive perception of writing in L2 and the receipt of corrective teacher feedback in L2 writing classes. This positive image underscores the importance of feedback in the language learning process, suggesting that students value the guidance it provides. Notably, the study found no statistically significant differences in attitudes towards teacher feedback based on gender, indicating that male and female students similarly appreciate and benefit from feedback in their writing development. A key finding from the study was the students' preference for different types of feedback at various stages of their writing process. Specifically, most participants preferred implicit feedback on their first drafts, which typically involves less direct corrections and allows

students to autonomously address errors. Conversely, explicit feedback was favored for the final drafts, suggesting that students expect more direct and detailed corrections from teachers at later stages to refine their writing before final submission. In conclusion, Kahraman and Yalvaç's study demonstrates that teacher feedback is not only well-regarded among EFL students but also seen as a crucial element in enhancing their writing skills in English.

The recent study conducted by Darmanto, Utari and Rahim (2023) investigated the effectiveness and perception of teacher feedback on students' writing tasks in the context of English as a Foreign Language (EFL). The findings highlight the significant role of feedback in the EFL learning context, emphasizing its importance in encouraging students to enhance their writing skills. The students involved in the study reported strong beliefs in the value and applicability of the feedback they received. They responded positively to both written and oral feedback, noting that these feedback mechanisms were not only motivational but also instrumental in improving their writing proficiency.

The significance of teacher feedback in encouraging students and strengthening their language acquisition endeavors is shown by these studies. The encouraging replies from the students suggest that good feedback from teachers is essential to helping EFL/ESL students develop their writing abilities and, eventually, to support their language learning process as a whole. According to the research, in order to optimize student engagement and skill development, feedback in language learning should be utilized strategically.

2.6.2. Studies Rejecting Teacher Feedback

Despite the recognized benefits of teacher feedback in ESL contexts, various studies have highlighted substantial drawbacks associated with its practice. Teacher feedback has often been critiqued for being formulaic and arbitrary, potentially leading to confusion among students. According to Zamel (1985) and Zhao (2010), ESL writing instructors tend to provide similar remarks predominantly focused on language-specific errors, which may not address broader aspects of writing proficiency or student-specific needs.

Moreover, the effectiveness of teacher feedback in actually influencing students' writing abilities has been questioned. Leki (1990) pointed out that even well-crafted

teacher comments might not lead to significant improvements in students' subsequent writing tasks. This suggests a gap between the intention of feedback and its actual impact on student learning outcomes.

Truscott (1996) has been a prominent critic of traditional approaches to teacher's corrective feedback in the context of improving students' writing skills. He argues that grammar correction not only fails to aid but actively hinders student writing development for several reasons. Firstly, Truscott posits that learning is most effective when students feel relaxed, confident, and enjoy their educational experience. In contrast, he asserts that the typical method of teacher corrections often leads to negative emotions, such as discouragement and anxiety, particularly when students are confronted with extensive corrections marked in red ink on their work. Further compounding the issue, Truscott observed that the fear of receiving such corrections causes students to adopt overly simplistic writing styles. They might choose brevity over complexity to avoid potential errors that would attract corrections, thus limiting their ability to experiment with and master more advanced structures and expressions in their writing.

Additionally, Truscott highlighted a significant misallocation of students' time and focus due to the emphasis on correcting mistakes based on teacher feedback. He argued that the time students spend obsessing over and correcting errors could be better utilized engaging in more productive learning activities that promote genuine language acquisition and skill development. Essentially, Truscott's critique centers on the idea that traditional corrective feedback not only fails to enhance students' writing skills but may actively impede their learning process by fostering negative emotions, encouraging overly cautious writing habits, and diverting time away from more beneficial educational pursuits.

Lee (2003) further complicates this issue by noting that despite the considerable time teachers invest in assessing student work, it remains challenging to determine whether their efforts genuinely result in student improvements. This observation underscores a disconnect between teacher input and measurable student progress, raising concerns about the efficiency and efficacy of traditional feedback methods in ESL writing education.

In her study, Hyland (1998) delved into the responses of ESL students at a New Zealand university to written feedback provided within an English proficiency program

with a strong emphasis on writing. Hyland's research focused on understanding how these university students utilized teacher-written feedback in their academic work, exploring the complexities of feedback reception and utilization in an educational setting. The findings from Hyland's study indicated that the use of teacher-written feedback by students varied significantly based on individual differences and personal writing approaches. This variability underscores the subjective nature of writing and the personalized ways in which students interpret and apply feedback to their work. Hyland emphasized that writing is a deeply personal activity, and thus, students' motivation and self-confidence as writers can be significantly impacted—sometimes negatively—by the feedback they receive. Hyland's conclusions highlight the critical need for clear communication between teachers and students regarding feedback. She suggested that to avoid miscommunication and to ensure that feedback is constructive and supportive, there should be open and detailed discussions about the objectives and expectations associated with feedback. This approach would help tailor feedback to better meet individual student needs and foster a more supportive and effective learning environment.

Listyani (2021) conducted a study exploring the feelings and perceptions of seventy-six students regarding the teacher feedback they received in their writing classes. This research addresses an important aspect of educational dynamics, acknowledging that feedback, while critical for learning, is sometimes perceived negatively by students. The study highlights how feedback can often be seen as discouraging, focusing on students' weaknesses and errors, thereby inducing stress and anxiety rather than fostering educational growth.

The primary aim of this study was to delve deeper into these perceptions, particularly among EFL learners, and to understand how they react to the feedback provided in their writing classes. By exploring these reactions, the study sought to uncover whether these perceptions were universally negative or if students could potentially see and appreciate the constructive nature of feedback when its benefits are properly communicated and understood.

The results of Listyani's research are intended to serve as an insightful resource for writing instructors, encouraging them to deliver supportive and corrective feedback in a manner that not only mitigates the perceived negative aspects but also enhances the students' writing skills. This study emphasizes the importance of how feedback is framed and delivered, proposing that with the right approach, feedback can transform from a

source of anxiety to a much-anticipated aid that students are eager to receive. The implications of this research suggest a shift towards more empathetic and empowering educational practices in EFL contexts, aiming to improve learner engagement and writing proficiency.

2.7. PEER FEEDBACK

Peer feedback, also referred to as comments from classmates, serves as an additional resource for student writers in writing classes, complementing the written feedback provided by teachers during the writing process. Ferris (2003) notes several advantages of peer feedback: students often perceive it as less intimidating and less likely to provoke resentment compared to feedback from teachers; it can reduce the burden on teachers who otherwise spend considerable time responding to student texts; and the practice of carefully reading and evaluating peers' work can enhance students' critical thinking skills, ultimately improving their ability to assess their own writing.

Peer response has gained prominence in numerous L2/FL classrooms, propelled by the adoption of process-oriented writing instruction (Ferris & Hedgcock, 2014). This approach emphasizes the creation of multiple drafts, each undergoing cycles of response and revision. The effectiveness and necessity of peer feedback are underpinned by several theoretical frameworks including the process writing theory, the interactions theory of second language acquisition, the collaborative learning theory, and the sociocultural theory (Lantolf & Thorne, 2007). These theories collectively highlight the value of peer feedback in fostering deeper learning and enhancing writing skills through collaborative and interactive processes. Peer feedback has been found to generate a greater number of comments concerning vocabulary, structure, and topic in student writing (Lee, 2009). Moreover, it is argued that peer feedback can be more educational than instructor feedback as it aligns with the developmental stages of students.

Peer feedback in language acquisition has a strong theoretical foundation, supported by a number of educational theories that emphasize the value of social contact and teamwork in the learning process. Notably, process writing theory emphasizes that peer feedback is an essential part of the writing process and supports the iterative nature of writing, which includes drafting, feedback, and editing (Caulk, 1994; Paulus, 1999; Wang, 2014; Yang, Badger & Yu, 2006; Zhao, 2010). Peer-feedback is also supported by interactionist theory in second language acquisition, which holds that learning happens

through interactive communication in which students negotiate meaning and improve their language abilities in a group setting.

2.7.1. Studies Suggesting Peer Feedback

According to Berg's (1999) research, student's types of revisions were significantly improved by trained peer response, with a particular result being a greater number of modifications that improved the meaning of texts. Additionally, a comprehensive rating procedure comparing the initial and updated writings revealed a considerable improvement in the quality of the students' revised drafts. This showed that students were not only more likely to engage in significant changes but also improved the overall quality of their writing when they received appropriate instruction in peer response strategies.

Liu and Hansen (2002) discuss the positive impact of peer support in the educational context, particularly emphasizing how it can transform students' attitudes toward writing. Through the implementation of peer-review sessions, students not only benefit from the feedback of their peers but also experience a decrease in writing apprehension, fostering a more confident and supportive learning environment. The study highlights that when students are given the role of a teacher during peer-review activities, they become more actively engaged in their own learning process. This role assignment encourages students to take greater responsibility for not only their own learning outcomes but also for assisting their peers in their learning journeys. This dual role as both learner and teacher enhances their understanding of the subject matter and improves their critical thinking and evaluative skills. By engaging in peer-review, students are not merely passive recipients of knowledge. Instead, they are placed in a position where they must critically assess their peers' work, which in turn, enhances their own learning and comprehension. This active engagement is crucial in transforming their approach to learning and writing, making them more accountable and proactive in their educational development.

Keskin (2022) explores the impact of peer feedback within EFL writing classes, particularly focusing on Turkish EFL students at a private university. Drawing on the principles of collaborative learning theory, which posits that peer feedback enhances learning and writing skills, the study seeks to assess students' perceptions of peer feedback and its tangible effects on their writing development. Data collection was two-fold: initial

and final perceptions of peer feedback were gauged through pre- and post-questionnaires, while the actual improvement in writing was measured by analyzing students' essays before and after the peer feedback intervention, with essays scored by both the researcher and an independent rater. The findings revealed that students' writing showed notable improvement in their second drafts after receiving peer feedback, substantiating the collaborative learning theory's assertion about the effectiveness of peer interaction in learning processes.

In the study conducted by Duruk (2016), a phenomenological approach was employed to investigate whether training altered students' perceptions of peer feedback in an English Preparatory Program at a Turkish state university. This qualitative research involved 25 medical students participating in the Mandatory English Preparatory Program during the 2014 academic year. Data were collected through semi-structured interviews at both the beginning and the end of the academic year to gain a clear understanding of the students' initial and subsequent perceptions of peer feedback. Additionally, as part of the training process, students were required to write reflections after each feedback session. These reflections were meticulously analyzed to tailor and enhance future training sessions, ensuring that they were responsive to students' evolving needs and perceptions. The analysis of the collected data was conducted using content analysis techniques, with all data being manually analyzed to ensure thorough and precise findings. The results of Duruk's study indicated that training significantly influenced students' perceptions of peer feedback. The training sessions appeared to affect students' views on the utility and importance of peer feedback in improving their English language skills. This shift in perception underscores the value of structured and reflective training in helping students recognize and appreciate the benefits of peer feedback, ultimately enhancing their engagement and learning outcomes in preparatory English programs.

2.7.2. Studies Against Peer Feedback

Peer feedback has a strong theoretical foundation and empirical evidence that supports its benefits for second language (L2) and foreign language (FL) writers; nonetheless, its implementation in L2/FL writing courses is still rather low. According to Yu and Lee (2016), teacher feedback is still the most popular and widely used approach in academic contexts. Peer input has been demonstrated to significantly improve L2/FL writing skills, but this preference still exists (Srichanyachon, 2011; Srichanyachon, 2012).

There are a number of reasons why instructors may be reluctant to incorporate peer feedback more widely, such as their familiarity with direct feedback techniques, their adherence to traditional teaching methods, or even uncertainties regarding the validity and consistency of peer evaluations in comparison to teacher-provided professional assessments (Loan, 2017).

Wang (2014) found that while peer feedback in Chinese EFL classes seemed helpful at first, there were a number of reasons why its perceived efficacy declined with time. While students with inadequate English ability found it difficult to participate, those who were more familiar with essay subjects tended to value feedback more. Perceptions were also greatly influenced by general views regarding peer evaluation, time restrictions in the classroom, and the need to preserve happy interpersonal connections, which frequently resulted in reserved and less honest discussions.

Zhang (1995) highlights the challenges posed by cultural background in the effectiveness of peer feedback, particularly for Asian students who have traditionally been accustomed to teacher-dominated pedagogies. This cultural preference is rooted in the perception that teachers are the sole experts and authoritative sources of knowledge. This perspective often leads students to favor teacher feedback over peer feedback, as they view the teacher's input as more credible and valuable. Carson and Nelson (1996) further underscore this viewpoint, indicating that the teacher's role as an authority figure is deeply ingrained in many Asian educational contexts. This cultural norm can make the adoption of peer-feedback mechanisms challenging, as students may be less receptive to critiques from peers whom they do not see as authoritative.

Fei (2006) carried out a study that explored Chinese students' perspectives on peer feedback. The results showed that these students had serious concerns regarding the quality of recommendations made by their classmates. This mistrust was evident in their unwillingness to respect or trust the feedback from their peers, as evidenced by their refusal to include it in their updates. The survey also discovered that these students had extremely unfavourable opinions about how beneficial the peer-review process was in general. In academic contexts, where teacher authority is generally stressed, these negative opinions reflect larger cultural and educational elements that shape students' attitudes about peer relationships and criticism.

Despite the demonstrated benefits of peer feedback, teacher feedback remains the predominant preference in L2/FL writing classes. This choice arises from a general undervaluation of peer review within various educational contexts. These patterns encourage academics and instructors to think of creative ways to provide feedback that combine the best features of student and peer contributions. The notion of mixed feedback presents a viable approach to augment the effectiveness of feedback and tackle the drawbacks associated with each form separately. It combines authoritative guidance from teachers with observations from peers. This mixed approach aims strengthen student confidence in the feedback process, ensuring that they benefit from the diverse perspectives and expertise that both peers and teachers can offer.

2.7.3. Mixed Feedback: Teacher and Peer

Recent studies underscore the growing acceptance of a combined approach to feedback involving both teachers and peers in L2/FL educational settings. Demirel and Enginarlar (2016) along with Maarof, Yamat and Li (2011) have noted the positive reception to this hybrid feedback model among students. Specifically, Maarof, Yamat and Li (2011) articulate the distinct benefits of each feedback type. Teacher feedback is instrumental in helping learners identify and focus on specific linguistic structures, which they can then compare to their existing knowledge and incorporate accordingly. Peer feedback complements this by allowing learners to revisit these structures, reinforcing their understanding and application through additional examples and discussions among peers. This dual approach not only deepens the learning experience by providing varied perspectives but also enriches the learners' engagement with the language, enhancing both comprehension and retention of linguistic structures.

Yang, Badger and Yu (2006) conducted a study in a university in China to evaluate the impacts of peer and teacher feedback within an EFL writing class. The study was motivated by the limited amount of feedback typically available in large classes. Involving 79 Chinese students, the participants were split into two groups. Each group engaged in three rounds of multi-draft compositions for identical writing tasks. The research utilized a multi-modal approach to data collection, including textual and questionnaire data from all participants, complemented by video recordings and interviews with a subset of 12 students. This comprehensive data collection facilitated a detailed analysis of the feedback's effects. The findings of the study underscored that

teacher feedback was more influential on the students' writing skills compared to peer feedback. It was more likely to be considered seriously by the students, thereby having a more significant impact on improving their writing abilities. On the other hand, peer feedback was found to promote greater student autonomy. This suggests that while teacher feedback is crucial for skill development, peer feedback plays a vital role in fostering independent learning and confidence among students. This dual approach, therefore, supports a more holistic educational experience by combining the direct benefits of skill enhancement through teacher feedback with the broader developmental benefits of peer feedback.

Demirel and Enginarlar (2016) conducted a study to assess the effectiveness of integrating teacher and peer feedback to improve the writing skills of 57 Turkish EFL students. Over a 15-week period, students engaged in writing activities where they produced multiple drafts. Both intervention and control groups received varying types of feedback on their drafts, which they then used to revise their work. The study meticulously tracked the number and quality of revisions made following the feedback. Interestingly, the findings indicated no statistically significant differences between the effects of peer and teacher feedback in terms of the quantity of revisions or the overall quality of writing. However, the research highlighted that a combined approach of teacher and peer feedback proved more advantageous. This dual feedback strategy not only fostered a more positive reception towards peer feedback among students but also enhanced their engagement in self-revision practices. This suggests that while peer and teacher feedback individually did not show a differential impact on writing revisions or quality, their combined use could create a more supportive and enriching feedback environment. A more proactive approach to rewriting a student's writing as well as positive attitudes toward peer assessments seem to be fostered by this atmosphere, highlighting the beneficial effects of combining different feedback sources in educational settings.

Sun and Wang (2022) explored the role of teacher interventions in enhancing the effectiveness of peer feedback and developing self-revision skills among graduate students. Utilizing a quasi-experimental design, the study compared outcomes across two experimental groups and one control group. In the experimental groups, teacher interventions included direct corrections of incorrect peer feedback or the use of symbols to highlight inaccuracies, while the control group received no such interventions. The

participants, 110 graduate students not specializing in English, engaged in a one-and-a-half-month study where they wrote two essays, provided peer feedback, and revised their drafts based on the feedback they received. The findings revealed a significant impact of teacher intervention on the accuracy of revisions made by students. Those in the experimental groups who received teacher guidance on how to address the inaccuracies in peer feedback demonstrated a higher accuracy in revising their essays compared to the control group, which received no teacher intervention. This indicates that teacher involvement not only aids in refining students' revision skills but also enhances the overall effectiveness of peer feedback by guiding students to make more precise and beneficial corrections to their work. This study underscores the importance of teacher facilitation in peer review processes, particularly in improving the quality of student revisions and the educational outcomes of peer feedback activities.

Gonzalez-Torres and Sarango (2023) conducted a study to compare peer and teacher indirect feedback along with student impressions of the input in order to assess the efficacy of various forms of feedback in EFL writing. Using a mixed-method approach that incorporated survey and quasi-experimental approaches, eighty-two EFL learners, aged 17 to 18, were divided into four groups for the study. One of the feedback kinds was given to three of these groups, while no feedback was given to the fourth group, which acted as the control group. These groups worked on their EFL writing skills for two months. Students in the intervention groups answered a questionnaire after the session to express how they felt about the feedback. Pre- and post-test results showed gains in EFL writing abilities in all groups, and the effectiveness of feedback overall was confirmed by a substantial difference in post-test results between the feedback recipients and the control group. The comparative examination between the three forms of feedback, however, did not reveal any statistically significant changes, indicating that the presence of feedback itself may have a greater impact on the outcome than the type of input—direct, indirect, or peer. Students expressed a positive attitude towards the feedback, acknowledging its importance in their learning process and expressing a preference for a mixed feedback approach that combines both teacher and peer insights. This preference underscores the value of diverse feedback sources, aligning with broader educational theories that advocate for varied instructional approaches to enhance learning efficacy. This study significantly contributes to the academic discourse on feedback's impact on EFL writing,

suggesting that while any feedback is beneficial, a hybrid approach may be most favourable according to learner preferences.

