HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Program

THE EFFECTS OF DIFFERENT CORRECTIVE FEEDBACK METHODS ON IMPROVING WRITING SKILLS OF TEENAGE EFL STUDENTS

Şeyda BEDİZ

Master's Thesis

Ankara, (2023)

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FARKLI DÜZELTİCİ GERİ BİLDİRİM YÖNTEMLERİNİN İNGİLİZCEYI YABANCI DİL OLARAK ÖĞRENEN GENÇ ÖĞRENCİLERİN YAZMA BECERİLERİ ÜZERİNE ETKİSİ

Şeyda BEDİZ

Master's Thesis

Ankara, (2023)

Acceptance and Approval

To the Graduate School of Educational Sciences,
This thesis, prepared by **Şeyda BEDİZ** and entitled "THE EFFECTS OF DIFFERENT CORRECTIVE FEEDBACK METHODS ON IMPROVING WRITING SKILLS OF TEENAGE EFL STUDENTS" has been approved as a thesis for the Degree of **Master** in the **Program of Foreign Language Education** in the **Department of English Language Teaching** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 08/05/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching b**y the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

This study aims to investigate the effects of different corrective feedback methods on improving writing skills of teenage EFL students, and it adopted a mixed method research design. 45 teenage low level (A1-A2) 11th graders, selected through convenient sampling, participated in this study. In the process, the participants were provided with written corrective feedbacks based on google translate, self-revision, teacher indirect feedback. The data were collected through picture story focused texts produced by the participants, a Likert type questionnaire, an interview form, and teacher observation logs. The obtained quantitative data were analyzed using Pearson Chi-Square, Fisher's Exact Test and Continuity Correction Tests, One Way ANOVA analysis, LSD post hoc tests, the Paired Sample T Test. The qualitative data were analyzed via a thematic analysis. The results obtained from all data collection tools were triangulated and revealed that SR method is not effective in developing writing skills of the target group whereas indirect teacher feedback method is a trusted and possibly an effective method, and GT can be an effective method with correct implementations.

Keywords: writing skills, written corrective feedback, machine translation, self-revision, google translate, teacher indirect feedback

Öz

Bu çalışma, farklı düzeltici geri bildirim yöntemlerinin İngilizceyi yabancı dil olarak öğrenen gençlerin yazma becerilerini geliştirme üzerindeki etkilerini araştırmayı amaçlamaktadır ve karma yöntem araştırma tasarımını benimsemiştir. Araştırmaya kolay örnekleme yoluyla seçilen 45 düşük seviye (A1-A2) 11. sınıf öğrencisi katılmıştır. Bu süreçte katılımcılara google çeviri, öz-revizyon, dolaylı öğretmen dönütlerine dayalı yazılı düzeltici dönütler verilmiştir. Veriler, katılımcılar tarafından üretilen resimli öykü odaklı metinler, Likert tipi anket, görüşme formu ve öğretmen gözlem günlükleri aracılığıyla toplanmıştır. Elde edilen nicel veriler Pearson Ki-Kare, Fisher's Exact Test ve Continuity Correction Testleri, One Way ANOVA analizi, LSD post hoc testleri, Paired Sample T Testi kullanılarak analiz edilmiştir. Nitel veriler tematik analiz yoluyla analiz edilmiştir. Tüm veri toplama araçlarından elde edilen sonuçlar üçgenleştirilmiş ve SR yönteminin hedef grubun yazma becerilerini geliştirmede etkili olmadığı, dolaylı öğretmen dönüt yönteminin güvenilir ve etkili bir yöntem olabileceği ve GT'nin doğru uygulamalarla etkili bir yöntem olabileceği ortaya çıkmıştır.

Anahtar Sözcükler: gençler, yazma becerisi, yazılı düzeltici geri bildirim, makine çevirisi, kendi kendini gözden geçirme

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Symbols and Abbreviations

SLA: Second language acquisition

ELT: English Language Teaching

L1: Mother Tongue/Native Language

L2: Second/Foreign language

CF: Corrective Feedback

WCF: Written Corrective Feedback

MT: Machine Translation

GT: Google Translation

Chapter 1

Introduction

Starting with stating the problem, this chapter includes aim and significance of the study, the research questions along with the sub-research questions, assumptions, limitations of the study, and definitions.

Statement of the Problem

As teachers, when we ask our students to produce a text in English, it is highly likely to hear that they do not have opinions or enough vocabulary, they are confused, afraid of making mistakes, or they do not know how to write. A fundamental yet complex and versatile skill, writing does not improve easily or naturally, and it progresses differently for everyone (Bazerman et al., 2017; Graham, 2019). As stated by Schoonen et al. (2003) whereas writing in mother tongue can be an arduous task, it can be even more demanding in second language. For learners to improve their writing skill in a second language, there are many sub-skills they should master such as planning, organizing, interpreting, revising, editing etc., coming to fore more with the introduction of the process-oriented approach in writing. To activate them, they are supposed to use different sort of linguistic and cognitive strategies, which renders the writing process quite challenging (Levy, 1995; Puteh, Rahamat & Karim, 2010; Rao, 2007). This demanding yet very beneficial skill of English has been a part of the curriculums all over the world for a long time since many people feel a need to use it in both formal and informal situations to communicate, express themselves, or state their opinions. However, no matter how critical it is to improve it, it is a neglected area in the classrooms as it requires special care, effort, and considerable time to be able to form a well-written text.

There is nothing more normal than learners' making mistakes during this challenging process. In this regard, it is quite important how to deal with them. According to Graham et al. (2011)'s meta-analysis, grammar mistakes may have a bad effect on how readers perceive the message, and people can presume negatively or positively about the writer based on the spelling mistakes. The most preferred way of teachers for its facilitative role in helping students with their mistakes is to give corrective feedback which is the notion holding the core as a key element in English Language Teaching (ELT). In this field of research, its effectiveness has been a hot topic of debate over twenty years, which was ignited by Truscott's (1996) article, claiming that grammar correction should not be a part of writing classes, and it should be fully abandoned as it makes more harm than good.

Obviously, this claim has raised many questions and counterclaims, and there has been a growing body of research ever since.

Although there is still not a definite answer to the question whether it is effective in long-term learning or not and experimental studies including different variables that can investigate the effectiveness systematically are required (Bitchner, 2008; Ferris, 2004; Liu & Brown (2015), as stated by Ferris (2011) in her book (p.12), there is no question about the fact that written corrective feedback (WCF) is beneficial in terms of helping students revising and editing their texts, which should not be overlooked and considered as futile. I also personally remember my stance as a high schooler who was studying in a foreign language division and wanted to improve her writing skills in English, I used to demand my teacher check my texts for my mistakes and give me feedback as I felt like if I did not get any, I would not be able to improve and make the same mistakes repeatedly. Overtime, I observed that this correction practice helped me in my future studies. Moreover, both most teachers and students favor giving and taking feedback over none (Hyland & Hayland, 2019 p.4). As a result, while the controversy of long-term or short-term effects of corrective feedback on acquisition is still a hot topic of debate, there is another issue related to this research field that the researchers are not able to reach a consensus: which type is more effective for the learners? So far, it has been investigated extensively, the existing literature has not been able to provide an agreement.

Aim and Significance of the Study

As mentioned in the previous part, in both EFL and ESL contexts, WCF practice is valued deeply and adopted by many teachers working in them. The aim of this study is to use different corrective feedback types and see the differences between them. It is conducted in an authentic classroom context and with 11th grade high schoolers. Despite its limitations, it is believed that it has contributed to the literature of both written corrective feedback in writing classes and pedagogical use of machine translation. The teachers who read the study can implement it in their classrooms. Its design is not ordinary, and it can be an inspiration for future studies. Furthermore, this study can bring suggestions related to self-learning by using online tools. In the literature, there is no study assessing the effectiveness of these three types of corrective feedback by triangulating it with the observation of the teacher and the perceptions of the students. Therefore, the findings can be valuable for the literature and pedagogical implications.

The research questions of the study have been formulated as follows.

Research Questions

What is the effect of different corrective feedback methods on improving writing skills of teenager EFL students?

Sub-research questions

1. Does students' self-revision help teenager EFL students improve their writing skills?

2. Does teacher's indirect corrective feedback help teenager EFL students improve their writing skills?

3. Does machine corrective feedback help teenager EFL students improve their writing skills?

4. Is there a significant difference among the corrective feedback methods in terms of their effectiveness?

5. What are the perceptions of the students on the corrective feedback method they have been exposed to?

6. What are the perceptions of the teachers about the feedback method they have implemented in their classes?

Assumptions

The students who will take part in the study are assumed to have the same level of language proficiency and attend every lesson without skipping. The questionnaire that will be used is assumed to be valid and reliable. Interviews are assumed to be adequate for covering the chosen topics. Additionally, the error analysis scale and rubric based on this error scale are assumed to be sufficient for the analysis and the assessment of the errors.

Limitations

Limitations of the study is mainly related to the sampling error since the number of the participants that is planned to work with is supposedly around 15, therefore, it may be not enough for generalizing the expected findings to the whole target group

Definitions

***Written corrective feedback*:** it is the direct or indirect error correction that helps students to make changes to their written output.

Dynamic written corrective feedback: in this type of feedback, a coding system is used to deliver written corrective feedback in which teachers mark student errors on texts written in class.

Direct feedback: it is a strategy used to help students to correct their mistakes by giving the correct form of the written language.

Indirect feedback: it is a strategy used to help students to correct their mistakes by not giving the correct form of the written language but indicating somehow there is a mistake to be corrected.

Focused feedback: in focused feedback, only some error types are given feedback such as articles.

Machine translation (MT): a type of translation from one language to another which is carried out by a computer software without human involvement.