2.8. SELF-EFFICACY IN WRITING

The relationship between self-efficacy and writing performance has been consistently shown to be positive across numerous studies. Self-efficacy, or one's belief in their own ability to succeed in specific situations or accomplish a task, plays a crucial role in how individuals approach goals, tasks, and challenges. In the context of writing, students who possess higher levels of writing self-efficacy are generally more likely to engage more deeply and persistently in the writing process, leading to better performance outcomes (Bandura, 1977; Brown, 2007). Distinct from broader constructs like self-esteem or self-concept, self-efficacy is task-specific and directly relates to perceived competence rather than general self-worth (Zimmerman, 2000). This correlation suggests that enhancing students' self-efficacy could be a key strategy in improving their writing skills.

Bandura (1986, 1989) emphasizes that self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. These beliefs determine how people feel, think, motivate themselves, and behave, which underlies the crucial role self-efficacy plays in how individuals meet challenges and accomplish tasks, particularly in contexts requiring skilful competence like academic and workplace settings.

Wang (2016) expands on the sources of self-efficacy in the context of language learning, arguing that it may be influenced by a variety of factors including prior performance, the effects of peers or advisors, social persuasion, affective and physiological states, perceived language proficiency, experience, and the perceived difficulty of tasks, as well as personal enthusiasm. While these sources are generally consistent across different studies, Wang highlights that in the specific realm of language learning, perceived proficiency and task difficulty are particularly significant. These factors can notably impact self-efficacy levels, potentially enhancing or hindering language learning depending on the learner's perceptions of their own abilities and the challenges posed by the tasks. This insight is crucial for educators and language trainers, suggesting that boosting learners' confidence in their language skills and carefully

adjusting task difficulty could significantly affect their motivational levels and educational outcomes.

The process of writing in a foreign language is not limited to the proper usage of vocabulary and grammar; it demands efficient structuring of ideas and concepts. A study done by Pajares and Valiante (1997) actually claimed that high self-efficacy does not equal good writing performance, but it has a positive and strong correlation with motivation and test performance. In the words of Kahraman (2012), it is the relationship between self-efficacy and writing achievement that raises a significant concern for educational studies and development. He argues that increasing self-efficacy could significantly increase writing performances, putting more emphasis on specific teaching and learning processes that may help develop positive self-efficacy beliefs among learners.

Research on writing self-efficacy suggests that individuals' self-efficacy beliefs are crucial predictors of their writing performance. This correlation has been supported by multiple studies (Pajares & Valiente, 2001; Pajares, 2003; Prat-Sala & Redford, 2012; Sağlamel, 2018), indicating that higher levels of self-efficacy often led to improved outcomes in writing tasks. This body of research highlights the significant impact that self-belief can have on the ability to write effectively. Studies exploring the relationship between self-efficacy and writing performance have consistently found a positive correlation between these variables. This indicates that higher levels of self-efficacy are associated with better writing outcomes, underscoring the importance of self-belief in enhancing writing proficiency.

Hosseini Fatemi and Vahidnia (2013) investigated the relationship between the writing performance of EFL learners and their writing self-efficacy. Their research demonstrated a strong correlation between students' writing abilities and their general and English-specific self-efficacy beliefs.

In a recent study, Göncü and Mede (2022) looked at the students' writing self-efficacy in EFL settings. They also looked at the type and degree of writing anxiety that Turkish EFL students experienced, as well as the reasons behind it, as reported by the students and their teachers. The results showed that the students' writing self-efficacy was typically moderate and that they suffered from high to moderate levels of writing anxiety, mainly cognitive anxiety. Students' writing anxiety and writing self-efficacy were

significantly correlated negatively. The study has major implications for improving self-efficacy and managing anxiety in language preparation programs' writing courses.

Zhang et al. (2022) explored the Chinese tertiary EFL writing teachers' perceived practice and self-assessment on students' writing by emphasizing the attitudes and self-efficacy beliefs of the teachers. Such gaps of knowledge decide the direction of this research that explores the perceptions and practices regarding self-assessment, an element of self-regulated learning that should be overarching in EFL writing classrooms. The discovery made was that there is minimal use of self-assessment on prior knowledge and practices among the teachers which should be viewed as a major defect in their professional growth. In addition, the study highlighted strong significant variations in teachers' comprehension, acceptance, and perceived competence for the self-assessment of writing. The teachers' reasons for not adopting self-assessment practices were also examined to help understand the constraints in educational contexts.

This study contributes to the broader discourse on enhancing student-centred assessment approaches in ELT by offering a deeper understanding of EFL teachers' attitudes and self-efficacy beliefs toward student self-assessment. These results clearly identify the necessity of traditional training for a teacher who is aimed at promoting self-assessment skills in students, especially within the writing process, considering current objectives of higher education.

The analysis of various studies has found out that self-efficacy, which is an individual's confidence in his or her ability to perform a certain task, is another key determinant of language acquisition. This belief influences perceived performance level and task complexity, among other factors that standard self-assessment incorporates. In keeping with this notion, the self-efficacy of the writer not only has a bearing on the cognitive and behavioural components of the writing process in a second or foreign language but also the performance results. These may have impacts on the activities which can be used in writing texts, and thus, demonstrate the role of self-efficacy in language acquisition and / or writing skills.



CHAPTER III

METHODOLOGY

The purpose of the chapter is to outline the research strategy and methods employed in the investigation. It involves information about the individuals involved, the context in which the study will be conducted, the tools and techniques that will be used to gather the data, and how data collected will be analysed and interpreted. The chapter is organized into several sections: research questions, research hypotheses and rationales, research paradigm, research design, participants and setting, instruments, data collection procedures and data analysis.

The aim of this study was to examine the attitude that a group of university students had towards their peers' and teachers' feedback from a rubric with regards to their EFL paragraph composition and also their perceived self-efficacy regarding English paragraph writing. Therefore, an investigation is pursued regarding the impacts of feedback received from teachers, peers as well as the students themselves on the students' beliefs, further editing of their works, and development of the students' self-efficacy in writing. The current chapter is dedicated to an elucidation of the research methodology employed herein. The ensuing segments delineate the research questions, the study's design, the contextual milieu wherein the investigation transpired, the demographic profile of participants, the sampling modality, the instruments used in the study, the procedures employed for data acquisition, the methodologies implemented for data analysis.

The following research questions were addressed in this study:

1. What are the students' perceived usefulness of feedback in EFL writing?
 - 1a) Is there any difference found in terms of perceptions before and after treatment?
2. What are the students' L2 writing self-efficacy?
 - 2a) Is there any difference found in terms of self-efficacy before and after treatment?
3. Is there any correlation between these two different questionnaires?
4. What factors might influence students' perceptions of the effectiveness of peer feedback in revising paragraphs?
5. What factors might influence students' perceptions of the effectiveness of teacher feedback in revising paragraph?

6. How do the participants view the significance of the rubric in influencing their practice of providing peer feedback?

3.1. RESEARCH HYPOTHESES AND RATIONALES

RQ1: Students' perceptions of feedback in EFL writing positively impact their overall engagement and understanding of the writing assessment criteria.

Rationale for RQ1: The hypothesis is grounded in the assumption that providing students with clear assessment criteria through a rubric enhances their understanding of expectations and, consequently, positively influences their engagement in the writing process.

RQ1a: Following an instructional treatment that incorporates the use of a rubric in EFL writing, there will be a significant difference in students' perceptions, indicating an improvement in their understanding and appreciation of the assessment criteria.

Rationale for RQ1a: This hypothesis posits that intentional instruction incorporating rubric-referenced feedback will lead to a notable shift in students' perceptions, indicating an improved grasp of assessment criteria and a more positive outlook towards the assessment process.

RQ2: Students with higher levels of L2 writing self-efficacy will demonstrate more positive perceptions towards using a rubric in EFL writing.

Rationale for RQ2: This hypothesis suggests that students who possess higher self-efficacy in L2 writing are more likely to view a rubric as a helpful tool, as their confidence in their writing abilities aligns with a positive perception of assessment criteria.

RQ2a: Following an instructional treatment, there will be a significant increase in students' L2 writing self-efficacy, reflecting the positive impact of the intervention.

Rationale for RQ2a: The hypothesis anticipates that an instructional intervention, such as incorporating a rubric, will contribute to a meaningful increase in students' L2 writing self-efficacy, affirming the positive influence of the treatment on their confidence in writing abilities.

RQ3: There will be a positive correlation between students' perceptions of using a rubric in EFL writing and their levels of L2 writing self-efficacy.

Rationale for RQ3: This hypothesis suggests that as students perceive the use of a rubric more positively, their confidence in L2 writing abilities will also increase, indicating a positive correlation between the two variables.

RQ4: Various factors, including prior experience, writing proficiency, and attitudes towards feedback, may influence the perceived usefulness of peer feedback for paragraph revision.

Rationale for RQ4: Acknowledging the complexity of peer feedback practices, this hypothesis explores the multifaceted nature of factors that may contribute to students' perceptions of the usefulness of peer feedback, including their prior experiences, proficiency levels, and attitudes towards feedback.

RQ5: Students' opinions of the usefulness of teacher comments in rewriting paragraphs are strongly influenced by their assessments of the teacher's perceived proficiency in EFL.

Rationale for RQ5: The perceived expertise of teachers is a crucial factor that influences how much students value and apply feedback in their EFL writing. Teacher competence is a critical component of feedback efficacy because it increases students' trust and application of the feedback if they perceive their teacher to be knowledgeable about English composition and grammar. Approaches to professional development and teacher training that improve learning outcomes in EFL contexts can be informed by this relationship.

RQ6: Participants perceive the rubric as a crucial tool in guiding and structuring the teacher feedback practice, enhancing the clarity, fairness, and effectiveness of the feedback provided.

Rationale for RQ6: The hypothesis aims to investigate if participants in this study recognize and value these potential benefits of rubrics in the context of teacher feedback on their writing.

These rationales provide the underlying reasoning and theoretical basis for each hypothesis in the context of the research questions.

3.2. RESEARCH PARADIGM

In the field of research methodology, the concept of a research paradigm constitutes a foundational framework that significantly influences the philosophical underpinnings and methodological choices within a study. Creswell (2014) define a research paradigm as a "basic set of beliefs that guides action" (p.18), emphasizing its role in shaping the researcher's worldview and guiding the entire research process. Creswell (2012) posits that a research paradigm involves both philosophical assumptions and methodological orientations. As a methodology, it encompasses the overarching philosophical beliefs that direct the collection and analysis of data, employing a blend of qualitative and quantitative approaches throughout various stages of the research process. The researcher's choice of a paradigm, whether positivist, constructivist, or pragmatist, fundamentally influences the design, data collection methods, and data analysis strategies employed in the study.

To support this analysis, it is relevant to refer to other scholars who contributed to the development of the concepts in question. Lincoln and Guba (1985) strengthened the discourse by coming up with the idea of 'paradigm wars,' which demonstrated the political and historical enmity of positivism and constructivism. It focuses on the aspect of forcing the researcher to be detailed about the paradigm he/she wants to pursue when doing the research and that there is need to be very much more reflective when it comes to doing the research. Regarding the choice of the positivist approach, Babbie (2016) explains this paradigm's tendencies toward the scientific method and a search for empirical generalizations. Positivism employs science like quantitative methodologies to quantify and explain facts in structured structures and a logical manner, with the intent of repeating the procedures and finding similar results.

In contrast, the constructivist paradigm, as explained by Lincoln and Guba (1985), centre on the subjective and interpretive nature of reality. Constructivist researchers embrace qualitative methods, such as interviews and observations, to explore the diverse meanings individuals assign to their experiences. This paradigm acknowledges the role of context, emphasizing the importance of understanding the social and cultural nuances shaping participants' perspectives.

Furthermore, Morse (1991) introduces the concept of pragmatism as a reconciling force in the paradigmatic landscape. Pragmatism allows researchers to draw

from both quantitative and qualitative methods based on the demands of the research question, prioritizing the practical utility of the research outcomes.

In summary, understanding the research paradigm is essential for any master's thesis as it lays the foundation for the entire research process. The choice of a paradigm, whether aligned with positivism, constructivism, or pragmatism, shapes the philosophical and methodological contours of the study, influencing decisions about data collection, analysis, and the interpretation of findings. Researchers, as advocated by Creswell (2013), must explicitly articulate their paradigmatic stance to enhance the transparency and rigor of their research endeavours.

3.3. RESEARCH DESIGN

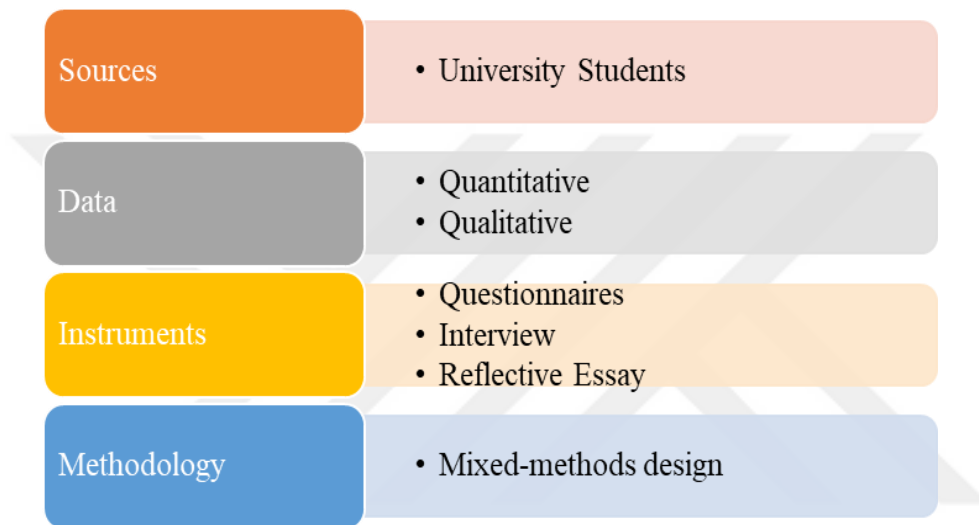
Considering the nature of this research, which investigates both how students perceive feedback and how it affects their self-efficacy in writing, a mixed-method approach can be deemed appropriate to capture the richness and nuances of the processes and outcomes observed.

Therefore, the use of mixed method approach also supports the Creswell and Plano Clark (2007) assertion that integrating both qualitative and quantitative data make it possible to answer research problems better than if either kind of data is used alone. In this study, the quantitative research part – mainly pre and post questionnaires – provides a specific numerical information concerning any shifts in the students' attitude and self-estimation after providing rubric-referenced feedback. Similarly, this approach is backed by Zoltán Dörnyei and Taguchi (2014) who affirms that questionnaires are effective tools for acquiring large responses in language research.

Simultaneously, the qualitative component, including interviews and reflective essays, delves deeper into the nuances of student experiences and perceptions. This aligns with Glaser and Strauss (2009), who advocate for qualitative approaches like grounded theory to explore underlying processes and meanings. Interviews in this study focused on the feedback process, treatment, and the comparison of pre- and post-paragraphs, providing rich, contextual data complementing the quantitative findings. Reflective essays offer further introspective insights into students' experiences, aligning with Creswell's (2013) perspective on the value of qualitative methods in understanding complex phenomena in depth.

In total, following the guidelines established by the seminal works of Cohen, Manion and Morrison (2011), Mackey and Gass (2013), and as a part of this mixed-method design, it is possible to consider various aspects of feedback in EFL writing comprehensively. This way, it combines the scope of quantitative analysis with the precision of qualitative findings, which, in turn, provides a more comprehensive view of the impact of rubric-referenced feedback on the technical aspects of EFL paragraph writing, as well as learners' self-efficacy, and competence.

Figure 3.1: The Research Design



3.4. PARTICIPANTS AND SETTING

The study focused on first-year students in the English Language and Literature Department (hereinafter referred to as DELL) at Kutahya Dumlupınar University, located in Turkey's Aegean region. Annually, a significant number of students gain admission to this department. Approximately 140 students enrol each year in a compulsory preparatory program that includes both regular and evening students. The curriculum emphasizes skill-based learning, encompassing all key language skills such as reading, writing, grammar, listening, and speaking, distributed over the semester. The writing course, conducted for six hours weekly across two semesters, was a part of the students' curriculum. Participants in this study were first-year students who had successfully completed the Prep class with an average score of 65 and were enrolled in the Advanced Composition Skills course. Prior to this, they had to complete a 6-credit preparatory course in EFL writing, covering essentials like punctuation, word choice, grammar, sentence structuring, and paragraph crafting. The primary objective of this research was

to explore university students' perceptions of both peer and teacher feedback in EFL paragraph writing, guided by a rubric. Additionally, the study sought to assess the students' self-efficacy in crafting English paragraphs.

Initially, the teacher-researcher clarified the objectives of the research to all student participants, emphasizing that participation was entirely optional. Table 3.1 presents the demographic details of those who partook in the feedback questionnaire. Prior to the treatment, students were requested to complete two surveys as a preliminary part of the study. Out of a class size of 120, a total of 85 students filled out the questionnaire concerning their perceptions of teacher-peer feedback. Individuals from the intended population group are included in the study based on specific pragmatic considerations, including factors like their closeness in location, their availability during designated times, or the ease of reaching them (Mackey & Gass, 2015). A limited number of students could potentially provide deeper insights into the explored subject than a broader, representative sample might (Andrade & Du, 2007). Following the treatment, students were once again requested to complete the questionnaires, serving as a post-study measure. Out of them, 75 students accomplished this task. Table 3.2 outlines the demographic attributes of those who participated in the questionnaire on self-efficacy in paragraph writing. Initially, 78 university students completed this questionnaire before the treatment. Subsequently, after the treatment, 74 students managed to complete the questionnaire focused on self-efficacy in paragraph writing.

Table 3.1: Profile of the Participants in the Questionnaire

	Pre-Test Frequency (f)	Pre-Test Degree (%)	Post-Test Frequency (f)	Post-Test Degree (%)
Gender				
Male	31	36,5%	24	32
Female	54	63,5%	51	68
Prep Class				
Yes	57	67,1%	53	77,7%
No	28	32,9%	22	29,3%
Useful Kind of Feedback Way				
only self-feedback via rubric	8	9,4%	0	0%
only peer-feedback via rubric	9	10,5%	1	1,3%
only teacher-feedback via rubric	12	14,1%	21	28%
only self and teacher feedback via rubric	21	24,7%	15	20%
only peer and teacher feedback via rubric	31	36,4%	8	10,6%
all of them (self, peer and teacher feedback)	4	4,7%	30	40%
Knowledge of using Rubrics				
Yes	57	67,1%	69	92%
No	28	32,9%	6	8%
Frequency of English writing				
Never	6	7,1%	1	1,3%
Occasionally	13	15,3%	19	23,3%
Sometimes	40	47,1%	29	38,7%
Often	20	23,5%	23	30,7%
Always	6	7,1%	3	4%
Preferences of English writing context				
social media	16	18,8%	14	18,6%
Classroom	22	25,8%	19	25,3%
Social media and Classroom	31	36,4%	27	36%
Journals	6	7,6%	5	6,6%
Others	10	11,7%	10	13,3
Total	85	100%	75	100%

Table 3.2: Profile of the Participants in the Self-Efficacy Questionnaire

	Pre-Test Frequency (f)	Post-Test Frequency (f)	Pre-Test Degree (%)	Post-Test Degree(%)
Gender				
Female	48	50	61,5%	67,6%
Male	30	24	38,5%	32,4
Total	78	74	100%	100%

During the treatment process, the students were taught about four different kinds of paragraph types. Each of them was explained in the Table 3.3 The first one was an opinion paragraph. The students wrote a short paragraph about their first year in university. 81 students attended this exercise, and they had peer feedback. It became a kind of pre-study. The second one was a narrative paragraph, and 83 students wrote about an incident in their life when they learned a lesson or made an important discovery. The third one was a descriptive paragraph, and 77 students described their campus. They described how their campus was in the season of autumn. The fourth one was an

expository paragraph, and 78 students were asked to write an about what Euthanasia is. The last one was an opinion paragraph, and 75 students again wrote about the difficulties of being a new student in a new city. Since the teacher/researcher attended all the classes that students had, she could see their improvement and the effect of the treatment.

Table 3.3: The Types of Paragraphs and Topics

Participants	Type of paragraph	Topic
81	Opinion	First year in a university
83	Narrative	A life teaching event
77	Descriptive	Describing the campus
78	Expository	Explaining the Euthanasia
75	Opinion	Being a new student in a new city

At the end of the EFL writing course, all the student participants wrote a guided reflective essay. In this study, 75 Turkish university students wrote a reflective essay voluntarily and 20 students, 5 males and 15 females accepted to attend an interview.

3.5. MATERIALS AND INSTRUMENTS

3.5.1. The Rubric Its Training Manual and The Feedback Form

The rubric employed for training students in EFL writing feedback was an adaptation of the ESL Composition Profile developed by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey in 1981. The selection of Jacobs et al.'s ESL Composition Profile was influenced by its widespread adoption in college-level writing programs, as noted by Weigle (2002). This profile encompasses five key elements of ESL/EFL writing: (1) Content, (2) Organization, (3) Vocabulary, (4) Language Use, and (5) Mechanics (see App. A). However, the differential weightings assigned to these components were a point of contention among language testing scholars, such as Hamp-Lyons (1991) and Kondo-Brown (2002). Kondo-Brown (2002), for instance, raised concerns regarding the basis for these weightings in the original formulation. In response, the teacher/researcher modified the profile into a rubric that allocates equal significance to each aspect of EFL writing, aligning with the approach of Matsuno (2009). This revised rubric used a 4-point rating scale for each writing aspect.

3.5.2. Questionnaires

The first part in feedback questionnaire starts with the demographic questions. This part aims to gather information about the background of the participants. These items

aim to explore (see App. B) the participants' gender and nicknames, whether they finished the preparatory class, and the feedback types that they found useful. Moreover, this part also explores their knowledge about rubrics, their frequency of writing, their preferences of writing context.

The construction of the questionnaire assessing the utility of peer feedback (see App. C) was influenced by the questionnaires from Yang, Badger and Yu (2006) and Cho Schunn and Charney (2006), but this study utilized an adapted version from Wang (2014). The motivation behind this adaptation was that both earlier studies focused on the perceived benefits of peer feedback in draft revisions, which aligned closely with the objectives of the current research. To evaluate the perceptions of teacher feedback in draft revisions, the term "peer" in the questionnaire was substituted with "teacher" (see App. D). Participants responded to a total of 18 questions regarding both peer and teacher feedback.

Alongside the feedback questionnaire, this segment of the study also seeks to ascertain the students' self-efficacy in English Composition Writing (App. E). This component is divided into two sections. The first part inquiries about the gender of the participants, while the second consists of 23 items aimed at gauging the extent of students' perceptions of their writing competencies. Given that the semester's focus was on paragraph writing, these items were specifically tailored to assess skills in this area. To measure the learners' inclinations in this regard, the researcher adapted the self-efficacy scale originally developed by Pajares Hartley and Valiante (2001).

3.5.3. Reflective Essay

At the conclusion of the EFL writing course, all participating students were tasked with composing a guided reflective essay (see App. F) that encapsulated their views on the practices of peer, teacher, and self-feedback, as well as their thoughts on the factors influencing the effectiveness of peer feedback in draft revision. The incorporation of reflective writing at the course's end was intended to garner a comprehensive understanding of students' perceptions regarding the rubric-referenced feedback provided by peers and teachers. This essay format was adapted from Wang's (2014) study, with modifications including the addition of "self" and "teacher" to the first question. Moreover, the query, "What are the benefits of teacher feedback in revising the paragraph you have written?" replaced the original question about factors affecting the usefulness

of peer feedback. This adjustment was made considering that students initially wrote an opinion paragraph with only peer feedback before the training sessions. At the end of the sessions, they wrote another opinion paragraph, this time receiving feedback from both peers and the teacher. The reflective essays served to discern the evolution in the quality of peer feedback and to evaluate the impact of teacher feedback on the students' writing.

3.5.4. Interview

The interview questions initially utilized in this study were derived from the works of Andrade and Du (2007), Brown (2005), and Tsui and Ng (2000). Subsequently, adaptations were made by Wang (2014) to align these questions more closely with the specific needs of this research. The rationale for selecting these questions was their shared research focus: investigating students' reflections on self- or peer feedback practices. However, during the initial stages of the research, it became apparent through a trial of these questions that modifications were necessary to better serve the objectives of the current study. For example, the students were additionally inquired about their perspectives on the teacher feedback practice (App. G). The interview, involving 20 participants, was audio-recorded, and carried out face-to-face. The interviewees had the choice of using either Turkish or English, or a combination of both languages. Subsequently, these interviews were translated into English by the researcher.

3.5.5. Researcher's Diary

Throughout the duration of the course, except during exam weeks, the researcher maintained a physical presence on campus. The role assumed by the researcher was primarily observational, except during instances involving peer feedback training and the delivery of feedback. The researcher diligently recorded reflections on various classroom dynamics, with special emphasis on interaction patterns and students' reactions to self-feedback, teacher feedback, and peer feedback. Additionally, the level of student engagement with all types of feedback was meticulously noted and reflected upon (see App. H)

3.6. DATA COLLECTION PROCEDURES

During the Fall Term of the 2022-2023 academic year, data collection was conducted as part of the Advanced Composition Skills course. The researcher began by

completing the necessary ethical approval forms (See App. I) for the thesis study and submitting them to the relevant institutional body. This included an ethics committee form and an additional information form, both of which were handed over to the department secretary, accompanied by copies of the survey and interview questions. These documents were also shared with the researcher's supervisor via email. Following the receipt of approval from the ethics committee, the questionnaires were created using Google Forms for online completion. Initially, students were asked to fill out two pre-study questionnaires to gauge their perceptions of rubric-referenced peer and teacher feedback, as well as their self-efficacy in paragraph writing. During this phase, it became apparent that many students were unfamiliar with the concept of a rubric and its application. It is important to note that participation in this study was entirely voluntary, a principle that was consistently highlighted to all participants.

Spanning 14 weeks, the writing program comprised three consecutive sessions, with content aligned to "Refining Composition Skills (5th ed.)" by Smalley, Rutten and Kozyrev, (2001). Prior to the intervention, students crafted a brief opinion paragraph and received only peer feedback, serving as both a preliminary and pilot study to strategize time management in a large class setting. During the intervention phase, the researcher dedicated three 45-minute sessions to train students in providing feedback on EFL writing, utilizing the rubric as a guide. This training involved clarifying the upcoming procedures, supplemented by a presentation and an instructional video for enhanced focus. Following these sessions, the rubric was distributed to each student. The students then engaged in an in-depth exploration of the rubric, learning how to effectively assess both their own and their peers' writing. This process was crucial in equipping them with the skills necessary for accurate self and peer evaluation based on the rubric's criteria.

In the Advanced Composition Skills I course, the teacher-researcher initially focused on teaching students specific writing strategies, followed by guiding them to write paragraphs. For each paragraph, the students were briefed about its type before writing. The teacher-researcher then assigned a topic and facilitated a 10-minute brainstorming session, after which students had 20 minutes to compose their initial drafts. At the conclusion of the first session, these drafts were collected and photocopied by the researcher.

In the following week, the lesson commenced with students receiving their original drafts. They were instructed to conduct a rubric-referenced self-assessment of

these drafts. Subsequently, the teacher-researcher distributed copies of the peers' drafts to each student at random, initiating a 20-minute session for peer feedback. This exercise was aimed at enabling students to revise their initial drafts, incorporating insights from both their self-assessment and peer feedback. Following this, an additional 20 minutes were allocated for students to develop their second drafts, integrating the feedback they had received. To conclude the process, the teacher-researcher thoroughly reviewed and provided comments on these second drafts, offering further insights and guidance.

After evaluating the outcomes of the initial paragraph session, the researcher implemented modifications in subsequent lessons to enhance time management. Students were asked to maintain consistent seating arrangements, enabling the researcher to easily identify them by their designated seats and nicknames. This approach facilitated efficient distribution and collection of feedback materials.

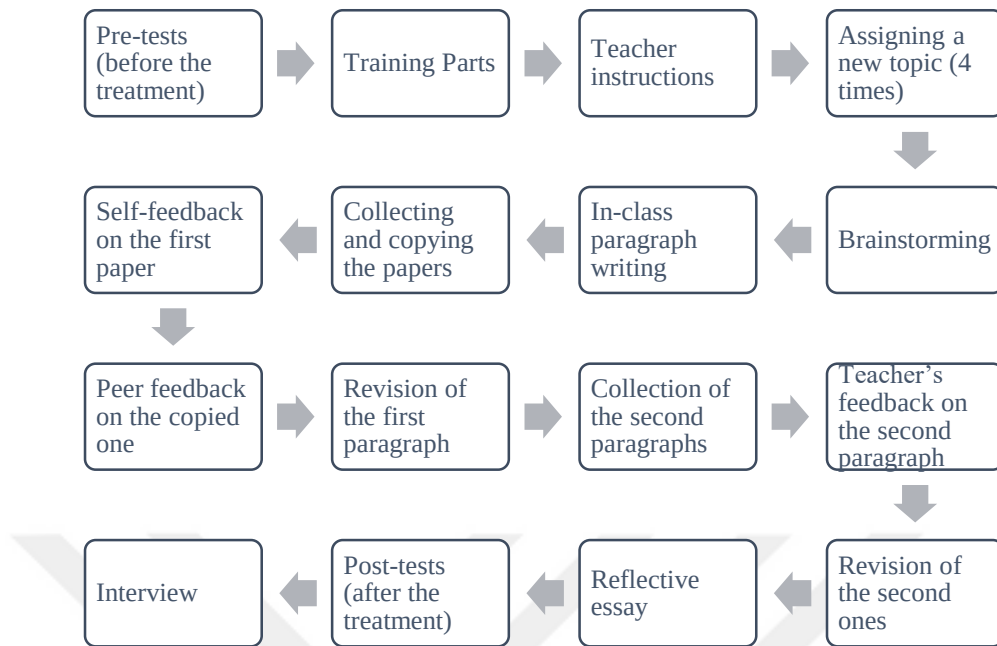
In the revised structure, students engaged in self and peer feedback at the start of each lesson, followed by the writing of their second drafts, which incorporated both self and teacher feedback. However, they received the teacher feedback in the subsequent week's lesson. The teacher-researcher was responsible for assigning scores to these second drafts. The classmates' paragraphs were distributed randomly, and the researcher, leveraging the seating plan and nicknames, efficiently managed the return of peer feedback copies. Despite the planned seating arrangement, occasional absences and changes were noted, prompting the researcher to regularly verify nicknames before each second draft session to ensure reliability.

During this process, a rubric covering five areas (Organization, Mechanics, Content, Vocabulary, Language Use) with a scoring range from 1 to 4 was used. The researcher consistently reminded students to remember their nicknames for accurate feedback matching and to adhere to their assigned seating. A preference was shown for metalinguistic correction (see App. K), as studies by Gholaminia, Gholaminia and Marzban (2014), Khodi and Sardari (2015), and Rezazadeh, Tavakoli and Eslami Rasekh (2015) indicated superior performance of learners receiving metalinguistic feedback compared to those with direct feedback. These studies also highlighted that once learners became accustomed to the rules and explanations associated with the codes, this form of feedback was more effective in enhancing their understanding of grammatical structures, including articles. This structured approach to paragraph writing was consistently followed each week. Through the combined efforts of the teacher and

researcher, the sessions progressed smoothly, ensuring effective learning and feedback exchange. Figure 3.2 demonstrates the summary of the data collection procedures.

Each paragraph topic's entire process, encompassing drafting, providing feedback, and revising, spanned approximately two weeks. By the semester's end, participants had completed four distinct paragraphs, receiving self, peer, and teacher feedback on each. Prior to the post-tests, the lecturer and researcher reminded students of the opinion paragraph they had composed at the semester's start. Instruction was provided on writing opinion paragraphs, including useful expressions for this style of writing. The topic given for the new opinion paragraph was 'Studying University in a different city.' The researcher returned the students' initial drafts to highlight their developmental progress. Following the completion of their revisions, the researcher gathered and noted their reflections on both their first and final drafts. Students were then requested to complete a reflective essay about their experiences with rubric-referenced peer and teacher feedback.

In the final phase, students were invited to complete the same questionnaires they had filled out at the term's beginning. The post-questionnaires were distributed via a WhatsApp link, with 75 students participating. At the questionnaire's conclusion, the researcher inquired if students were interested in participating in an interview, a step planned for further data collection. Twenty students expressed their willingness to partake in this interview process.

Figure 3.2: Summary of The Data Collection Procedures

3.7. DATA ANALYSIS AND CODING

Information gathered from the surveys was processed using the Statistical Package for the Social Sciences (SPSS) version 22, applying both descriptive and inferential statistical methods for analysis. To answer the research questions, descriptive statistical techniques such as calculating mean scores, percentages, frequencies, and standard deviations were employed to analyse the participants' responses. To see the difference between the questionnaires, feedback and self-efficacy, dependent sample t-Test was employed. The Pearson correlation coefficient was then computed to examine the correlation between these two questionnaires.

The qualitative analysis of both reflective essays and interview transcripts in this study was guided by an initial coding scheme (See App. J) based on Wang (2014). The original coding framework was adapted to reflect the specific context of this investigation more accurately. Notably, the researcher introduced a new category, "Stc/o: Students' concerns with objectivity," to capture data relevant to the nuances of peer feedback as perceived by the students. Additionally, the coding categories related to "aspects that worked best in peer feedback" (p.94) were modified by replacing "peer" with "teacher" to align with the focus on teacher feedback in this study. A second coder from another

university with a Ph.D. in ELT was hired to code the essays separately using the same set of categories to guarantee reliability.

“When researchers impose coding categories, they may choose to use an existing coding scheme, with the advantage of enabling comparisons across studies. However, at times, existing frameworks or standard measures may be inadequate for the theoretical models being assessed, not tailored specifically enough to address one’s research questions, or not reflective of new research findings. Thus, it may sometimes be necessary to develop a new coding system. A third possibility, of course, is to follow a mixed approach, in which part of a scheme is adopted but refined to suit one’s theoretical framework, research purposes, and/or the data obtained.” (Mackey & Gass, 2015, p.209)

The typology of listener feedback methods developed by Rost and Ross (1991) served as the foundation for Vandergrift's (1997) initial coding scheme in his study on learners' communication strategies during interactive listening. Vandergrift added additional categories and combined some of the preexisting ones to the taxonomy, nevertheless, to better match the details of his dataset (as cited in Mackey & Gass, 2015). As Mackey and Gass (2015) stated, in this study, made some changes in coding scheme.

The two coders had in-depth discussions concerning differences in the first coding, which resulted in improvements to the coding scheme. In addition to improve data coding accuracy, this iterative procedure made ensuring that the categories were strong and accurately represented the data that was gathered.

3.7.1. Intercoder Reliability

Intercoder reliability was determined using Cohen's Kappa coefficient, which rates the degree of agreement within coders beyond what would be predicted by chance, to guarantee the objectivity and consistency of the qualitative analysis of the reflective essays (Cohen, 1960). First, the data was coded using an extensive process by two separate coders. A Cohen's Kappa coefficient of 0.78 was obtained from the initial calculation, showing a high degree of agreement (Landis & Koch, 1977). This high degree of agreement highlights a strong background consistency in the coders' first coding interpretation, indicating a dependable interpretive coherence. An extensive coder alignment session was held to improve the reliability of the coding even more and address any discrepancies. To resolve any disagreements in interpretation and improve the coding scheme's applicability, this session was crucial. Following the conversation, there was

nearly perfect agreement, as seen by the substantially higher recalculated Cohen's Kappa of 0.91

In order to ensure the validity of the coding results, Cohen's Kappa was also used to evaluate the intercoder reliability for the interview data. Based on the predetermined criteria, the coders independently assigned codes during the first coding phase. This led to a Cohen's Kappa of 0.62, which indicates substantial agreement. A detailed debate between the coders resulted in a modified coding method that addressed any interpretation differences and improved the consistency of the code. A higher Cohen's Kappa of 0.87 in the second phase of post-discussion coding indicated an almost perfect level of agreement (Landis & Koch, 1977). This notable improvement emphasizes how important it is to have group discussions in order to get a high level of reliability and consistency in qualitative analysis (McHugh's, 2012).



CHAPTER IV

RESULTS

The main focus of this study was to explore what students felt and thought about the teacher and peer feedback on their paragraph writing. Furthermore, the study sought to assess students' self-efficacy in EFL paragraph writing skills. For these purposes, the quantitative and qualitative research method was used to gather and analyze data. This section of the study presents the research questions with the quantitative and qualitative results.

4.1. QUANTITATIVE RESULTS

Quantitative data in this study were gathered via questionnaires administered to participants on two occasions: at the commencement and conclusion of the course.

RQ1: What are the students' perceived usefulness of feedback in EFL writing?

RQ1a: Is there any difference found in terms of perceptions before and after treatment?

In this study, nine different questions were used to examine the impact of rubric-based peer feedback on students' perceptions of their English as a Foreign Language (EFL) writing skills. The questions provided in Table 4.1 measure students' perceptions of rubric-based peer feedback before and after writing skills training enriched with rubric assessment activities.

Table 4.1: Questions of University Students' Perceptions of Rubric-Referenced Peer Feedback on EFL Writing

Item No	Item
P01	Peer feedback enables me to improve the content of my EFL writing.
P02	Peer feedback enables me to improve the global coherence of my EFL writing (including the thesis statement, the link between the thesis and topics sentences of body paragraphs, and the connections among body paragraphs, etc.).
P03	Peer feedback enables me to improve the local coherence (mainly the inter-sentential connections) of my EFL writing.
P04	Peer feedback enables me to diversify the vocabulary use of my EFL writing.
P05	Peer feedback enables me to improve the accuracy of vocabulary use of my EFL writing.
P06	Peer feedback enables me to improve the syntactic complexity of my EFL writing.
P07	Peer feedback enables me to improve the accuracy of sentence structures of my EFL writing.
P08	Peer feedback enables me to correct the grammar mistakes of my EFL writing.
P09	Peer feedback enables me to improve the use of mechanics of my EFL writing (including paragraphing, spelling, punctuation, and capitalization, etc.).