Pre-editing in translation: Pre-editing is to process the texts before machine translation. It typically involves correcting mistakes in the source text (mainly grammar, punctuation and spelling), removing ambiguities and simplifying structures.

Post-editing in translation: post-editing is the process through which the MT output is reviewed and corrected to remove both semantic and linguistic errors.

Self-revision: It is a process in which learners notice and correct their errors to improve their written output.

Input: It is the data obtained through receptive skills (listening and reading).

Output: It is the production of the language learner expressed through productive skills (writing and speaking).

Interlanguage (IL): It refers to the linguistic system of learner language produced by adults when they attempt meaningful communication using a language they are in the process of learning.

Chapter 2
Theoretical Basis of Research and Literature Review

In this chapter, literature is reviewed. First, theoretical background is introduced, and then related research with the subheadings Written Corrective Feedback, Machine Translation, Self-Revision, Perceptions towards Different Corrective Feedback Types are mentioned.

Around 1980s, it started to be mentioned more constantly by important researchers that a paradigm shift had been taking place, which was about writing should be considered as a process rather than product, and the way it had been taught should change (Hairston, 1982; Murray, 1972; Susser,1994 Totten, 2003, Zamel, 1982), and in a world where the cognitive approaches were gaining popularity in teaching and learning environment, process approach was integrated into writing in course of time. This approach includes the strategies that the learners use and multiple drafts revised and produced by them so that the product obtained at the end of the process can be high-quality especially in terms of content, leaving the grammatical problems for the final-editing-draft whereas in product approach, the traditional approach, a model text is imitated, and the main focus is on correct use, spelling of the words, organization of the text, the style, and producing a text in one attempt if possible. With the introduction of the former notion, the perspective towards the errors has also shifted. Focus was shifted from students' errors towards a better organized test in terms of coherence, however, overtime, this trend was opposed by some scholars and based on the theory that during Second Language Acquisition (SLA) process, the learners, who have to pass through different phases of acquisition, will make errors related to these phases, thus these errors, which are supposed to be different than the native speakers make, should not be ignored, and both feedback and instruction should be designed according to their levels (Ferris, 2011 p. 10).

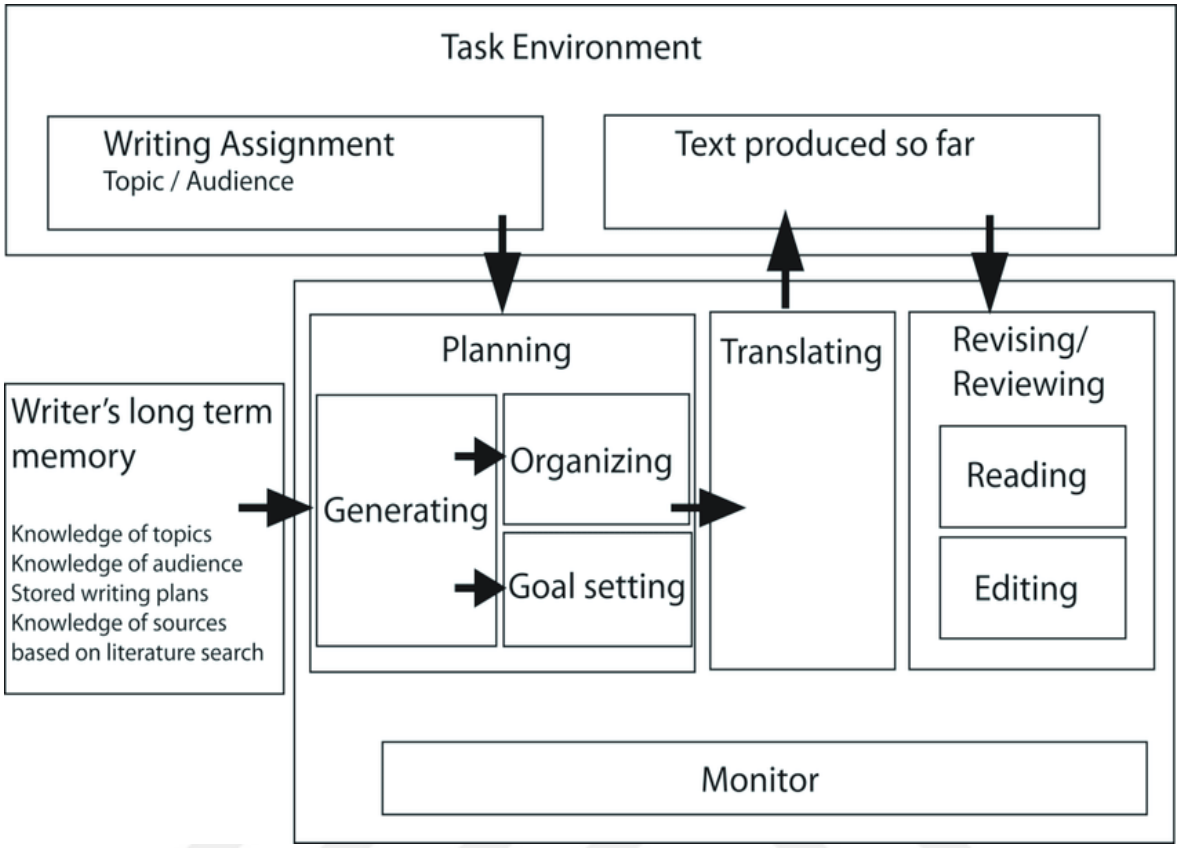
Theoretical Background

On the theoretical basis, there are underpinning theories dominating L2 learning and teaching writing. As a result, teachers respond to their students' errors based on these theories. Call upon the complete abandonment of WCF for linguistic structures, and lack of systematic, longitudinal studies, and empirical evidence raised questions related to WCF's theoretical background (Hyland, 2019 p.85). From that moment, scholars began to study

the theoretical aspect as well. Subject matter of WCF can be associated with behaviorism, defending that learning is habit formation and habits are strengthened by reinforcement. According to behaviorists, errors are detrimental and should be corrected immediately so that it does not lead to wrong habits. Contrastive analysis and error analysis were used to prevent them, but learners kept making errors. Subsequently, with the advent and progression of cognitive science and its integration into SLA, behaviorism lost its popularity. On the other hand, introduced by Krashen (1985), input hypothesis dismisses the role of CF as it suggests that the only factor that can affect the process is the comprehensible input the language learners get exposed to, which is the notion claiming acquisition only can take place if the input is slightly above the current level of learners' language proficiency. Krashen is a nativist and according to him, L1 and L2 acquisition occurs in the same way, therefore, grammatical structures will appear automatically when the learner becomes ready to use them. Naturally, it is not surprising that he finds CF potentially harmful since it hinders the flow of discourse, involving possible opportunities for comprehensible input (Kim, 2004), yet the idea of it has been confronted by many scholars in terms of its sufficiency. However, according to "Interlanguage" (IL), the term coined by Selinker (1972) developed by the learner internally during the language learning process is a system which is between L1 and L2, and it indicates its own rules, it does not have to develop in the way the first language develops, and some interference from learner's L1 can occur.

Cognitive Process Theory of Writing basically claims that writing is a complex process consisting of many subprocesses like planning, translating, rewriting, and it contradicts with the product-based approach as in the latter, focus is on the accuracy of the grammatical structure used in the text. Flower and Hayes (1981) put forward writers go through some mental processes that can come to prominence while writing. According to their model, there are three main elements of the theory which are task environment, the writing process, and long-term memory, which are all regulated by "a monitor". These interact in a complex and non-linear way (Ismail, Maulan & Hasan, 2008).

Figure 1: Cognitive Process Theory of Writing (Flower and Hayes, 1981)



The task environment includes everything outside the writer such as the target audience, assignments, written text. The writer's long-term memory refers to the knowledge of the writer. As for the writing processes, as it can be seen on the figure 1, it represents the main thinking processes like planning, organizing, translating, and evaluating. In this theory, revision holds an essential place. Even though this theory is considered as more contemporary compared to the product-based approach, it has been criticized as it lacks a socio-cultural perspective.

On the other hand, The Socio-Cultural Theory, serving as a basis for numerous studies in literature, was put forward by Lev Vygotsky. It deals with the interaction among people, the contribution of that interaction to their development, and the cultural aspect of their community. In this theory, writing is not merely considered as a mental process or becoming skilled in grammar structures and using them correctly, but it is a type of communication in social context (Prior, 2006). Based on this theory, writing is shaped with the help of the dialogues, and it puts great emphasis on peer feedback. Basically, this theory forms a basis for the question "how social interactions can contribute to writing development?" (Di Pardo & Freedman, 1988). There are important components of the

theory, two major frameworks, zone of proximal development (ZPD) and scaffolding. ZPD, which is used as a basis for the peer collaboration in ESL and EFL classes, refers to the discrepancy between what a learner can do without help and with the help of a peer or an adult. As for scaffolding, which is an important part of ZPD, Jacobs (2001) defines it as the necessary tools that are supplied by the teachers or peers for the students to learn. In that sense, this theory supports the idea of feedback given by the teacher as it considers it scaffolding.

One of the most cited theories related to CF is Noticing Hypothesis, suggested firstly in 1990 by Richard Schmidt. Based on his own experience of learning Portuguese and deciding to use this experience scientifically, he proposed that noticing, and emergence of language are connected because despite the previous exposure of some linguistic structures, they did not emerge until he was directly made aware of them (Schmidt, 1990). When he noticed them, he started to use them. According to him, noticing enables the linguistic structure pass into long-term memory. If there is no awareness, the input does not become and intake, and does not go beyond short-term memory (Nassaji, & Kartchava, 2021- p.72). However, when he updated his theory after some criticism, he switched from the proposition that noticing is necessary to that the more noticing there are, the better learning takes place (Schmidt, 1994). Basically, learners should consciously pay attention for L2 learning to progress. In this regard, it supports the CF as it can lead to noticing.