The questions provided in Table 4.1 are used to evaluate students' perceptions of peer feedback on various themes: content development (P01), global coherence (P02), local coherence (P03), vocabulary diversity (P04), vocabulary accuracy (P05),

complexity in sentence structures (P06), accuracy in sentence structures (P07), correction of grammatical errors (P08), and the use of mechanics (P09).

For each item, average scores and standard deviations were examined before and after the writing skills training enriched with rubric assessment activities. The results of the dependent sample t-tests conducted to investigate the differences between pre-training and post-training measurements are presented in Table 4.2.

Table 4.2: Dependent Sample t-Test Results for Perceptions of Rubric-Referenced Peer Feedback

Item No	Measure	Mean	SD	Difference (Mean)	t	df	p
P01	Pre-Test	3.16	1.06	0.55	3.935	63	0.000
	Post-Test	3.70	0.73				
P02	Pre-Test	3.02	1.02	0.72	5.419	63	0.000
	Post-Test	3.73	0.65				
P03	Pre-Test	3.08	1.00	0.50	3.691	63	0.000
	Post-Test	3.58	0.69				
P04	Pre-Test	3.23	1.07	0.64	4.837	63	0.000
	Post-Test	3.88	0.79				
P05	Pre-Test	3.17	1.14	0.78	5.731	63	0.000
	Post-Test	3.95	0.68				
P06	Pre-Test	2.88	0.97	0.75	5.259	63	0.000
	Post-Test	3.63	0.70				
P07	Pre-Test	3.08	1.09	0.89	6.477	63	0.000
	Post-Test	3.97	0.67				
P08	Pre-Test	3.31	1.11	0.91	6.377	63	0.000
	Post-Test	4.22	0.79				
P09	Pre-Test	3.33	1.07	0.50	3.000	63	0.004
	Post-Test	3.83	0.81				

Content Development (P01): It is understood that rubric-based peer feedback assists students in improving the content of their EFL writing. The significant difference between the pre-test and post-test averages ($t(63)=3.935$, $p<0.001$) supports this conclusion.

Global Coherence (P02): A similar effect was observed in terms of global coherence, with a notable improvement identified in the overall flow and coherence of the students' writings ($t(63)=5.419$, $p<0.001$).

Local Coherence (P03): In terms of local coherence as well, rubric-based peer feedback was observed to be effective in enhancing the students' ability to improve connections between sentences ($t(63)=3.691$, $p<0.001$).

Vocabulary Diversity (P04): In terms of vocabulary diversity, it is evident that students significantly benefited from rubric-based peer feedback ($t(63)=4.837$, $p<0.001$).

This result indicates substantial improvement in the students' use of a varied and rich vocabulary.

Vocabulary Accuracy (P05): A significant improvement was also recorded in the accuracy of vocabulary usage ($t(63)=5.731$, $p<0.001$). This suggests that rubric-based peer feedback effectively guided students towards more accurate and appropriate word choices.

Complexity in Sentence Structures (P06): The increase in the complexity level of sentence structures indicates that students' use of language has become more intricate ($t(63)=5.259$, $p<0.001$). This situation reveals a profound improvement in the students' writing skills.

Accuracy in Sentence Structures (P07): There has been a significant improvement in the accuracy of sentence structures ($t(63) = 6.477$, $p < 0.001$). This indicates that students have become more proficient in grammar and sentence construction.

Correction of Grammatical Errors (P08): The improvement in the correction of grammatical errors highlights the enhancement of students' grammar skills ($t(63) = 6.377$, $p < 0.001$). This indicates that rubric-based peer feedback has increased the students' ability to identify and correct grammatical errors.

Use of Mechanics (P09): The improvement in the use of mechanics reflects the progress in students' writing and punctuation skills ($t(63) = 3.000$, $p = 0.004$). This result indicates that rubric-based peer feedback has assisted students in paying attention to spelling conventions.

These results demonstrate that the rubric-based peer feedback process has led to significant improvements in various aspects of students' EFL writing skills. The analyses conducted for each item reveal the development in students' writing abilities between the pre-training and post-training periods, supporting the effectiveness of rubric-based peer feedback as a teaching method.

Within the scope of the research, the impact of rubric-based teacher feedback on students' perceptions of their English as a Foreign Language (EFL) writing skills was examined. The study measured students' perceptions of rubric-based teacher feedback

before and after a writing skills training enriched with rubric assessment activities, utilizing nine different questions.

Table 4.3: Questions Related to Perceptions of Teacher Feedback

Item No	Item
T01	Teacher feedback enables me to improve the content of my EFL writing.
T02	Teacher feedback enables me to improve the global coherence of my EFL writing.
T03	Teacher feedback enables me to improve the local coherence of my EFL writing.
T04	Teacher feedback enables me to diversify the vocabulary use of my EFL writing.
T05	Teacher feedback enables me to improve the accuracy of vocabulary use of my EFL writing.
T06	Teacher feedback enables me to improve the syntactic complexity of my EFL writing.
T07	Teacher feedback enables me to improve the accuracy of sentence structures of my EFL writing.
T08	Teacher feedback enables me to correct the grammar mistakes of my EFL writing.
T09	Teacher feedback enables me to improve the use of mechanics of my EFL writing.

These questions are designed to assess perceptions of teacher feedback in themes such as content development (T01), global coherence (T02), local coherence (T03), vocabulary diversity (T04), vocabulary accuracy (T05), complexity in sentence structures (T06), accuracy in sentence structures (T07), correction of grammatical errors (T08), and the use of mechanics (T09).

In this section, the results of the dependent sample t-tests conducted to evaluate the impact of rubric-based teacher feedback on students' perceptions of their English as a Foreign Language (EFL) writing skills are examined. Differences between pre-training and post-training measurements were assessed to determine the effect of teacher feedback.

Table 4.4: Dependent Sample t-Test Results for Perceptions of Rubric-Referenced Teacher Feedback

Item No	Measure	Mean	SD	Difference (Mean)	t	df	p
T01	Pre-Test	4.30	0.90	0.00	0.000	63	1.000
	Post-Test	4.30	0.63				
T02	Pre-Test	4.17	0.97	0.08	0.671	63	0.504
	Post-Test	4.25	0.59				
T03	Pre-Test	4.14	0.89	0.00	0.000	63	1.000
	Post-Test	4.14	0.64				
T04	Pre-Test	4.16	0.91	0.09	0.747	63	0.458
	Post-Test	4.25	0.71				
T05	Pre-Test	4.23	0.92	0.11	0.910	63	0.366
	Post-Test	4.34	0.57				
T06	Pre-Test	4.20	0.93	0.09	-0.785	63	0.435
	Post-Test	4.11	0.72				
T07	Pre-Test	4.31	0.81	0.06	0.600	63	0.551
	Post-Test	4.38	0.55				
T08	Pre-Test	4.38	0.90	0.08	0.608	63	0.545
	Post-Test	4.45	0.67				
T09	Pre-Test	4.33	0.86	-0.05	-0.395	63	0.694
	Post-Test	4.28	0.60				

Content Development (T01): It appears that teacher feedback did not create a change in improving the content of students' EFL writings. Statistically, no significant difference was found ($t(63) = 0.000$, $p = 1.000$).

Global Coherence (T02): In terms of global coherence, the analysis found no significant effect of teacher feedback ($t(63) = 0.671$, $p = 0.504$).

Local Coherence (T03): It was also observed that teacher feedback did not have a significant impact on students' perceptions in terms of local coherence ($t(63) = 0.000$, $p = 1.000$).

Vocabulary Diversity (T04): It was observed that teacher feedback did not have a significant effect on vocabulary diversity ($t(63) = 0.747$, $p = 0.458$).

Vocabulary Accuracy (T05): No significant difference was found between the measurements regarding the accuracy in vocabulary usage ($t(63) = 0.910$, $p = 0.366$).

Complexity in Sentence Structures (T06): In terms of complexity in sentence structures, it was determined that teacher feedback did not create any significant positive or negative impact on student perceptions ($t(63) = -0.785$, $p = 0.435$).

Accuracy in Sentence Structures (T07): In the analysis of accuracy in sentence structures, no significant effect of teacher feedback was observed ($t(63) = 0.600$, $p = 0.551$).

Correction of Grammatical Errors (T08): It was determined that teacher feedback did not create a significant effect on students in terms of correcting grammatical errors ($t(63) = 0.608$, $p = 0.545$).

Use of Mechanics (T09): The evaluation regarding the use of mechanics indicates that teacher feedback did not have a significant impact on student perceptions ($t(63) = -0.395$, $p = 0.694$).

These results indicate that rubric-based teacher feedback did not create a significant change in students' perceptions of their EFL writing skills. The analyses for each item reveal no substantial differences in student perceptions between the pre-training and post-training periods. These findings suggest that the impact of rubric-based teacher feedback on students' EFL writing skills is limited.

RQ2) What are the students' L2 writing self-efficacy?

RQ2a) Is there any difference found in terms of self-efficacy before and after treatment?

Within the scope of the research, the results of the dependent sample t-test conducted to assess the impact of the rubric-based training program on students' self-efficacy perceptions regarding their English writing skills are discussed. Self-efficacy refers to the level of confidence students have in their English writing abilities. Table 4.5 illustrates the changes between measurements taken before and after the writing training enriched with rubric assessment.

Table 4.5: Dependent Sample t-Test Results for Self-Efficacy Perceptions

Variable	Measurement	Mean	SD	Mean Difference	t	df	p
Self-Efficacy	Pre-Test	83.64	11.26	1.16	1.081	55	0.285
	Post-Test	84.80	11.20				

It has been observed that students' self-efficacy perceptions regarding their English writing skills slightly increased following the rubric-based training program. However, this increase is not statistically significant ($t(55) = 1.081$, $p = 0.285$). The self-efficacy scores showed only a minor difference pre- and post-training, which was not considered a statistically significant change. These findings indicate that the rubric-based training program did not have a marked effect on enhancing students' self-efficacy perceptions in English writing skills. The impact of the training program on significantly boosting students' confidence appears to be limited. This outcome suggests that a review of the program's content and methods might be necessary to support and enhance students' self-efficacy perceptions more effectively.

RQ3: Is there any correlation between these two different questionnaires?

Relationships Between the Effects of Training on Variables: The Connection Between Self-Efficacy and Peer and Teacher Feedback

The study explored whether there is a relationship between changes in students' self-efficacy and the differences in peer and teacher feedback measurements. To this end, differences in measurements before and after the writing skills training enriched with rubric assessment activities were first calculated for the research variables. The Pearson correlation coefficient was then computed to examine the correlation between these

differences. Relationships between peer feedback, teacher feedback, and changes in students' self-efficacy are presented in Table 4.6.

Table 4.6: Pearson Correlations Between Self-Efficacy and Peer and Teacher Feedback

Peer Feedback	r^a	Teacher Feedback	r^a
P01	-.16	T01	.112
P02	-.06	T02	.263*
P03	-.086	T03	.131
P04	.032	T04	.005
P05	-.046	T05	.132
P06	-.109	T06	.137
P07	-.126	T07	.151
P08	-.122	T08	.114
P09	-.198	T09	.138

Note: * $p < .05$, a: Correlation with Self-Efficacy

In the provided correlation matrix, the variable representing self-efficacy perceptions related to English writing skills shows negligible or low correlations with variables representing perceptions of the impact of peer feedback (P01 to P09) and teacher feedback (T01 to T09) on English as a Foreign Language (EFL) writing skills.

Peer Feedback (P01-P09): Correlations between self-efficacy and all peer feedback items (P01 to P09) are negative, but none reach statistical significance. This suggests that there is no solid evidence to claim that students' self-efficacy perceptions in English writing are influenced by their perceptions of the effectiveness of peer feedback. For example, the correlation between Self-Efficacy and P01 (peer feedback on content development) is not significant ($r = -.16$, $p > .05$), indicating no meaningful relationship between these variables.

Teacher Feedback (T01-T09): There are slight positive correlations between self-efficacy and teacher feedback items (T01 to T09). Notably, the correlation between Self-Efficacy and T02 (teacher feedback on global coherence) is statistically significant ($r = .263$, $p < .05$), indicating a marginal but significant positive relationship. This suggests that students' self-efficacy beliefs regarding their English writing skills are somewhat related to their perceptions of teacher feedback on the overall structure and clarity of their writings. The statistically significant correlation, albeit modest, implies that teacher feedback related to global coherence might positively contribute to students' confidence in their writing abilities.

The lack of strong correlations suggests that factors other than peer or teacher feedback might have a more pronounced effect on students' self-efficacy in English writing skills.

4.2. QUALITATIVE RESULTS

In total, 75 students wrote reflective essays, and 20 students participated in interviews. Upon examination of the results, it was determined that 64 of the reflective essays corresponded to the question. There was no elimination of question-answer situations in the interviews. The interview, involving 20 participants, was audio-recorded, and carried out face-to-face. They agreed to meet in person according to a pre-arranged schedule. The interviewees had the choice of using either Turkish or English, or a combination of both languages. Subsequently, these interviews were translated into English by the researcher and checked by another expert in ELT. All the participants' reflective essays and the interview transcripts were analysed using a content analysis. The investigator/teacher went over each reflective essay in turn to apply Wang's (2014) initial set of coding categories (See App. J). Following a thematic content analysis, the results of reflective essays and interviews were coded, and some of the excerpts are provided below. While the excerpts were being meticulously analysed and coded, both the researcher and an expert in English Language Teaching (ELT) from another university discovered multiple factors within the participants' excerpts. Consequently, some quotes were evaluated under two different factors.

RQ4: What factors might influence students' perceptions of the effectiveness of peer feedback in revising drafts?

The examination of both the reflective essays and interview data revealed four factors influencing the students' perception of the efficacy of peer feedback for draft revision: “(1) Students’ attitudes towards peer feedback practice; (2) Students limited English proficiency; (3) Students’ knowledge of assigned paragraph topics” (Wang, 2014, p. 89); (4) Students’ concerns with objectivity.

When comparing the current study with Wang (2014), three similar factors have been identified in comparison to Wang (2014)'s study; these are: “(1) Students’ attitudes towards peer feedback practice (2) Students' limited English proficiency; (3) Students’ knowledge of assigned paragraph topics. In his own study, Wang (2014) also identified

“(4) time limitations during in-class peer feedback sessions, and (5) students' concerns about interpersonal relationships” (p.89). Additionally, this study uniquely identified the fourth (4) factor of "Students' concerns with objectivity.” The factor is coded as “Stc/o.”

Factor 1: Students' attitudes towards the peer feedback practice (This excerpt is coded as Sta/g)

An examination of the reflective essays indicated that ten (%15) out of sixty-four students identified their attitudes towards peer feedback as a determinant affecting its perceived effectiveness for draft revisions. The students pointed out that their peers did not pay enough attention to the paragraphs they wrote and sometimes felt uncomfortable. They also mentioned that their peers' mood and motivation on the day of the peer review significantly influenced the evaluation process. Here some excerpts:

“I do not believe that my peers have given sufficient attention to my paragraph. They only skimmed through it and did not show the necessary diligence. For instance, in one of my paragraphs, a score assessment was made, but it did not specify where my mistakes were. It did not mention the reasons for the deductions in my scores. In this case, the peer evaluating your paragraph is also very important” (Reflective Essay, Blue Angel).

“Receiving peer feedback and evaluating my peer was not an easy task for me. Despite the anonymity of the process, being evaluated by someone else caused me considerable discomfort. Similarly, I was very apprehensive about incorrectly evaluating my peer. I felt as though I was not competent enough to assess someone else's paragraph, and my peer seemed just as unqualified as I am. Therefore, I did not feel comfortable during this process” (Reflective Essay, Lovely Rabbit).

“Peer feedback depends on the diligence of the peer, which naturally varies from person to person. For example, I adhered to the given rubric and indicated where I deducted points, whether due to mechanics or punctuation, within the paragraph my peer wrote. However, sometimes the same approach was not applied to the paragraph I wrote—points were deducted without any explanation” (Reflective Essay, Mr. Nobody).

“Since we conduct peer evaluations in the classroom, I believe the classroom's atmosphere on that day has an impact. Even our teacher's energy can influence the paragraph we write or the feedback we provide. For example, if I'm in a low mood that day, I might write my paragraph with little enthusiasm; the same could be true for my peer. Therefore, I believe that peer feedback is influenced by our motivation” (Reflective Essay, Sphagetti).

“I think our peers often lack the necessary knowledge and skills to effectively evaluate writing. For example, a peer once wrongly criticized the tense in one of my paragraphs. Following their advice, I revised it, but when I later checked with a teacher, it

turned out my original version was correct. This experience leads me to believe that peer feedback can be unreliable, likely due to our peers' insufficient English proficiency in conducting accurate evaluations" (Reflective Essay, Lenore).

"I do not believe that someone at my level would be effective in evaluating me and improving my paragraph writing. My peer often failed to point out specific errors when scoring my paper according to the rubric. For instance, grammatical errors in my paper were rarely highlighted. Although I had made tense errors according to the rubric, there was no indication of where these mistakes occurred" (Reflective Essay, Artorias).

"To be honest, I found the peer evaluation process challenging. It was difficult for me to evaluate my friends' papers. Sometimes I struggled to understand the paragraph written by my peer. I had peers whose handwriting was illegible and who did not pay attention to punctuation, which made it very challenging for me to evaluate their paragraphs. There were also instances in which peers wrote paragraphs that were not relevant to the topic. Even if a paragraph was well-organized, it could still be inadequate if it deviated from the subject matter" (Reflective Essay, Amadeus).

"I find peer feedback to be somewhat inadequate and often perplexing. For instance, discrepancies in English proficiency between the writer and the reviewer can lead to incomplete evaluations. In my case, I aimed to diversify my vocabulary in my paragraphs. However, my friend might mistakenly judge a word as incorrect simply because they are unfamiliar with its meaning or proper context. Overall, I am concerned that my peer may not possess the necessary expertise to accurately assess my paragraph" (Reflective Essay, Yosemite Sam).

"I don't feel that peer feedback has significantly aided my development, possibly due to the limited knowledge both my peers and I possess. Given that I am still in the early stages of learning English writing, I find it inappropriate to evaluate someone else's paragraph. For example, while reviewing a paragraph, I encountered a series of disjointed sentences from a peer, making it difficult to understand and connect the ideas. The lack of fluidity in the paragraph hindered my ability to grasp the content and provide meaningful feedback. However, I think our teacher, with their superior command of English, might be able to understand my peer's writing better. This gap in understanding makes me feel less competent in providing evaluations" (Reflective Essay, Daisy).