The final theory that can be mentioned here is Skill Acquisition Theory. This relatively more recent theory was first introduced by Robert DeKeyser (2015), claiming that SLA goes through three stages, declarative, procedural, and autonomous. It is a theory based upon cognitive psychology and it is also used to explain the acquisition of different kind of skills, not only SLA process. Basically, L2 skill develops from controlled to automatic processing through practice, and with CF's help, the wrong information is detected so that errors could not take in procedural knowledge and become automatic (Chen, Lin & Jiang, 2016).

Related Research

Written Corrective Feedback (WCF)

Written corrective feedback is a method used by teachers to provide students with feedback on their written work. This can include corrections of errors, suggestions for improvement, and praise for good work. As mentioned before, in his article, Truscott (1996) claimed that grammar correction should not be a part of the process but fully abandoned, mostly depending on the theory that acquisition of the structures is based on a natural order,

which means giving WCF to the students is not effective regardless of attempts by teachers, they would not pick if they were not ready, and it would be a waste of time for teachers and detrimental for students. In his following papers (Truscott, 1999, 2004, 2007), he stood his ground. As a result of being highly assertive, scholars began to investigate and wrote papers with counter arguments claiming that corrective feedback. Hyland and Hyland (2006) put forward that feedback for the development of writing skills in second language learning is essential, and it leads to motivation. Also, Ferris (1999), in her study written directly as a response to Truscott, which has fueled the body of research since she said that to reach firm conclusions, systematically designed longitudinal studies with control groups should be conducted, which also Truscott agreed.

According to Guenette (2007), the main reason of the effectiveness controversy lays under the inconsistencies of the research designs. In that sense, by stating the fact that if the studies related to WCF are carried out based on a typology, they can be more systematically designed and applied, Ellis (2009) specified six different WCF types identifying feedback types for linguistic errors. With “direct CF”, the correct forms are directly provided to the student. “Indirect CF” hints the students that there is an error, and correct form is not directly given, instead, students are expected to correct them by themselves. The wrong form can be circled or underlined or etc. In “metalinguistic CF”, usually error codes are used so that students can understand what kind of linguistic error they have made and correct it. As for “focused and unfocused CF”, if the teachers correct all the errors, this is called unfocused CF, if they correct only specific type of errors they choose, this would be focused CF. Comprehensive feedback is also used for unfocused feedback. Ellis also mentions about electronic CF, in which the students benefit from the extensive corpora of written English. Electronic programs can be used as a source of feedback. Last but not the least, Reformulation is given as a CF type. The students are given the version of their texts written by a native speaker so that they can compare between two texts and reformulate their texts. In this study, indirect CF (some with metalinguistic clues) supplied by the teacher, and the feedback type which can be allegedly said the combination of the last two types (students will compare their own texts with GT versions) will be used. Also, self-revision is a part of the study.

Karim & Nassaji (2020) investigated the effects of direct and two types of indirect feedback with four groups of fifty-three adult intermediate ESL students and found out that those that get the feedback outperformed the control group. Van Beuningen, and et al. (2012), in their study with Dutch students in secondary school level also found out that both direct and indirect comprehensive WCF helped the students to gain accuracy better over

time than the control groups did. An important study from Benson & DeKeyser (2019) where the two groups got direct or metalinguistic WCF for simple past tense and present perfect tense while the control group got general comments related to the content revealed that in immediate post test feedback groups outperformed but it is also stated that for long-term accuracy, more than two tours of feedback may be needed, which can be supported by Cheng & Zhang (2021) who found out in their study that in both immediate and posttests, grammatical accuracy were obtained but the students went through four rounds of direct comprehensive feedback sessions and they specifically stated that it is highly likely that four rounds helped students to notice. In terms of simple past tense development, Shao & Liu (2020) presented positive results, and added that rule-governed target aspects might be positively influenced by WCF. One of the most important findings of Chandler (2003)'s longitudinal study with American conservatory students with high intermediate to advanced level, where the feedback group was better than the control group, revealed that giving error correction regardless of the method and letting students deal with it subsequently may help them realize an imbalance between the target language and the interlanguage, and it might be beneficial for the SLA process. Similarly, Ataman & Mirici (2017), gathering their data for 13 weeks from B1 university students, reported that control group was not able to outdo experimental group, whose findings favor the direct feedback because especially low-level students may have difficulty to understand and correct their mistakes pointed by indirect feedback (Li & Vuono, 2019; Lee, 1997). Lobos (2017) has revealed in his master thesis that both WCF has positive effects on both short- and long-term exposure. Even though they are conducted in different parts of the world with different kinds of people from different ages or proficiency level, it can be deduced that in the studies where the control group existed, which is important as the effects of feedback can be observed directly, in most of the studies including control groups, the groups that received feedback surpassed the control groups.

Given the data gathered from present literature related to WCF, it is thought to be facilitative in L2 development regarding writing (Li & Vuono, 2019). Seemingly more reasonable than abandoning the CF, most of the researchers and teachers tend to believe in its role in writing classes and the large volume of published studies has been investigating what type of feedback is more influential. Even studies started to include mediating tools and strategies that may increase the effect of WCF such as computers, thinking aloud (Alshahrani, 2020). Shintani, Ellis & Suzuki (2014) points out direct feedback works better along with revision. In that sense, Suzuki's (2012) exploratory study where the students were asked to reflect upon the direct corrections should be mentioned as the results give insights about to what extent direct feedback is beneficial for students. According to a similar

study, teachers can employ both direct and indirect WCF, but direct feedback is not detrimental at all (Simard, Guenette & Bergeron, 2015). An interesting similarity was stated by both Beuningen, and et al. (2012) and Göksoy & Nazlı (2017) that direct CF helped grammatical accuracy gains in new writing but nongrammatical accuracy benefited most from indirect CF. Jamalinesari, et al. (2015), in his work with 10 female students on intermediate level revealed that students did better with indirect feedback. Lee, Luo & Mak (2021)'s findings suggest that in real classroom context, focused WCF is attainable if the teachers coordinate it with the writing instruction. Sarre, and et al. (2019) marked that any type of corrective feedback is better than none at all. Nevertheless, it should be noted that the efficacy is determined by different variables such as proficiency level of the learners, the setting, and the type of writing task (Ismail 2011; Kang & Han, 2015; Falhasiri & Hasiri, 2020). According to Kozlova (2010), the suitable form of WCF should be determined depending on the problem. As stated by Liu (2008) if it is not backed up with extra lessons for different error types or grammatical structures, only giving feedback is not enough for students to fully understand them, which is also supported by the findings of Pan (2015) expressing that only providing feedback might not be sufficient for proper development for the linguistic knowledge.

On the other hand, WCF research focuses predominantly on adult learners (older than 18), which is another reason to situate this study at younger learners. In that sense, it is wise to touch upon those that focus on them. According to Berggren (2015), L2 writing of teenagers evidently benefits providing feedback. Even though Cao (2021) only investigates the effects of WCF on third person singular "s", for which the students were ready to learn, the results indicates that direct corrective feedback along with metalinguistic explanations were helpful for students to notice and understand their mistakes. In a thesis study in which the students compare their texts with two models written by native speakers, they mostly have noticed lexical problems, and more proficient learners notice more. However, the time spent with low level students was more, it could be better for them. (see. Louidi Labandibar, 2018). The significant work of Simard, Guenette & Bergeron (2015) with 49 eleventh graders, the same age group as this study's, suggested that if teenagers, especially, get timely feedback, it can be very useful. Moreover, the more positive stance they present towards writing, the better they get (Simard, and et al., 2015; Mayo & Labandibar, 2017). A study with teenagers, high school EFL learners has been conducted by Cancino & Panes (2021) who analyzed the writing output of the students using GT. According to their findings, syntactic complexity and accuracy were better with the groups who used GT; however, it would be difficult to claim the learning has taken place.

Overall, when the literature has been reviewed, it is difficult to say definitively whether indirect corrective feedback is effective in ELT, as effectiveness varied depending on the specific context and the individual learners involved in the studies. Some studies have suggested that indirect corrective feedback can be effective in helping learners to identify and correct their own mistakes, and that it can promote learner autonomy and self-regulation. However, other research has found that more direct and explicit feedback may be more effective for certain types of errors or for learners with certain levels of proficiency. Ultimately, it seems that the most effective approach to providing feedback in English language teaching depends on the goals of the lesson, the needs of the learners, and the preferences of the teacher. Yet, the body of research suggests that instead of abandoning the practice completely, a kind of feedback should be provided to students.

Machine Translation

With the improvement of technology and its integration into the language learning, more specifically teaching how to write in English in that case, the way of providing feedback to the students has also evolved and diversified, introducing a new gap in the field to be studied. One of those that has been used as feedback source is machine translation (MT), more specifically, Google Translate (GT). Although it hasn't been launched as a language learning tool, it has been widely used by language learners to improve their language skills or help their lessons since it was introduced (2006), and with the switch to the neural machine translation engine, which creates translations of whole sentences instead of focusing on concordance, the output has improved considerably, which can be observed in Staplaton & Kin (2019) study, where most of the teachers who thought the texts were written by their students did not suspect that they were actually translated by GT, indicating the output by GT is somewhat promising and better than the past version. However, a considerable number of English teachers may be considered as negatively biased towards it (Lee, 2021), which would also include the researcher. Students may rely on it too much, therefore, it may be more than just an aiding tool, and it can hinder learning and even lead to plagiarism. However, it is obvious that it is getting more prevailing, and preventing students from utilizing it is almost impossible. Thus, instead of ignoring this reality, it looks more reasonable to accept it and try to find effective ways to make it a part of teaching and learning process as an aiding tool in providing feedback so that all parties can benefit. While especially, in the last ten years, this issue has been quite popular among researchers, relatively more studies have been conducted, these studies show mixed views, and it should be investigated more extensively and intensively.