"While I doubt my own ability to effectively evaluate a peer's paper, I also question how capable my peers are when it comes to assessing my writing. To properly evaluate and provide constructive feedback on a paragraph written in English, one must possess a strong grasp of English grammar and vocabulary. At this stage, I believe that neither my peers nor I are sufficiently equipped to undertake this task" (Reflective Essay, No Voice Girl).

Specifically, seven (%35) out of the twenty interviewees mentioned that the monotony arising from repeated peer feedback practices and the feeling of being in an

exam situation contributed to their negative views towards the peer feedback sessions.

Here some excerpts:

“Generally, I have a positive view of peer feedback, but there have been instances where my peers have incorrectly identified errors in my paragraphs. This has been quite stressful, as I spent time looking for mistakes where there were none, only to later confirm that my original writing was correct. While I recognize the benefits of peer feedback, it's not without its drawbacks. One significant issue might be that our English writing skills are not yet sufficiently developed to always provide accurate assessments” (Student B, Interview).

“I believe the feedback I've received has been beneficial for my development. However, there were instances when providing feedback to my peer felt somewhat tedious. If we had known beforehand who we were to give feedback to, or if I could have collaborated with a friend to discuss and formulate the feedback, it might have alleviated the repetitiveness. Such an approach would likely have allowed for a more thorough evaluation of the paragraph I wrote. With teacher feedback, I didn't encounter this issue; we had the flexibility to review our work together at any time, which enhanced the feedback proces.” (Student C, Interview).

“I'm not particularly fond of taking exams. Frankly, after learning about the paragraph topic, I would have preferred to prepare an assignment instead. Sometimes, I felt as though I was being tested. Of course, participating was my choice, but I wanted to prepare myself for any exams. The peer feedback occasionally caused me concern. I worried that if my exam paper were judged in the same manner, I might end up with a low score. Thankfully, there was teacher feedback. I took the results from the teacher feedback more seriously and focused on preparing for the exam accordingly” (Student G, Interview).

“Actually, I don't think it's necessary to have peer feedback every week. My peers did not show the necessary care for the paragraphs I wrote, and encountering the same results repeatedly sometimes became tedious. I believe that feedback from the teacher alone would have been sufficient. If my peers had shown the necessary attention to the paragraphs, it would have been much more beneficial. I would have even been able to gauge my performance in the class based on the feedback received” (Student P, Interview).

“To be honest, I'm not entirely confident about the feedback I receive from my peers. They are at the same level as me and have just started taking English paragraph writing class. In this case, I'm not sure if they have enough awareness of vocabulary, mechanics, or syntax to evaluate it” (Student E, Interview).

“I don't find peer feedback very helpful overall because we lack the necessary expertise to effectively critique my classmate's paragraph. However, it has been beneficial in one specific area: it made me aware of issues with my handwriting. My handwriting is quite poor, and some peers have mistaken my smaller letters for larger ones. This feedback has

been useful for me to recognize and work on improving my handwriting clarity” (Student H, Interview).

“I believe it is crucial how well the peer evaluating us knows English, especially since my peers and I are just learning to write English paragraphs. For instance, when writing a narrative paragraph, my peer gave the content two points and the organization also two points. However, upon reviewing my paper, I realized that my paragraph was relevant to the content. I only revisited the organization aspect. If we had been more experienced in English writing, I would have made changes to the content as well. In short, the better your peer's command of English, the more valuable feedback you can receive” (Student N, Interview).

Factor 2: Students limited English proficiency (This excerpt is coded as Stp/l):

Students' English proficiency was mentioned by 9 (%14) of the sixty-four students in their reflective essays as a factor affecting the perceived usefulness of peer feedback for draft revision. These students indicated in their paragraphs that they were not sufficiently competent to evaluate themselves and their peers. In their reflective essays, students attributed their peers' inadequacies to the following reasons: “Vocabulary (7); Language Use (4); Organization (3); Content (5); Mechanics (1).”

Additionally, during the interviews, 5 (%25) students stated that they did not trust the English knowledge levels of their peers. They also attributed their peers' inadequacies to similar reasons: Mechanics (3); Vocabulary (1); Content (1); Organization (1); Language Use (1). Detailed some of the results are outlined below:

“I don't believe my peers have sufficient command of English to properly assess the paragraph I've written. For instance, in the expository paragraph, I tried to use a variety of words to clarify my points. However, my friend was unfamiliar with many of these words, which led him to give a low score on the vocabulary evaluation. Conversely, when the same paragraph was assessed by a teacher, she scored three points in the vocabulary section. This incident clearly shows how my peer's limited vocabulary knowledge negatively impacted my evaluation” (Reflective Essay, Allergic to Cats) This excerpt was based on vocabulary.

“I think our peers often lack the necessary knowledge and skills to effectively evaluate writing. For example, a peer once wrongly criticized the tense in one of my paragraphs. Following their advice, I revised it, but when I later checked with a teacher, it turned out my original version was correct. This experience leads me to believe that peer feedback can be unreliable, likely due to our peers' insufficient English proficiency in conducting accurate evaluations” (Reflective Essay, Lenore) This excerpt was based on language use.

"I do not believe that someone at my level would be effective in evaluating me and improving my paragraph writing. My peer often failed to point out specific errors when scoring my paper according to the rubric. For instance, grammatical errors in my paper were rarely highlighted. Although I had made tense errors according to the rubric, there was no indication of where these mistakes occurred" (Reflective Essay, Artorias) This excerpt was based on language use.

"To be honest, I found the peer evaluation process challenging. It was difficult for me to evaluate my friends' papers. Sometimes I struggled to understand the paragraph written by my peer. I had peers whose handwriting was illegible and who did not pay attention to punctuation, which made it very challenging for me to evaluate their paragraphs. There were also instances in which peers wrote paragraphs that were not relevant to the topic. Even if a paragraph was well-organized, it could still be inadequate if it deviated from the subject matter" (Reflective Essay, Amadeus) This excerpt was based on mechanics and content.

"I find peer feedback to be somewhat inadequate and often perplexing. For instance, discrepancies in English proficiency between the writer and the reviewer can lead to incomplete evaluations. In my case, I aimed to diversify my vocabulary in my paragraphs. However, my friend might mistakenly judge a word as incorrect simply because they are unfamiliar with its meaning or proper context. Overall, I am concerned that my peer may not possess the necessary expertise to accurately assess my paragraph" (Reflective Essay, Yosemite Sam) This excerpt was based on vocabulary.

"I believe that my peer does not have enough knowledge of English grammar to evaluate me. Despite completing preparatory classes, only someone specialized in this field like a teacher can assess a paragraph written by someone else. Therefore, I did not take peer evaluation into account when revising and rewriting my paragraph" (Reflective Essay, Blackstone) This excerpt was based on language use.

"I don't feel that peer feedback has significantly aided my development, possibly due to the limited knowledge both my peers and I possess. Given that I am still in the early stages of learning English writing, I find it inappropriate to evaluate someone else's paragraph. For example, while reviewing a paragraph, I encountered a series of disjointed sentences from a peer, making it difficult to understand and connect the ideas. The lack of fluidity in the paragraph hindered my ability to grasp the content and provide meaningful feedback. However, I think our teacher, with their superior command of English, might be able to understand my peer's writing better. This gap in understanding makes me feel less competent in providing evaluations" (Reflective Essay, Daisy) This excerpt was based on organization and content.

"While I doubt my own ability to effectively evaluate a peer's paper, I also question how capable my peers are when it comes to assessing my writing. To properly evaluate and provide constructive feedback on a paragraph written in English, one must possess a strong

grasp of English grammar and vocabulary. At this stage, I believe that neither my peers nor I are sufficiently equipped to undertake this task”(Reflective Essay, No Voice Girl) This excerpt was based on language use and vocabulary.

“I find conducting peer evaluations challenging because I do not feel competent enough in writing English paragraphs myself. This makes evaluating my friend's paper even more daunting. I've noticed that some of our peers attempt to use diverse vocabulary in their paragraphs. However, if I am unfamiliar with a word, I struggle to assess whether it is used appropriately. As a result, I feel that I do not contribute significantly to the peer feedback process” (Reflective Essay, Swiftie) This excerpt was based on vocabulary.

“I don't consider myself proficient enough in English to evaluate my peer and provide feedback. From what I have observed, my peer is also considered to be at a similar level to me. For instance, in previous feedback, a punctuation error was pointed out, but I had placed the punctuation mark and capitalized the first letter. Upon asking a few people and receiving feedback from the teacher, I realized that it wasn't incorrect. Perhaps if our English proficiency were a bit better, the evaluation would have been more dependable” (Student F, Interview) This excerpt was based on mechanics.

“Generally, I have a positive view of peer feedback, but there have been instances where my peers have incorrectly identified errors in my paragraphs. This has been quite stressful, as I spent time looking for mistakes where there were none, only to later confirm that my original writing was correct. While I recognize the benefits of peer feedback, it's not without its drawbacks. One significant issue might be that our English writing skills are not yet sufficiently developed to always provide accurate assessments” (Student B, Interview) This excerpt was based on language use.

“To be honest, I'm not entirely confident about the feedback I receive from my peers. They are at the same level as me and have just started taking English paragraph writing class. In this case, I'm not sure if they have enough awareness of vocabulary, mechanics, or syntax to evaluate it” (Student E, Interview) This excerpt was based on mechanics and vocabulary.

“I don't find peer feedback very helpful overall because we lack the necessary expertise to effectively critique my classmate's paragraph. However, it has been beneficial in one specific area: it made me aware of issues with my handwriting. My handwriting is quite poor, and some peers have mistaken my smaller letters for larger ones. This feedback has been useful for me to recognize and work on improving my handwriting clarity” (Student H, Interview) This excerpt was based on mechanics.

“I believe it is crucial how well the peer evaluating us knows English, especially since my peers and I are just learning to write English paragraphs. For instance, when writing a narrative paragraph, my peer gave the content two points and the organization also two points. However, upon reviewing my paper, I realized that my paragraph was relevant to

the content. I only revisited the organization aspect. If we had been more experienced in English writing, I would have made changes to the content as well. In short, the better your peer's command of English, the more valuable feedback you can receive" (Student N, Interview) This excerpt was based on organization and content.

In summary, participants have explicitly stated that they encountered problems in peer assessment regarding content, vocabulary, mechanics, organization, and language use, and provided mutually supportive explanations. Some students faced issues in multiple areas. For instance, one student based their negative attitude towards peer feedback on both their vocabulary knowledge and grammar knowledge. Wang (2014) presented these encountered problems as separate codes in his study. A summary table related to this is presented below.

Table 4.7: Frequency of Students' limited English Proficiency in Reflective Essays and Interview

Frequency	Difficulty	Problem
8	Vocabulary	lack of vocabulary diversity
6	Content	difficulty in understanding the content
5	Language Use	lack of grammar accuracy
4	Organization	lack of organizational patterns
4	Mechanics	difficulty in using mechanics

Factor 3: Students' knowledge of assigned essay topics (This excerpt is coded as Stt/I)

The examination of reflective essays revealed that four (%6) out of sixty-four students noted their familiarity with the assigned paragraph topics as an element affecting how useful they found peer feedback for content revision. Two (%10) interviewees cited inadequate knowledge of the topic as a factor that reduced the perceived effectiveness of peer feedback for content revision. Here some excerpts:

"I believe that some of my peers lacked sufficient knowledge on the topic, which prevented them from providing adequate feedback on my paragraph. Comparing this to teacher feedback, I see that my criticism is justified. For instance, while writing a descriptive paragraph, I deviated towards writing something closer to an opinion paragraph. Without teacher feedback, I would not have recognized this error and would have considered my peer's assessment, which accepted it as flawless. Therefore, if I could be sure that my peers were sufficiently knowledgeable about the topic, I would find peer feedback very beneficial" (Reflective Essay, Fable).

"I agree that peer assessment can sometimes fall short of being effective. This can occur when peers miss class sessions and thus lack a complete understanding of the week's

topic. Despite this gap in their knowledge, they are tasked with evaluating our paragraph, which can result in feedback that isn't truly insightful. This highlights the importance of ensuring all participants are equally prepared and informed before they undertake the evaluation of others' paragraphs" (Reflective Essay, Libitinia).

"The point that negatively affected me regarding peer evaluation was whether the peer had a solid grasp of the topic. For instance, when we were writing explanatory paragraphs, many of my peers misunderstood this type of paragraph and instead wrote opinion paragraphs. Our teacher noticed this while giving feedback and subsequently repeated the topic. Without teacher feedback, none of us would have realized this error. Therefore, a thorough understanding of the subject is crucial, but this can vary from person to person" (Reflective Essay, Führer).

"Unfortunately, peer evaluation has not significantly contributed to my improvement in paragraph writing. I do not find it appropriate to evaluate someone else's paragraph while I am still uncertain about the topic of my own" (Reflective Essay, Sunshine).

"Throughout the semester, we wrote four different paragraphs. I compared these paragraphs with papers that were well-mastered in their respective types. When giving feedback to my peer, I paid attention to their command of the subject. Naturally, the effectiveness of their organization also had an impact. If the topic was well-organized, it resulted in positive feedback from my perspective. However, this cannot be said for every peer, as we are not certain of their mastery of the subject" (Student A, Interview).

"It was crucial that my peer had a good grasp of the topic for the paragraph we were to write that week, as this also allowed me to make comparisons. However, I sometimes realized that my peer and I had different understandings of the topic we were to write about, which inevitably led me to doubt. In such cases, it was beneficial to have a clear understanding of the topic and to see a few examples related to the paragraph we were to write. This ensured that we did not make the same mistakes in the exams" (Student R, Interview).

Factor 4: Students' concerns with objectivity (This excerpt is coded as Stc/o)

Some participants identified objectivity and reliability as factors that influence the effectiveness of peer feedback. Out of 64 students, two (%3) expressed concerns about their peers' objectivity in their reflective essays. Additionally, three (%15) interviewees made similar remarks, highlighting worries about the impartiality and dependability of feedback from their peers. Below the excerpts presented:

"I believe that my friends did not act objectively during peer feedback. For example, one of my friends noted that the content of a paragraph I wrote was lacking. However, I received full marks for the same paragraph in teacher feedback; I even asked another teacher to evaluate my paragraph. This teacher agreed with the initial feedback and found it

satisfactory. In this regard, I find peer feedback to be lacking in objectivity” (Reflective Essay, Red Fairy).

“I believe that my friend did not pay sufficient attention to the paragraph I wrote. Moreover, I am uncertain whether their evaluation was conducted objectively or if their scoring genuinely reflected their honest opinion about my paragraph” (Reflective Essay, Frank).

“I find it to be beneficial. However, I still have concerns about the reliability of peer feedback. Despite the nicknames, it is possible that our peers may want to give a low score intentionally. I could not find a correlation between the scoring given to my paper and the mistakes I made, which led me to this conclusion” (Student D, Interview).

“I do not find peer feedback to improve us. I do not believe my peer would evaluate my paragraph with the same care and attention as the teacher. Additionally, I sometimes felt that the scores given did not accurately reflect the true quality. For example, when I conducted peer feedback, some paragraphs were very good but strayed off-topic. In such cases, I didn't want to give my peer a low score because they had produced a well-written paragraph. However, at times, even if some paragraphs reflected the topic well, no attention had been paid to organization. This inevitably affected my peer's content score negatively because it was difficult to understand. This is exactly where I found myself questioning the reliability of this evaluation” (Student I, Interview).

“I do not find peer feedback to be useful because it was not examined in sufficient detail, and our peers can provide incorrect feedback. I believe it is beneficial within the context of the course; however, I do not trust my friends' evaluations” (Student K, Interview).

RQ (5) What factors might influence students' perceptions of the effectiveness of teacher feedback in revising drafts?

Upon reviewing both reflective essays and interviews, it is evident that all students have provided positive perceiveness on teacher feedback. There are certain aspects that have contributed to these favourable outcomes. The following results shows the primary reasons why students prefer teacher feedback: “(1) teacher feedback on improving grammar accuracy; (2) teacher feedback on the relevance of content; (3) teacher feedback on improving mechanic use; (4) teacher feedback on improving the accuracy of vocabulary use; (5) teacher feedback on cultivating audience awareness; (6) teacher feedback on improving the global coherence.”

“I find teacher feedback very helpful. For example, I didn't use to pay much attention to punctuation. However, after this exercise that our teacher conducted, I recognized the importance of punctuation. I began paying attention to its use in my writing, which also improved my grammar. To achieve better results in my paragraphs, I tried my best

to adhere to grammar rules. I even reviewed topics before coming to class. So, this feedback not only improved my writing but also supported my English studies outside of class." This excerpt is coded as teacher feedback on improving grammar accuracy and mechanic use (Student D, Interview).

"I find it very beneficial because I have transformed from someone who used to get bored in English writing classes to someone who enjoys them. The fact that our teacher focuses on every detail of my paragraph and guides me is very motivating. These feedback sessions have also played a significant role in helping me correct my punctuation errors. Thanks to teacher feedback, I have improved my skills in paragraph writing, especially in spelling, punctuation, and capitalization." This excerpt is coded as teacher feedback on improving mechanics use. (Reflective Essay, Daria).

"For instance, one of the most significant advantages for me has been the enhancement in the quality of the words I use. Previously, my writing style was simpler, but when my teacher suggested alternative expressions, it encouraged me to research and substantially enrich my writing. This guidance has greatly improved both my writing style and vocabulary, leading to a more refined and effective use of language." This excerpt is coded as teacher feedback on improving the accuracy of vocabulary use. (Reflective Essay, Husnu).

"I believe it has a profound impact. Receiving feedback from a teacher, as opposed to a peer, gives me the confidence to address my mistakes more effectively. When my errors are highlighted by a teacher, I feel more reassured, and this awareness sticks with me. As a result, I find myself remembering and avoiding those same mistakes in future work." This excerpt coded as teacher feedback on cultivating audience awareness. (Reflective Essay, Allergic to Cats).

"I am positive about the teacher feedback. My teacher provides feedback with great attention to detail. They notice everything, from even the smallest grammatical mistakes to other errors, allowing me to rewrite accordingly. This approach stays with me over time, and I believe that recognizing my mistakes has greatly contributed to my development." This excerpt is coded as teacher feedback on cultivating audience awareness. (Interview, Student A).

Most students have used similar expressions, highlighting the positive contributions of teacher feedback to their English paragraph writing. These contributions, in order, are content, vocabulary, mechanics, language use, and organization. However, in one reflective essay, a student mentioned that due to absences, s/he left behind in terms of teacher feedback, which hindered the progress.

RQ6: How do the participants view the significance of the rubric in influencing their practice of providing peer feedback?

Examination of the interview data from the students revealed a favourable view of the rubric's role in peer feedback practices. Consistent with Wang (2014), this study also identifies the rubric as “a clear guide for assessing their partners' EFL writing” (p.91). Moreover, participants described the rubric as a framework for guiding their peer feedback practices, as a set of rigid criteria for EFL writing and as an instrument for integrating rubric standards into their EFL writing knowledge. Here some excerpts:

“I find it useful. Having my friends evaluate me with a rubric gives me more confidence. Thanks to the rubric, I can learn about my shortcomings in detail. The rubric outlines the expectations of the teacher before I ever begin an assignment. It's like having a map before setting off on a trip. I eliminate a lot of uncertainty and anxiety since I am aware of the precise targets I must meet to succeed.” This excerpt coded as Spru/sa and Spru/r. (Student A, Interview)

“I can say it has been useful for me, as it allows us to see in detail what we are being evaluated on. The rubric headings and the prior explanations you provided using those headings have given me a concrete understanding of the sources of my mistakes. For example, the paragraph I have in front of me shows a score of two for Content. When I refer to the document you shared with us earlier, I realize that my paragraph has 'limited knowledge of the subject, little substance, and inadequate development of the topic.' The great thing about using a rubric is that it provides a detailed explanation of the reasons behind your mistakes.” This excerpt coded as Spru/r. (Student B, Interview)

“Firstly, without a rubric, it would have been very difficult for me to evaluate either my friend's paper or my own. I didn't feel competent enough to do it. However, the rubric served as a guide and contributed significantly to our evaluations. Thanks to the rubric, we had the opportunity to assess both in pieces and as a whole. For instance, we could provide feedback on a paper based on language use, mechanics, or vocabulary, and at the same time, compare the mistakes in the feedback we received. Using a rubric to explain the errors in feedback was very beneficial.” This excerpt coded as Spru/r. (Student C, Interview)

“I find it useful and simplifying. Thanks to the rubric, we know not only what we're doing but also the criteria by which our paper is being evaluated. This has been an excellent experience, especially for someone like me who is at the beginning of their academic journey.” This excerpt coded as Spru/sa and Spru/r. (Student D, Interview)

“The rubric is definitely very useful, but I'm not sure to what extent everyone followed it. I'm glad our teacher uses a rubric, especially since our class is quite large and not everyone takes evaluation seriously. At least the rubric somewhat boosts our confidence in the evaluation process. It provides a tangible score and explanation, which becomes even more concrete after the teacher's assessment. For example, if Peer Feedback Content is rated

three and the teacher's feedback also gives it a three, it means I need to improve in that area. I genuinely believe it has been beneficial to me." This excerpt coded as Spru/r. (Student E, Interview)

"A rubric that focuses on aspects such as vocabulary, language use, mechanics, and content, in my opinion, significantly improve EFL paragraph writing instruction and learning. All things considered, a rubric act as a comprehensive manual that defines greatness in each of these categories. It offers a methodical framework for feedback, making it easier for us to recognize our advantages and disadvantages. Additionally, it helps educators provide fair and consistent assessments, which is especially useful in subjective domains like writing. I can self-evaluate my paragraph more successfully and make focused changes if I have specific criteria, which will eventually improve my writing abilities." This excerpt coded as Spru/sa, Spru/r, and Spru/i. (Student F, Interview)

"I believe the rubric has been advantageous in my writing. Specifically, the clear listing of each point under headings such as organization, mechanics, etc., and the scoring motivate me in my writing. Additionally, I am more meticulous and careful in my writing efforts to improve my scores." This excerpt coded as Spru/sa and Spru/r. (Student G, Interview)

"In my EFL paragraph writing class, I embraced the rubric as an integral part of the course and made a concerted effort to use it effectively. In my view, the rubric has been incredibly helpful for students like us who are just beginning their academic journey in paragraph writing. Thanks to the information provided by our teacher, using the rubric was not at all challenging for me. Honestly, we learned both how to write different types of paragraphs and how to utilize rubrics in writing classes. I believe this has significantly contributed to our development." This excerpt coded as Spru/i. (Student H, Interview)

"The integration of a rubric into our peer feedback process has enhanced our understanding of the criteria for EFL writing. It has clarified what constitutes a good piece of EFL writing, where previously our understanding may have been vague. Due to its thorough coverage of the five aspects of EFL writing, the rubric allowed us to evaluate others' work more comprehensively and systematically." This excerpt coded as Spru/i. (Student I, Interview)

Using the rubric led us to address issues in both language use and content development, expanding our focus beyond just language errors, which had previously dominated our attention. This excerpt coded as Spru/i. (Student J, Interview)

"I believe that the rubric has guided us effectively in our EFL paragraph writing class. For example, our teacher asked us to assess our peers' paragraphs and to provide feedback just like she would. I didn't feel fully competent to do this at first. However, using the rubric made me more comfortable both in assessing my peer and in conducting my own self-assessment. This comfort came from knowing exactly by what criteria my paragraph was

being judged, and I could recognize my errors based on the explanations provided in the rubric. I think it was beneficial.” This excerpt coded as Spru/g Spru/r. (Student K, Interview)

“I found the rubric as instructive as our textbook, and I didn't struggle to use it when giving feedback. Ultimately, the purpose of using the rubric was to make the writing class more fluid and comprehensible. I believe it was beneficial for me.” This excerpt coded as Spru/g. (Student L, Interview)

“Using the rubric has simplified my task of providing feedback. The rubric enabled me to give more tangible and comprehensible feedback to my peer. In this context, the rubric has guided me. Otherwise, even if I identified a mistake in my peer's paragraph, I wouldn't have known how to categorize it as incorrect.” This excerpt coded as Spru/g. (Student M, Interview)

“The use of a rubric ensures that we are all evaluated against consistent standards, which is crucial for maintaining grading uniformity, particularly in EFL paragraph writing. Rubrics provide clear criteria for grading or assessing paragraphs, aiding both teachers and peers in understanding expected standards. This clarity minimizes ambiguity and shows us that assessments are more objective and less susceptible to bias.” This excerpt coded as Spru/r. (Student N, Interview)

“I find it advantageous. Being evaluated with concrete scores provides reassurance and increases motivation.” This excerpt coded as Spru/r. (Student O, Interview)

“Learning to play a new video game is like using a rubric in an EFL paragraph writing class. Both require initial unfamiliarity and practice to understand and master. With time, you learn to structure your paragraphs to meet the criteria, making the writing process more natural. Internalizing the rubric helps in creating better paragraphs and improving writing skills, like achieving higher scores in a game as you become a better player.” This excerpt coded as Spru/i. (Student P, Interview)

“I think the rubric has guided me in understanding this course. It makes the evaluations in both peer feedback and teacher feedback memorable and understandable. Also, the rubric we used wasn't difficult or complicated to implement. Like a guide, it explained what we did in our evaluations and why, from one to four.” This excerpt coded as Spru/r. (Student Q, Interview)

“Rubrics make it easier to understand what constitutes great writing material. It can include standards for engagement, logical order, depth of knowledge, and relevancy. With this advice, my friends and I will know precisely what is expected of us in terms of content and organization for our work. It assists us in concentrating on crafting strong arguments or paragraphs that meet or beyond the expectations.” This excerpt coded as Spru/r. (Student R, Interview)

“Everyone is judged using the same criteria when a rubric is used. Since each person's paragraph is subject to the same restrictions, it feels much more equitable. In this manner, grades don't appear to be assigned at random or dependent on the instructor's mood at the time. It, in my opinion, let us grade better and increased reliability.” This excerpt coded as Spru/r. (Student S, Interview)

“Rubric allows us to evaluate in a way that is more process-oriented than outcome-focused. It permits regular self-evaluation and error review during the procedure. This has strengthened my interest to participate in the process and inspired me to write more.” This excerpt coded as Spru/i. (Student T, Interview)

In summary, all interviewees have shared positive views about the rubric. They have indicated that the rubric guided them and contributed to their ability to evaluate their own written paragraphs. Receiving specific scores for their paragraphs has both facilitated their development in the English paragraph writing process and motivated them. Based on the teacher's observations and journal entries, it can be clearly stated that using the rubric has simplified the task of providing feedback in English paragraph writing for both teachers and students.



CHAPTER V

DISCUSSION

5.1. DISCUSSION

Discussion of RQ1. *What are the students' perceived usefulness of feedback in EFL writing? RQ1a: Is there any difference found in terms of perceptions before and after treatment?*

According to the results of the study, the approach of rubric-based peer feedback enhances several EFL writing abilities significantly including content generation, local and global organization, choosing of appropriate words, and consistent of syntactical variety, error correction of grammar and punctuation, and usage of mechanics. This is in line with Demirel and Enginarlar (2016) and Yang, Badger and Yu (2006) where they concluded that peer feedback enhances the student's writing performance and the level of their independence. But in contrast to some research, like that of Wang (2014) and Fei (2006), which showed a gradual decrease in the perceived value of peer feedback, this study indicates that peer input is consistently valued and effective over a range of linguistic criteria. This difference could result from different approaches to providing feedback, the current study's explicit use of the rubric, or cultural differences in the student community.

On the other hand, there is an obvious difference in the analysis of teacher feedback. Following instructor feedback, no discernible change was seen in any of the assessed components of writing skills. This is especially noteworthy because teacher feedback has historically been seen as more reliable and useful (Maarof, Yamat & Li, 2011; Demirel & Enginarlar, 2016). Regarding the pre- and post-tests, students' opinions were positive to teacher feedback in this study.

Overall, these results highlight the challenges that define feedback effectiveness in EFL learning environments. While peer feedback was effective across various dimensions, teacher feedback did not yield the same improvements. This aligns with studies like those by Gonzalez-Torres and Sarango (2023), which found no significant differences among different types of feedback, suggesting that the effectiveness of feedback might depend more on how it is integrated into the learning process rather than on who provides it. Additionally, the preference for a combination of teacher and peer feedback highlighted by previous studies (e.g., Gonzalez-Torres & Sarango, 2023) supports the notion that mixing different feedback sources could optimize learning outcomes by combining the strengths of each approach.

In brief, the results obtained from these inquiries add to the current discussion over the efficacy of feedback in EFL writing by presenting data supporting the use of structured rubrics to encourage peer feedback. The means scores indicated the option "Agree" in terms of content development, global coherence, local coherence, vocabulary diversity, vocabulary accuracy, sentence structure complexity, sentence structure accuracy, grammatical error correction, and the use of mechanics (see Table 4.4), despite the limited change in teacher feedback results.

Discussion of RQ2. *What are the students' L2 writing self-efficacy?*

RQ2a) *Is there any difference found in terms of self-efficacy before and after treatment?*

The results of the present study reveal students' perceptions of the usefulness of feedback and their self-efficacy beliefs within the setting of EFL writing assignments. Self-efficacy is defined as a person's perception of his/her abilities to take necessary actions to produce desired outcomes in a given set of circumstances (Bandura, 1986, 1989). It is important to understand that this belief shapes students' attitude to writing tasks, as well as their engagement, persistence, and achievement levels (Zimmerman, 2000).

The analysis of the results of the study implies that there is advantages of the peer feedback over teacher feedback in relation to the self-efficacy of students. In the case of feedback from the teacher, there was no shift in the prose attitudes of students as towards their writing abilities, yet feedback from their peers made positive changes in all the categories that included content, use of vocabulary and errors in grammar. This disparity may be attributed to the interactive nature of peer feedback, which potentially increases engagement and motivation among students, thereby enhancing their self-efficacy (Hattie & Timperley, 2007).

In addition, the results of the research regarding the non-significant increase in self-efficacy after treatment draw attention to the generally accepted view about feedback activities that increase self-efficacy (Bandura, 1997). It means that students' self-efficacy perceptions may not rise much by solely receiving the feedback based on the rubrics. In line with suggestions for more individualized, context-sensitive feedback strategies that take into account the unique requirements and peculiarities of each learner, it asks for a

closer examination of how feedback is given and received (Nicol & Macfarlane-Dick, 2006).

The study's findings indicate that, although this modification was not statistically significant, students' evaluations of their own self-efficacy did slightly improve after participating in a rubric-based intervention. This discovery aligns with the research of Bandura (1986, 1989), who highlights the impact of individual experiences and interactions within particular contexts on self-efficacy. This thesis highlights the nuanced nature of feedback's effectiveness by arguing that not all feedback interventions may significantly alter participants' perceptions of their level of self-efficacy, in contrast to some earlier research (Pajares & Valiente, 2001; Sağlamel, 2018) which clearly showed a positive impact of feedback on self-efficacy.

Furthermore, Göncü and Mede (2022) indicated that there is a correlation between anxiety and self-efficacy that a decrease in one has a positive impact on the other. The lack of significant change in self-efficacy in this thesis could therefore be attributed to the nature of the feedback, the students' initial levels of language anxiety, or their pre-existing competence levels.

The research also aligns with Wang (2016), who notes that self-efficacy in language learning is impacted by a range of factors, including perceived proficiency and task difficulty. This thesis adds to the literature by suggesting that while peer feedback is seen as beneficial for enhancing various writing skills (as also supported by the likes of Yang, Badger & Yu 2006), its role in directly boosting self-efficacy is less clear.

In contrast to previous research that usually found an upward correlation between feedback and self-efficacy, the current study's findings indicate a limited impact of rubric-based feedback on self-efficacy. For instance, Demirel and Enginarlar (2016) and Maarof, Yamat and Li (2011) found that multiple views and re-emphasis of learning can expand self-efficacy by a combination of peer and teacher feedback. This means that feedback influences self-efficacy in a significant way depending on the perceived relevance, credibility and support. The study also distinctively emphasizes how feedback must be interpreted as objective and pertinent to the current task in order to affect self-efficacy. This adds to the body of literature that frequently highlights the feedback's source and content while ignoring the learners' perceptions on the feedback's relevance and fairness.

Discussion of RQ3: *Is there any correlation between these two different questionnaires?*

The findings suggested that the self-efficacy was at moderate to low level and there were no significant negative correlations between self-efficacy and all the peer feedback measures. This result differs from some of the earlier findings which argue that peer feedback may improve self-efficacy by offering supportive and collaborative interactions (Demirel & Enginarlar, 2016; Yang, Badger & Yu 2006). Nevertheless, the absence of noticeable interactions in the present examination implies that the effects of peer feedback on self-efficacy could be heavily the mediated environment, the type and kind of feedback given, the nature of the tasks assigned and initially perceived self-efficacy. This is in line with other studies such as Wang (2016) who suggested that there might be several factors that influence the efficiency of peer feedback for instance, attitude of the students to the feedback practice and their perceived competence level.

On the other hand, moderate positive correlations were obtained with several items of teacher feedback, the strongest being with the global coherence feedback. There is an implication here that teacher feedback, which help students develop insights on global writing structures, may also serve to strengthen the students' writing performance. This relationship supports findings from Gonzalez-Torres and Sarango (2023), who found that feedback, particularly on global aspects of writing, can positively impact students' perceptions of their capabilities, thus potentially boosting their self-efficacy.

The strong correlation between self-efficacy and teacher feedback on the global coherence also supports the fact that the feedback from the teachers – which can clarify the student higher-order structures of writings – can be useful for enhancing self-efficacy. This is in line with the study by Torres and Turner (2016), that specific types of feedback can have more or less influence on the level of self-efficacy based on the task and focus of the feedback.

The current study's findings contribute to the academic discourse by highlighting the nuanced impacts of different feedback types on self-efficacy. While peer feedback did not show a significant correlation with self-efficacy, the slight positive correlations found with teacher feedback, particularly on global coherence, underscore the importance of how feedback is targeted and delivered in influencing self-efficacy.

These findings suggest that while peer feedback is beneficial for certain aspects of writing development, its direct influence on self-efficacy might be limited unless coupled with specific conditions or complemented by teacher feedback. This insight is crucial for educators and curriculum designers aiming to optimize feedback mechanisms to enhance both writing skills and self-confidence among EFL learners.

In conclusion, the study underscores the complexity of feedback's impact on self-efficacy, suggesting that the effectiveness of feedback in enhancing self-efficacy is contingent upon its relevance and the manner of its integration into the learning process. This calls for a more strategic approach in designing feedback mechanisms, particularly in EFL settings, to ensure they are conducive to not only skill development but also enhancing learners' self-belief in their writing abilities.

Discussion of RQ4: *What factors might influence students' perceptions of the effectiveness of peer feedback in revising paragraphs?*

This discussion focuses on the contributing elements of the students' impression towards the application of peer feedback in the final draft among empirical research and previous studies. The present study, aligned with Wang (2014), confirms several factors affecting students' receptivity to peer feedback, including students' attitudes towards the peer feedback practice, their proficiency in English, and their familiarity with assigned topics. However, unlike Wang's findings, the current study also uniquely highlights concerns about the objectivity of peer feedback as a significant factor. The importance of peer feedback in enhancing students' EFL writing skills has been well-supported in literature, emphasizing its role in improving various writing aspects from grammar to the coherence of texts (Duruk, 2016; Keskin, 2022). Furthermore, peer feedback, supported by process writing and sociocultural theories, fosters a collaborative and deeper learning process (Ferris & Hedgcock, 2014; Lantolf & Thorne, 2007). This theoretical backing aligns with the current study's findings where peer feedback led to statistically significant improvements in content development, coherence, vocabulary usage, and sentence structure complexity and accuracy.

However, the literature and the current study point to the advantages of peer feedback in teaching and learning while they echo with the issues discussed by Wang (2014) and Zhang (1995). These difficulties arise from cultural expectations of strict teacher authority and viewing peers as less accurate sources of feedback, especially in

Asian educational systems. Such cultural predispositions may affect the acceptance and perceived usefulness of peer feedback, emphasizing the need for careful integration of peer feedback strategies that respect cultural sensitivities while promoting effective peer learning dynamics.

Moreover, the present study adds a new dimension to the discourse by identifying students' concerns with objectivity in peer feedback, suggesting that students may question the impartiality and fairness of feedback provided by their peers. This finding is significant as it implies that beyond cultural and proficiency barriers, the credibility and perceived neutrality of peer feedback are crucial for its effectiveness.

In summary, while peer feedback is theoretically and empirically supported as a beneficial educational tool, its effectiveness is influenced by multiple factors including cultural norms, student attitudes, language proficiency, and concerns regarding objectivity.

Discussion of RQ5: What factors might influence students' perceptions of the effectiveness of teacher feedback in revising paragraph?

This research aimed at identifying the factors that could potentially affect students' attitude towards teacher feedback when revising drafts. The evidence shown allowed the point out that the students had similar reaction to the feedback which they received from the teacher, and this feedback really affected the further development of their writing abilities in different aspects. These were abilities and contents such as grammar, content, mechanics, use of appropriate words, awareness of the users, and also the global ideas. The appreciation of teacher feedback is consistent with the works of Kahraman (2013) and Darmanto, Utari and Rahim (2023) that has highlighted the effectiveness of certain forms of feedback in the improvement of students' writing skills. Similarly, this research supports arguments by Ferris et al. (1997) and Kahraman and Yalvaç (2015), who advocated for the corrective nature of teacher feedback as crucial to improving student writing outcomes, emphasizing the importance of nuanced feedback that addresses various aspects of writing.