Most of the attributed studies reveal positive results as seen in Lee and et al. (2009) who worked with two groups, experimental and control, getting feedback from a web-based essay critiquing system facilitates students' writings. In his case study, Zhang (2017) who selected automated writing evaluation to give feedback has found out that the feedback has a positive impact, however, the student should be actively engaged in the process behaviorally, emotionally, and cognitively, which is similar to the Ellis' (2009) stance claiming that CF can only have an impact if students attend to it. It is also reported that it reduces the teachers' workload (Alshahrani, 2020). In AbuSeileek's (2013) study using track changes and word processor as feedback tools, the control group was outperformed in writing post-test.

As stated above, students have been benefiting from technological advances in writing classes. Even before the GT's ability to produce improved output, its impact was foreseen. In Groves & Mundt's (2015) study in which students' translated essays were analyzed and found out that the output was far from perfection. However, it was also stated that it would have a considerable amount of positive effect on English for the Academic Purposes (EAP) community. However, it should be duly noted that most of the early studies have simple designs such as post-editing or perception of the students. As seen in Nino's (2008) study with 32 advanced level Spanish students, post-editing activity is more suitable, which shows consistency with the findings of the study conducted by Garcia and Pena (2011) with beginners. Mayo & Labandibar (2017) has reported the more advanced learners are, the better they notice problems. However, if the design is not post editing but first writing in mother tongue and then translating into L2, even with low level students, it was found effective (Lee, 2018). Another important point is that some studies make implications regarding that both GT and other types of computer tools that can provide feedback can support learner autonomy and self-learning in writing (Bahri & Mahadi, 2016; Chacon-Beltran, 2017; Herlina and et al., 2019; Pokrivcakova, 2019). Nino (2020) also support the opinion that GT can promote self-learning with their findings, which may require higher level of language proficiency than beginner level. Even so, Lee (2021) found out that low level students may benefit from MT through peer and teacher feedback.

We can find many studies using GT as a post-editing tool but for this study it was never the intention in the first place. As a researcher, I wanted to use GT as a source that the students can get feedback from. Also using translation for this purpose was reasonable so that students were able to compare their own translations with the GT translated versions and revise for the final product. Fortunately, in the literature, there were some featuring studies that used GT as a translingual and a tool for revision or comparison, not for post-

editing, and they were very beneficial in shaping this study. The most important one belongs to Lee (2020). This study was conducted in Korea with 34 students who are majoring in English. The students watched a Ted video firstly, then wrote in their L1, translated them without MT and for the final part, they compared with the MT translated version and rewrote. At the end of the study the students were asked to write their reflections and they were interviewed. When the data was analyzed, it was found out that MT helped their vocabulary, grammar, and expressions to develop. As for Tsai (2019) and Tsai (2020)'s studies, where self-written corresponding texts in L2 were compared to the machine translated version of self-written texts in L1 by students and revised, whose results were evaluated by computational systems, the findings have revealed that it is helpful for students to think of writing as a process, which is significant for self-learning and learner autonomy to take place, and it was observed in the revised versions that mistakes decreased.

Furthermore, these studies intended to gain insight about the perceptions of the students, and the qualitative data has reported that students have positive opinions towards using GT. However, Lee (2020) specifically indicates that this machine translation is far from perfect, and teachers should be careful when they use it as an aiding tool in their classrooms, and advanced students are more suitable for this type of learning, which is also supported by the findings of Kim's (2020) study with 117 university students from beginner-level L2 writing classes. He claims that it has detrimental effects that can also lead to plagiarism. However, it is also mentioned as an efficient learning tool in writing. It is important to note that these studies were carried out with university students, and literature lacks studies conducted with teenagers.

Self-Revision

Another type that can be used in writing classes is the self-revision. The definition of self-revision can be "procedures by which the learners themselves evaluate their language skills and knowledge", which means it is a method in which students correct their own mistakes without input from the teacher. This can be an effective way for students to learn from their mistakes and develop their writing skills. It can be considered as a useful tool in writing as it may decrease the workload of the teacher, and students get a chance to reflect upon their writing. Polio & Fleck (1998) obtained the data from their study that self-revision can lead to progress in writing. To increase modified output and bring learners' attention to form, revision should be a task for language learning (Suzuki, 2008). In the same study, where the way 24 Japanese university students with intermediate level of English engaged in self and peer revisions were examined, it was argued that if it is known what L2 writers can do by themselves or when helped by others, how teacher feedback may

be helpful in L2 writers' development can be determined. In another study that combined semiotics in multimodality with revision, when the students listened to what they wrote, they revised and improved their output (Dzeoke, 2017).