Therefore, the findings of this research offer a clear response to criticisms such as those presented by Truscott (1996, 2007) and Lee (2003) claiming that corrective feedback may be ineffective and even demotivating. This learning study directly refutes Truscott's argument that the use of grammar corrections had the potential of demotivating

students since it focused on their weaknesses. Instead, it reveals that suggestions for improvement in terms of content and organization of ideas are welcome and that students consider it as a valuable learning resource. This implies that the way in which feedback is given and the context in which it is given can lessen the negative effects that Truscott mentioned. Furthermore, the findings challenge Lee's observation of minimal long-term improvements from teacher corrections, illustrating instead that structured feedback, especially when integrated with rubrics, effectively guides students and substantially improves their writing skills (2003).

Moreover, following Listyani (2021) and Hyland (1998), this work also acknowledges that the ways learners can react to feedback depend on their personality and the environment in the class. While Hyland mentioned that feedback may lower students' self-esteem, this study reveals that students like feedback if it is particular, well-planned and presented in constructive and positive manner. This leads to significant improvement and higher participation among users.

To sum up, this thesis's discussion backs the widely held belief about the advantages of feedback in ESL/EFL settings and provides a strong argument against its detractors. It emphasizes that constructive criticism, especially when applied using carefully constructed rubrics, can greatly improve student writing without having the negative impacts that other researchers have observed. This study makes a strong case for the ongoing use of focused, helpful feedback in language instruction, highlighting the importance of this approach for increasing student motivation and skill development.

Discussion of RQ6: *How do the participants view the significance of the rubric in influencing their practice of providing peer feedback?*

The interview results indicate that students consider rubrics as vital resources that help with score assignment, providing guidelines for peer and teacher feedback, and offer an organized set of requirements for EFL writing. These results provide significant contrasts that contribute to the wider discourse on the application of rubrics in educational contexts, and they also correspond with several previous studies. Initial parallels with earlier research show that rubrics consistently have positive effects. Similar to Goodwin and Kirkpatrick (2023) and Diab and Balaa (2011), this study recognizes the importance of rubrics as essential tools for providing feedback since they help students understand how to provide constructive feedback on their peers' work and clarify expectations.

Furthermore, the results have resemblance to Wang's (2014) work, which served as an earlier study to this research. This study discovered that students viewed rubrics as a set of strict requirements for EFL writing, in addition to Wang (2014). Furthermore, the results here highlight the significance rubrics play in considerably enhancing students' writing abilities through organized and directed feedback processes (Hasan, 2022; Mahmoudi & Buğra, 2020; Turgut & Kayaoğlu, 2015).

But this study also reveals some interesting variations, especially in how rigor of rubrics is perceived. Rubrics are useful because they provide structured direction, but some students find them to be excessively fixed, which may restrict the flexibility of peer feedback procedures. This worry is similar to what was said in Kohn (2005), when it was claimed that rubrics inhibited deeper engagement with the learning material by inhibiting creativity and unduly standardizing the assessment process.

Furthermore, Andrade and Du (2005) as well as Andrade (2005) stressed that although helpful, rubrics called for in-depth comprehension and could not replace high-quality training. There was no criticism of this component in this the study because it highlighted how important it was to integrate rubrics with dynamic teaching techniques to maximize their usefulness and avoided the problems of rigidity.

Lastly, this thesis adds to the ongoing discussion regarding the necessity of instructional practices that not only make use of the structural advantages of rubrics but also cultivate an atmosphere that encourages critical and creative thinking. Supporting rubrics that foster self-reflection and independent learning, as proposed by Qasim and Qasim (2015), should aid in striking a balance between the necessity of organized evaluation and the promotion of flexibility and deeper student participation.

In summary, this study adds to the significant body of evidence demonstrating the effectiveness of rubrics in improving writing assessments and feedback, but it also highlights the need for cautious application to promote both depth and flexibility in student learning and feedback practices. To effectively improve educational outcomes, future study could examine ways to refine rubrics or combine them with other pedagogical tools.

5.2. CONCLUSIONS AND FUTURE DIRECTIONS

This research study aims at exploring the perspectives of university level students on rubric-based feedback practices, particularly the peer and teacher feedback in context of their EFL paragraph writing. The research not only focuses on the process of perceiving and interpreting feedback but also on the process of how the self-efficacy of students in English paragraph writing is affected by the elements of rubric-referenced feedback.

The findings indicate that students generally perceive feedback as a useful tool in improving their EFL writing skills. This perception aligns with existing literature, which underscores the importance of feedback in language learning and writing improvement. Studies by Hyland and Hyland (2006) and Ferris (2003) emphasize that feedback helps learners identify their strengths and weaknesses, providing a roadmap for improvement. Similarly, the present study found that students value feedback for its role in guiding revisions and enhancing their understanding of writing conventions.

Several factors that students pointed out affect perceived usefulness include specificity of comments, clarity of feedback and its relevancy to the writing assignments. These factors support the conclusions of Nicol and Macfarlane-Dick (2006) about the feedback, claiming that it should be specific, clearly explained, and related to the goals of learning. Furthermore, students were satisfied with the feedback that they in turn considered effective, as it consisted of content and form critique. In accordance with Andrade and Du (2007) effective feedback should be content and form balanced as well as actionable. The research findings of the current study indicated that there was a positive change in the perception of the usefulness of feedback by the students following the training programme based on the use of rubrics. At the beginning some students felt that feedback – especially the one from the peers – may not bring value added solution due to impartiality and efficiency of their fellow learners. But, as shown in this study, the students had enhanced perception towards peer and teacher willingness to provide feedback to write as it contributed to the improvement of their writing skills. This shift in perception concurs with other previous studies that have showed that effectively structured and well-followed feedback interventions do increase students' perception of feedback (Hattie & Timperley, 2007; Wang, 2014). The shift in beliefs maybe attributed to the rubric-based training program as it enhances a clear guideline for assessment of writing hence enhancing the perceived credibility and relevance of the feedback given.

The assessment prior to treatment revealed that students held moderate levels of L2 writing self-efficacy on average. This is consistent with Pajares and Valiante (1997) and Prat-Sala and Redford (2012) who concluded that students' writing performance is significantly determined by their self-efficacy. The findings outlined above showed a slight improvement in students' self-efficacy perception after the rubric-based treatment, but the improvement was statistically insignificant. This implies that despite the training program possibly having some positive impact, these may not have been profound enough to facilitate a change in the self-efficacy scores of the participants. This is somewhat surprising given the literature where self-efficacy has been found to be positively influenced by structured feedback and training (Hattie & Timperley, 2007; Kahraman, 2013).

The study also provides the empirical evidence of the self-efficacy theory and the applications of the increasing of self-efficacy in writing L2. In turn, teachers and researchers can provide solutions for the drawn weaknesses and advance toward better understanding of how to teach and how to help students increase their skills of EFL writing. This research laid a good ground for future research and practice focusing on self-efficacy as a factor of language learning and writing performance.

The purpose of the study was to establish whether there is any correlation between change in self-efficacy and difference in Peer and Teacher feedback questionnaires. In this respect, the productivity of the writing skills training and rubric assessment activities in improving the research variables was quantified by comparing the measurement differences before and after the training. The differences between the total number of items and each of these variables were then subjected to a Pearson correlation coefficient test in order to establish whether there was a significant relationship between them.

Thus, the current study has a potential contribution to the advancement of knowledge about self-efficacy and the role of feedback in EFL writing. The results reveal that there was no relationship between self-efficacy and amount of peer feedback, but a small but moderate positive relationship was observed between self-efficacy and teacher feedback on global coherence. These findings emphasise the role of the teacher feedback as stimulating the improvement in self-efficacy beliefs in the context of students and reveal that peer feedback can have the stimulating effect on self-efficacy only in combination with the teacher feedback.

Regarding the fourth research question, the examination of both the reflective essays and interview data concluded four factors influencing the students' perception of the efficacy of peer feedback for draft revision: “(1) Students’ attitudes towards peer feedback practice; (2) Students limited English proficiency; (3) Students’ knowledge of assigned paragraph topics” (Wang, 2014, p. 89); (4) Students’ concerns with objectivity. When comparing the current study with Wang (2014), three similar factors have been identified in comparison to Wang (2014)'s study; these are: “(1) Students’ attitudes towards peer feedback practice (2) Students' limited English proficiency; (3) Students’ knowledge of assigned paragraph topics. In his own study, Wang (2014) also identified “(4) time limitations during in-class peer feedback sessions, and (5) students' concerns about interpersonal relationships” (p.89). Unlike Wang (2014), this study uniquely identified the fourth (4) factor of "Students' concerns with objectivity.” The factor is coded as “Stc/o.”

In this respect, participants have declared the problems they found in the sphere of peer assessment concerning content and language, vocabulary, mechanics, organization, and language use and gave each other paired reasons. This study also revealed that more than one student encountered problems in as different kinds of feedback areas.

Specific teacher comments allow to observe how the clarity and specificity of the feedback significantly influence students’ perceptions. Positive feedback which is detailed and prescriptive is being considered most effective. This finding supports the findings in the literature where Hyland and Hyland (2001) posited that detailed and precise feedback enables students to appreciate what they have done wrong and how they can correct it. Having analyzed reflective essays and interviews it can be noted that there is a positive perceivness from all the students regarding the feedback from the teacher. Looking at these results one can identify several factors which made it possible to achieve such results. The following results shows the primary reasons why students prefer teacher feedback: “(1) feedback regarding grammar accuracy, (2 feedback on the relevance of what the teachers write; (3) feedback on the mechanics employed; (4) feedback on the appropriateness of the vocabulary used; (5) feedback on the development of audience consideration; (6) feedback regarding the global coherence.

Lastly, the study establishes how Rubrics can help improve the process of peer feedback amongst the students. Thus, rubrics found their important place in the practical

work of the educator by providing structured guidance, ensuring consistency and objectivity within the learning process, increasing confidence, and acting as learning aids. Regarding the rubric, interviewees have produced positive impressions of the innovation. They have pointed out that the rubric helped and assisted them in the task of self-assessing their own written paragraphs. Given specific scores for their paragraphs has both helped the students improve in the English paragraph writing process and that it motivated them. From the sequences captured hereby from the teacher's observations in written journal, it is apparent that the use of the rubric has eased the endeavour of giving feedback on English paragraph writing both to teachers and students.

To sum up, this study has given better understanding and revelation of how various components interplay in determining effectiveness of peer and teacher feedback among students in EFL writing. Thus, based on the literature, the hypothesis that self-efficacy, rubric usage, and the quality of feedback has on the writing performance and engagement has been proven to be valid. The study especially emphasises on the kind of feedback system that should be put in place as well as self-efficacy and its influence in performance. The study adds to the existing literature in several ways by providing a better understanding of the feedback and self-efficacy system that impacts students' writing processes. These observations were paramount for educators to determine the best strategies in achieving the goal of promoting adequate feedback practices and students' confidence in their writing. Future research should extend from these processes to other various educational units to enrich the data given in this research. This will not only enhance the theoretical knowledge of EFL writing but also guide the practical implementation to help students maximize their potential in the sphere of writing.



APPENDICES

App. A

Appendix A: Instructional rubric for peer feedback generation

CONTENT

4 EXCELLENT TO VERY GOOD: knowledgeable*substantive*thorough development of thesis* relevant to assigned topic

3 GOOD TO AVERAGE: some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail

2 FAIR TO POOR: limited knowledge of subject* little substance* inadequate development of topic

1 VERY POOR: does not show knowledge of subject* non-substantive* not pertinent * OR not enough to evaluate

ORGANIZATION

4 EXCELLENT TO VERY GOOD: fluent expression* ideas clearly stated/supported* succinct*well-organized*logical sequencing*cohesive

3 GOOD TO AVERAGE: somewhat choppy*loosely organized but main ideas stand out*limited support* logical but incomplete sequencing

2 FAIR TO POOR: non-fluent* ideas confused or disconnected* lacks logical sequencing and development

1 VERY POOR: does not communicate* no organization*OR not enough to evaluate

VOCABULARY

4 EXCELLENT TO VERY GOOD: sophisticated range* effective word/idiom choice and usage* word form mastery * appropriate register

3 GOOD TO AVERAGE: adequate range* occasional errors of word/idiom form, choice, usage but meaning not obscured

2 FAIR TO POOR: limited range* frequent errors of word/idiom form, choice, usage* meaning confused or obscured

1 VERY POOR: essentially translation* little knowledge of English vocabulary, idioms, word form* OR not enough to evaluate

LANGUAGE USE

4 EXCELLENT TO VERY GOOD: effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

3 GOOD TO AVERAGE: effective but simple constructions* minor problems in complex constructions * several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

2 FAIR TO POOR: major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions * meaning confused or obscured

1 VERY POOR: virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate

MECHANICS

4 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing

3 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

2 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing * poor handwriting* meaning confused or obscured

1 VERY POOR: no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate

App B.***Demographic information and English use,***

1. Gender
 - ☐ Female
 - ☐ Male
2. I studied prep class:
 - ☐ Yes
 - ☐ No
3. Which kind of feedback way is useful for you?
 - ☐ only self-feedback via rubric
 - ☐ only peer-feedback via rubric
 - ☐ only teacher-feedback via rubric
 - ☐ only self and teacher feedback via rubric
 - ☐ only peer and teacher feedback via rubric
 - ☐ all of them (self, peer and teacher feedback)
4. I know how to use Rubrics:
 - ☐ Yes
 - ☐ No
5. How often do you write in English?
 - ☐ Never
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Often
 - ☐ Always

In which contexts do you write in English? (social media, classroom, newspapers, journals etc.) Please state.

App C.

Appendix C: Questionnaire on students' perceptions of peer feedback usefulness

This questionnaire is intended to understand your perceptions of the helpfulness of rubric-referenced peer feedback for improving your EFL writing. Please circle one of the numbers from 1 to 5 that best describes your situation.

1 = strongly disagree

2 = disagree

3 = undecided/not sure

4 = agree

5 = strongly agree

Example: If you <u>strongly agree</u> with the statement "Peer feedback enables me to improve the use of mechanics of my EFL writing", you should <u>circle "5"</u>.	1 · 2 · 3 · 4 · ⑤ Strongly disagree...Strongly agree				
Statements					
1. Peer feedback enables me to improve the content of my EFL writing.	1	2	3	4	5
2. Peer feedback enables me to improve the global coherence of my EFL writing (including the thesis statement, the link between the thesis and topics sentences of body paragraphs, and the connections among body paragraphs, etc.).	1	2	3	4	5
3. Peer feedback enables me to improve the local coherence (mainly the inter-sentential connections) of my EFL writing.	1	2	3	4	5
4. Peer feedback enables me to diversify the vocabulary use of my EFL writing.	1	2	3	4	5
5. Peer feedback enables me to improve the accuracy of vocabulary use of my EFL writing.	1	2	3	4	5
6. Peer feedback enables me to improve the syntactic complexity of my EFL writing.	1	2	3	4	5
7. Peer feedback enables me to improve the accuracy of	1	2	3	4	5

sentence structures of my EFL writing.					
8. Peer feedback enables me to correct the grammar mistakes of my EFL writing.	1	2	3	4	5
9. Peer feedback enables me to improve the use of mechanics of my EFL writing (including paragraphing, spelling, punctuation, and capitalization, etc.).	1	2	3	4	5



App D.

Appendix C: Questionnaire on students' perceptions of teacher feedback usefulness

This questionnaire is intended to understand your perceptions of the helpfulness of rubric-referenced teacher feedback for improving your EFL writing. Please circle one of the numbers from 1 to 5 that best describes your situation.

1 = strongly disagree

2 = disagree

3 = undecided/not sure

4 = agree

5 = strongly agree

<i>Example: If you <u>strongly agree</u> with the statement "Teacher feedback enables me to improve the use of mechanics of my EFL writing", you should <u>circle</u> "5".</i>	1 · 2 · 3 · 4 · ⑤ Strongly disagree...Strongly agree				
Statements					
10. Teacher feedback enables me to improve the content of my EFL writing.	1	2	3	4	5
11. Teacher feedback enables me to improve the global coherence of my EFL writing (including the thesis statement, the link between the thesis and topics sentences of body paragraphs, and the connections among body paragraphs, etc.).	1	2	3	4	5
12. Teacher feedback enables me to improve the local coherence (mainly the inter-sentential connections) of my EFL writing.	1	2	3	4	5
13. Teacher feedback enables me to diversify	1	2	3	4	5

the vocabulary use of my EFL writing.					
14. Teacher feedback enables me to improve the accuracy of vocabulary use of my EFL writing.	1	2	3	4	5
15. Teacher feedback enables me to improve the syntactic complexity of my EFL writing.	1	2	3	4	5
16. Teacher feedback enables me to improve the accuracy of sentence structures of my EFL writing.	1	2	3	4	5
17. Teacher feedback enables me to correct the grammar mistakes of my EFL writing.	1	2	3	4	5
18. Teacher feedback enables me to improve the use of mechanics of my EFL writing (including paragraphing, spelling, punctuation, and capitalization, etc.).	1	2	3	4	5

App E.

Dear student,

This questionnaire aims to explore your self-efficacy beliefs in English writing skills. Your answers to the survey will be for research purposes and will be kept confidential and will not be used for any other purpose. The reliability of the results depends on the sincerity of the answers. Thanks in advance for your contribution.

Researcher

Büşra Ankit

Questionnaire on students' self-efficacy on English paragraph writing

This questionnaire is intended to understand your self-efficacy beliefs on English paragraph writing. Please choose one of the options from Strongly Disagree to Strongly Agree that best describes your situation.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

1. I can easily write a paragraph.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
2. I can easily spell the words.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
3. I can write an appropriate topic sentence.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
4. I can use the mechanics appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

5. I can make sentences without grammar mistakes.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
6. I can use singular/plural forms appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
7. I can use transition words appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
8. I can use prepositions appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
9. I can use the appropriate words.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
10. I can support my sentences appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
11. I can organize my thoughts appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
12. I can write a concluding sentence appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
13. I can write a paragraph without irrelevant sentences.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
14. I can use synonyms appropriately.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
15. I can write appropriate supporting sentences.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

16. I can present my ideas in unity.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
17. I can easily discuss my ideas when writing.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
18. I can provide examples, facts and details to support my ideas.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
19. I can present my ideas clearly.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
20. I can find my mistakes easily.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
21. I can write in different genres (narration, description, cause-effect etc.) easily.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
22. I can submit my assignments on time.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
23. I can benefit from different sources (dictionaries, the Internet etc.) effectively.	☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

App. F**Reflective essay on rubric-referenced peer feedback**

Dear All,

The following lists the questions guiding your reflective essay writing. Please feel free to express your opinions about rubric-referenced peer feedback practice. Thank you for your time and cooperation.

You can write Turkish or English (Türkçe ya da İngilizce yazabilirsiniz).

Nickname: _____ **Date:** _____

1. How did you feel about the feedback practices (peer, teacher, self)?

(Geribildirim uygulamaları (akran, öğretmen, kendi) hakkında ne düşünüyorsunuz?)

2. What worked best for you in peer-assessment, i.e., was easy for you to do or made you feel you were making progress? Please specify it.

(Akran değerlendirmesinde sizin için en çok işe yarayan şey neydi, yani sizin için yapması kolay mıydı ya da size ilerleme kaydettiğinizi hissettirdi mi? Lütfen belirtin.)

3. What did not work for you in peer-assessment, i.e., was incapable or not effective? Please specify it.

(Akran değerlendirmesinde sizin için ne işe yaramadı, yani yetersiz mi yoksa etkili değil miydi? Lütfen belirtin.)

4. Did you find assessing others' EFL writing helpful for improving your own writing? If yes, in what aspects is it helpful?

(Başkalarının İngilizce yazılarını değerlendirmeyi kendi yazınızı geliştirmek için faydalı buldunuz mu? Evet ise, hangi yönlerden yardımcı oldu?)

5. What are the benefits of teacher feedback in revising the paragraph you have written?

(Yazmış olduğunuz paragrafı gözden geçirmenizde öğretmen geri bildiriminin faydaları nelerdir?)

App G.

Interview questions on students' perceptions of rubric-referenced peer feedback (English)

1. Please spend fifteen minutes reading the first and second drafts of your paragraph writing. Pay attention to the marks that show the changes you have made to the first draft. Pay attention to those parts that you have revised in response to peer feedback.
2. What do you think about your peer's feedback on this paragraph?
3. Please describe the aspects of EFL paragraph writing that peer feedback can help you improve.
4. Please describe the aspects of EFL paragraph writing that peer feedback cannot help you improve.
5. What are the benefits of peer feedback in revising the paragraph you have written?
6. What are your perceptions of the rubric's role in peer feedback practice?

Interview questions on students' perceptions of rubric-referenced teacher feedback (English)

1. Please spend fifteen minutes reading the second and third drafts of your paragraph writing. Pay attention to the marks that show the changes you have made to the second draft. Pay attention to those parts that you have revised in response to teacher feedback.
2. What do you think about your teacher's feedback on this paragraph?
3. Please describe the aspects of EFL paragraph writing that teacher feedback can help you improve.
4. Please describe the aspects of EFL paragraph writing that teacher feedback cannot help you improve.
5. What are the benefits of teacher feedback in revising the paragraph you have written?
6. What are your perceptions of the rubric's role in teacher feedback practice?

App. H

Narrative Paragraph
Date: 24th October 2022

Firstly, I went to the lesson prepared, because the students would write their first paragraphs. I made my preparation. I talked to the photocopier beforehand to avoid time problems. I entered the lesson with the teacher. Mr. Aslan taught the lesson by acting and narrating a short story. The students had fun; also they quickly understood what the narrative paragraph was. After that, they wrote a short paragraph about an incident in their life when they learned a lesson or made an important discovery. During the process, I realized that having the papers photocopied was time consuming, so I decided to prepare a checklist for them. I asked the students to write their nicknames and their numbers. They had both self and peer feedback, and they revised their paragraphs considering feedbacks. Unfortunately, time was up; they had teacher feedback the following lesson. Totally 55 students attended this process and had teacher feedback because of absence.



Aapp. I



T. C.
KÜTAHYA DÜMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve
Yayın Etiği Kurulu

TOPLANTI TUTANAĞI

Toplantı Tarihi: 10.11.2022
Toplantı Sayısı: 2022/10

GÜNDEM 38: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 07.11.2022 tarihli ve 153855 sayılı yazısı gereğince; İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı öğrencisi Büşra ANKIT'ın "*Üniversitemiz Öğrencilerinin İngilizceyi Yabancı Dil Olarak Yazma Konusunda Değerlendirme Listesi Referanslı Akran ve Öğretmen Geribildirimi Algıları*" başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşme.

KARAR 35: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 07.11.2022 tarihli ve 153855 sayılı yazısı gereğince; İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı öğrencisi Büşra ANKIT'ın "*Üniversitemiz Öğrencilerinin İngilizceyi Yabancı Dil Olarak Yazma Konusunda Değerlendirme Listesi Referanslı Akran ve Öğretmen Geribildirimi Algıları*" başlıklı akademik çalışmasında kullanılmak üzere, uygulama, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşüldü.

Yapılan görüşmeler ve değerlendirmeler sonucunda, çalışma kapsamında yapılacak olan uygulama, anket-görüşme sorularının ve ölçeklerin, gerekli izinlerin alınması kaydıyla, fikri, hukuki ve telif hakları bakımından sorumluluğu başvurucuya ait olmak üzere etik açıdan uygun olduğuna oy birliği ile karar verildi.

App J.

The coding scheme for analysing reflective essays:

Factors affecting peer feedback usefulness.

Intr: students' concerns with interpersonal relationship

Sta/g: students' general attitudes towards peer feedback practice

Sta/b: students' boredom with repeated peer feedback practices

Stp/l: students' limited English proficiency

Stt/i: students' insufficient topical knowledge

Stc/o: Students' concerns with objectivity

Tc: time constraints of peer feedback implementation

Aspects that work best in peer feedback sessions

Pfc/r: peer feedback on the relevance of content

Pfc/e: peer feedback on the use of examples

Pfc/ra: peer feedback on cultivating audience awareness

Pfo/g: peer feedback on improving the global coherence

Pfo/l: peer feedback on improving the local coherence

Pfv/a: peer feedback on improving the accuracy of vocabulary use

Pfg/a: peer feedback on improving grammar accuracy

Pfs/a: peer feedback on improving syntactic accuracy

Pfm: peer feedback on improving mechanics use

Aspects that work best in teacher feedback sessions

Tfc/r: Teacher feedback on the relevance of content

Tfc/e: Teacher feedback on the use of examples

Tfc/ra: Teacher feedback on cultivating audience awareness

Tfo/g: Teacher feedback on improving the global coherence

Tfo/l: Teacher feedback on improving the local coherence

Tfv/a: Teacher feedback on improving the accuracy of vocabulary use

Tfg/a: Teacher feedback on improving grammar accuracy

Tfs/a: Teacher feedback on improving syntactic accuracy

Tfm: Teacher feedback on improving mechanics use

Aspects that do not work in peer feedback sessions

Ppfc/c: problems of peers' conflicting understandings of the content

Ppfc/lt: problems of peers' lacking topical knowledge

Ppfo/s: problems of peers' sharing the same organizational patterns

Ppfo/c: problems of peers' having conflicting organizational patterns

Ppfv/d: problems with peer feedback on vocabulary diversity

Ppfs/c: problems with peer feedback on syntactic complexity

Ppfm: problems with peer feedback on mechanics

The coding scheme for analyzing the interview data

Students' perceived usefulness of peer feedback for draft revision

P-e/c: perceived usefulness of peer feedback for content revision

P-e/o: perceived usefulness of peer feedback for organization revision

P-e/v: perceived usefulness of peer feedback for vocabulary revision

P-e/s: perceived usefulness of peer feedback for revising sentence structures

P-e/m: perceived usefulness of peer feedback for revising mechanics use

Foci of peer feedback on EFL writing

P-f/fc: peer feedback's foci on content

P-f/fo: peer feedback's foci on organization

P-f/fv: peer feedback's foci on vocabulary

P-f/fs: peer feedback's foci on sentence structures

P-f/fg: peer feedback's foci on grammar

P-f/fm: peer feedback's foci on mechanics

Factors affecting peer feedback usefulness

Sta/sf: students' shift of foci in peer feedback practice

Sta/b: students' boredom with repeated peer feedback practices

Stp/l: students' limited English proficiency

Stt/i: students' insufficient topical knowledge

Stc/o: Students' concerns with objectivity

Students' perceptions of the rubric's role in peer feedback

Spru/g: students' perceptions of the rubric as a guide for their peer feedback practice

Spru/sa: students' perceptions of the rubric as a guide for students' score assignment

Spru/r: students' perceptions of the rubric as a set of rigid criteria for EFL writing

Spru/da: students' doubts about the applicability of the rubric for different types of EFL writing

Spru/i: students' internalization of the rubric as part of their EFL writing knowledge

App. K

Correction Symbols

Symbol	Meaning	Example of Error	Corrected Sentence
p	punctuation	I live ^p , and go to school here ^p	I live and go to school here.
Λ	missing word	I ^{am} working in a restaurant. ^Λ	I am working in a restaurant.
cap	capitalization	It is located at ^{cap} main and ^{cap} baker ^{cap} streets in the ^{cap} City.	It is located at Main and Baker Streets in the city.
vt	verb tense	I never ^{vt} work as a cashier until I ^{vt} get a job there.	I had never worked as a cashier until I got a job there.
s/v agr	subject-verb agreement	The manager ^{s/v agr} work hard. There ^{s/v agr} is five employees.	The manager works hard. There are five employees.
pron agr	pronoun agreement	Everyone works hard at ^{pron agr} their jobs.	All the employees work hard at their jobs.
()	connect to make one sentence	We work together. ^() So we have become friends.	We work together, so we have become friends.
sp	spelling	The ^{sp} maneger is a woman.	The manager is a woman.
sing/pl	singular or plural	She treats her ^{sing/pl} employees like <u>slave</u> .	She treats her employees like slaves.
X	unnecessary word	My boss ~~she~~ watches everyone all the time.	My boss watches everyone all the time.
wf	wrong word form	Her voice is ^{wf} irritated.	Her voice is irritating.

Symbol	Meaning	Example of Error	Corrected Sentence
ww	wrong word	The food is delicious. ^{ww} Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
ref	pronoun reference error	The restaurant's ^{ref} specialty is fish. <u>They</u> are always fresh. The food is delicious. ^{ref} Therefore, <u>it</u> is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
wo OR ~	wrong word order	Friday/always is our busiest night.	Friday is always our busiest night.
ro	run-on sentence	[Lily was fired she is upset.]	Lily was fired, so she is upset.
cs	comma splice	[Lily was fired, she is upset.]	
frag	fragment	She was fired. ^{frag} [Because she was always late.] [Is open from 6:00 p.m. until the last customer leaves.] [The employees on time and work hard.]	She was fired because she was always late. The restaurant is open from 6:00 p.m. until the last customer leaves. The employees are on time and work hard.
not //	not parallel	Most of our regular customers are ^{not //} friendly and generous tippers.	Most of our regular customers are friendly and tip generously.

Symbol	Meaning	Example of Error	Corrected Sentence
prep	preposition	We start serving prep dinner 6:00 p.m. ^	We start serving dinner at 6:00 p.m.
conj	conjunction	Garlic shrimp, fried conj clams, broiled lobster ^ are the most popular dishes.	Garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art	article	Diners in the United art States expect glass ^ of water when they first sit down.	Diners in the United States expect a glass of water when they first sit down.
①	add a transition	The new employee was careless. ① She frequently spilled coffee on the table.	The new employee was careless. For example, she frequently spilled coffee on the table.
¶	start a new paragraph		
nfs/nmp	needs further support/needs more proof. You need to add some specific details (examples, facts, quotations) to support your points.		

07/11/2022

Führer

At the Dumlupınar University^P you can see beautiful things. Especially^P in the autumn season. Firstly^P you can see trees^o. Trees which have some yellow leaves and orange leaves^{so - frgr - on sentence}. And^{sp?} you often see these leaves on the ground. And^{fragment + (drop)} the entrance of university^P you can see a gate which made of stone. After the entrance of university^P you ^{verb tense (vt)} will see a statue. This statue is a statue of Atatürk. This statue has a very beautiful appearance. After the statue of Atatürk^P go ^{missing word} will see a lake. There are trees around this lake. There are some seating around this lake. After this lake^P you will see mountain which has a beautiful view. Watching sunrise and sunset from here^P would be a great experience. And at the campus^P you will see some rambling dogs^o. But^P they are harmless^P you do not have to fear^P them. So^P our campus is like this. ^{uu}

Thank you ^o

Content: 3

Organization: 3

Language Use: 4

Vocabulary: 4

Mechanics: 2

I was in the 9th grade and I was having literature class that year. Our teacher was so strict and honestly I was afraid of him so much. One day we had an exam from the book which our teacher said us to read. I completely forgot to read the book, so I was literally anxious about it. Our teacher asked that before the give us exam papers whom didn't read the book but I couldn't say anything. I just searched the book on the net before the exam. During the exam I was literally depressed cause I couldn't answer many question. Unexpectedly I passed the exam with an average score. I learned my lesson. During the exam these anxious minutes made me felt like drowning. That wasn't a great experience but at least I learned something from this. Next time I'll be more careful about my responsibilities and I'll try to take notes for remind my duties to me.

Content: 2.5

Organization: 3

Vocabulary: 3

Language Use: 3

Mechanics: 2

Thanks for your writing:)

I discovered that everything ^{3P} I dreamt of is not the reality.

Before ["] I got into university, ^{5P} I thought everything in my life is gonna be okay but it didn't. And ["] I felt worse than before. Because of the fact that ["] this is the first time that ^{frag} I'm staying away from my home ["] I still ^{vt} couldn't get used to it. So, ["] I go to my home every weekend. This makes me feel better. And my cat is at home too. Spending ~~the~~ time with her ^{frag} when ["] I am at home is when ["] I am the happiest. But ["] I'm trying to get used to my other life too. Because ^{vt} I ^{frag} always ^{vt} wanted to go to ^{vt} university.

All of ^{plu} this taught me that without ^{vt} experiencing, you never know what is gonna happen.

Content: 2

Organization: 2

Vocabulary: 3

Language Use: 2

Mechanics: 2

Thank you!

Studying ^{prep} university is an awesome thing for a young person; however, in my opinion, ^{prep} studying university in a different country away from your family is a quite wonderful thing although it has some disadvantages. For instance, we get a different environment, ^{can} different friendships when we are away from our family. We meet distinct people. We go to ^{doctor} ourselves or do everything we need ourselves and all this also helps to prepare us for the future. Additionally, we feel free when we are away from our family. We can go anywhere we want and we can do everything we want. Finally, we feel responsible when we study in a different city away from our family because we wash our clothes, make herbal tea for our roommate when she is sick, or take care of ourselves.

To sum up, studying in a different city away from our family is beautiful. It has some advantages. We miss our family but it is all worth it.

Mechanics: 4

Content: 3

Organization: 3

Vocabulary: 3

Language Use: 3

Thank you!

07/11/2022

As every ^{ww} season ^{wf} having ^{cap} unique beauty, autumn is a season which charm many people with its beauty. Wherever autumn comes, that place is covered with shade of brown, yellow, red and orange colors. This event happens every year ^{pl} on my campus, Dumlupinar University. Here, this flowless season starts ^{prep} middle of October and continues through ^{art} last of November. Dumlupinar campus hosts many tree ^s type such as beech, ^{ro} plane, willow tree. Autumn ^{prep} make ^{makes} them more beautiful ^{ap} since their leaves turns yellow at that time. Leaves which turned pale ^{the campus} starts to fall and it creates a 'leaves rain' scenery. Also, these trees ^{prep} emits woodish fragrances. Walking with this fragrance and scenery may be best activity in this period. Of course, clothes must be suitable. When it's warm and sunny in the morning, it turns cold and windy in the evening. So, if you are outside ^{art} whole day, you should prefer wearing a lot of thin clothes. For instance, I wears ^{prep} a ^{s/v agr} shirt, a jacket without woolly and coats on them. ^{ww} When I feel warm ^{pi} take off one of them. As final adding, this campus that ^{wf} having 4 lakes, various trees, fountains ^{s/v agr} is suitable [?] taking photos in the autumn. Enjoy this excellent season. ^{-p}

Content: 4

Organization: 4

Vocabulary: 3

Language Use: 2

Mechanics: 2

Thank a lot!)

In high school, I discovered that I shouldn't try to please everyone, so that I won't be alone.

I always liked spending time on my own rather than with other people, but I didn't really like being completely isolated. I have never had big friend groups, but I always

tried to get along with everyone. When I started high

school, I was afraid of being alone, so I tried to

talk with anyone that I met. I always agreed on

whatever they suggested and ignored or laughed it off whenever they made mean jokes. But I learned that

I can't force everyone to be friends with me, no matter how much I try if it's not meant to be.

So, I learned that I should know how to say no without worrying about what people will think of me.

Content: 2

Organization: 3

Vocabulary: 4

Language Use: 3

Mechanics: 2.5

Euthanasia^P which is^{art} controversial issue is prohibited in many country such as Turkey. ^{uuw} There are many reasons why it is banned in Turkey. ^{cap} for example, ^{cap} Most people are Muslims ^{in?} in Turkey[✓] and euthanasia is not accepted in Islam¹¹ because[✓] only ^{cap} god knows when a person dies, no one else can decide. ^{cap} Also, people should not decide[^] immediately. A person who suffers from a disease experiences^{vt} ^{uuw} severe pain, [^] ^{cont} this period is very difficult so she/he may decide to be euthanized immediately to relieve pain¹ but this is not a solution. Maybe she would have healed if she had not chosen death or she would die^P we will never know^P so euthanasia should not be an option^{^P}

Content : 3

organization : 4

Vocabulary : 3

Language Use : 3

Mechanics : 2

Thank you!)

Two years ago, preparing for the university exam was a difficult ^{WW} process for me. We were all at home because of the pandemic. I wasn't in the language class in ^{art} high school/ ^p so I was studying on my own and I was going to language course. I was worried about getting a virus due to the small size of the classes. I was actually worried that it would infect one of my family members ^p especially my grandmother. In addition to this, she had chronic illness. Although everyone in the house was careful not to get the virus, my grandmother got virus. We were all in quarantine. Being quarantined, studying and preparing for the exam was very difficult process for me.

Content : 2

Organization : 3.

Vocabulary : 3.

Language Use : 3

Mechanics : 3

Thank you !)

Euthanasia should be prohibited worldwide? It has many negative aspects. First reason is that, can be done without asking people who are bedridden or unable to react, only with the permission of their families. For instance, let's imagine you're a sick person and you are in suffer wt, your family see this cap stn agr moreover, your doctor is trying to do Euthanasia and your family accept this so you don't suffer anymore but ww cap research shows that, no matter how bad you are, there is little art chance of recovery. Second art reason is that, they have a lot of ethnic groups in the world and according to some religions Euthanasia cap doesn't wt welcome. For example, it is legal in the Netherlands but cap there are a lot of people whose religion doesn't wt welcome this. But it can happen to them because of where they live. In conclusion, Euthanasia cap has a lot of bad sides and it could be prohibited as soon as possible. afslamp accept?

Content: 3

Organization: 4

Vocabulary: 3

Language Use: 2.5

Mechanics: 2.5

In my opinion, studying university in your hometown is better than in a different city away from your family. First of all, if you studying in your hometown, financial or economical issue is not problem for you. Because cap your family support you whenever you need them. Also, you don't need to spend money so much. Second of all ww if you studying university in your hometown, you don't suffer from loneliness and whenever you feel suffer from loneliness, your family always get behind you. If you studying in a different city away from your family, you feel desperate, alone cap. On the other hand, if you experience something bad knowing that you are with your family is good for you. In my opinion cap this is the third and last opinion about studying university in your hometown is better than in a different city away from your family. To sum up, if you want to study university, you should studying wt in your hometown. In my opinion I think the option is better for you, and your family of course.

That's a lot!

Content: 3

Organization: 4

Vocabulary: 3.5

Language Use: 3

Mechanics: 3

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