Based on the data obtained from Pishghadam, and et al. (2011) examination of 160 Iranian EFL learners with different ages and proficiency levels, they prefer self-correction. From Yang's (2010) very informative study, it has been reported that students can detect grammatical errors while with peer review, they are able to evaluate their texts from a different person's point of view. Ganji (2009) has found out that self-correction is better than teacher correction but the most effective is peer correction. Ibarrola (2013) has reported reformulation by teachers was more effective compared to self-correction in terms of error detection. To sum up, research on the effectiveness of self-revision is mixed. Some studies have found that it can be beneficial for students, while others have found that it is not as effective as other forms of feedback. However, the literature concerning the effectiveness of self-revision in L2 writing is relatively small, which is why, further studies in this area should be conducted so that the results can be compared.

Perceptions towards different corrective feedback types

Investigating students' perceptions towards WCF has been very popular even though it is said that perceptions can mislead. However, instead of only focusing on gaining insights about them, combining them with quantitative data may present more reliable results. In ESL context, students favor teacher feedback over other kinds of feedback (Hyland & Hyland, 2006). Pavez Lopez (2019) conducted a study in Chile with 13 students and found out that dynamic written corrective feedback helps achieving accuracy in writing, which is consistent with the students' perceptions. However, in a study published in a psychology journal, it is found that teachers make sure that students accept CF for it to be effective (see. Vergara-Torres, et al., 2020).

As for the teachers' opinion regarding this issue, as mentioned before, teachers' perceptions of written corrective feedback can vary. Some teachers may find it to be an effective way to help students improve their writing skills and learn from their mistakes. Other teachers may view it as time-consuming or not particularly effective at helping students learn. It is worth noting that research on the effectiveness of written corrective feedback is mixed. Some studies have found that it can be beneficial for students, while others have found that it is not as effective as other forms of feedback. It may be more effective for some students and in some contexts than others. Ultimately, the effectiveness of written corrective feedback will depend on how it is implemented and used by the teacher.

Most of the teachers have the opinion that feedback should be provided but according to Lee (2011)'s study with 48 teachers, only three of the recommended feedback principles were adopted by more than half of the teachers, and an innovation is needed in terms of feedback, however, providing this change is not an easy task to handle. As for the perceptions of the students and professionals towards MT, especially early studies were mostly about perceptions. Clifford, et al. (2013) has found that students and faculty have different opinions regarding the usefulness of MT. While the students think that it is helpful but with limitations, the faculty has doubts that it has a positive effect on learning, which has also been confirmed by the Lee (2021) meta-analysis related to its effectiveness. It was found out by Lee (2020) that highly proficient learners think that MT is very useful but not on content or discourse level, which is one of the drawbacks of the MT, while those who are less proficient consider it more beneficial with vocabulary or grammar. 69 % of the students in Nino (2008) study reported that they can use MT in the future.

All in all, together these studies provide important insights into the subject matter of WCF. It has been discussed for decades, and apparently researchers will continue to dig into the topic in the future, as well. WCF is appreciated by both teachers and students (Bitchener & Ferris, 2012). It should be noted that it is difficult to say there is one definite type of feedback that is effective for students. Preferences and effectiveness may vary depending on the context and different variables. It is important to conduct more studies and present implications that they can apply practically in their classrooms.

Chapter 3

Methodology

In the previous chapter, the literature was reviewed about the studies that examined the effects of different WCF types, MT, self-revision and the beliefs, perceptions, or opinions of both professionals and learners regarding the focus of attention. As for this chapter, the research design, the setting and the participants, data collection instruments, and data analysis are described.

Type of Research

In this study a mixed method approach has been adopted. Mixed method a type of research design that includes both quantitative and qualitative data collection procedures (Creswell, 2014 p. 238). The study involves quantitative error analysis of the submitted texts written by students, and the questionnaire that intends to learn about students' perceptions, and qualitative analysis of, interviews with students and teacher/researcher observations. The quantitative data is triangulated with the qualitative data and the results are presented. The reason to choose this method is to gain more reliable data, to see from different perspectives and to be able to compare different kinds of data.

Research Population and Sample Group

This study took place in Muş Anatolian High School, a public high school located in the city center of Muş, a city in the East Anatolian Region of Turkey. In the school, a total of 4 English teachers works and 142 11th students receive education. It was conducted with 45 participants (20 male, 25 female students). They were all 11th grade teenagers, coming from the same cultural background. They were selected through convenient sampling method. They all get 4 hours of English lessons per week, and their level of English is very similar, changing from A1 to A2 proficiency levels.

The participants were divided into three groups (A, B, C). The first group (Group A) is the one getting the feedback through GT. The second group (Group B) got feedback by the teacher/researcher. Their errors were underlined, or they were given clues related to the error if needed. The last group (Group C) followed the same steps (writing in L1 and self-translating it into L2) but they got the feedback neither from the GT nor from the teacher, but they revised their texts themselves and submitted the final version to the teacher. It was important to create homogenous groups since at the end of the process, the three groups were compared.

Data Collection

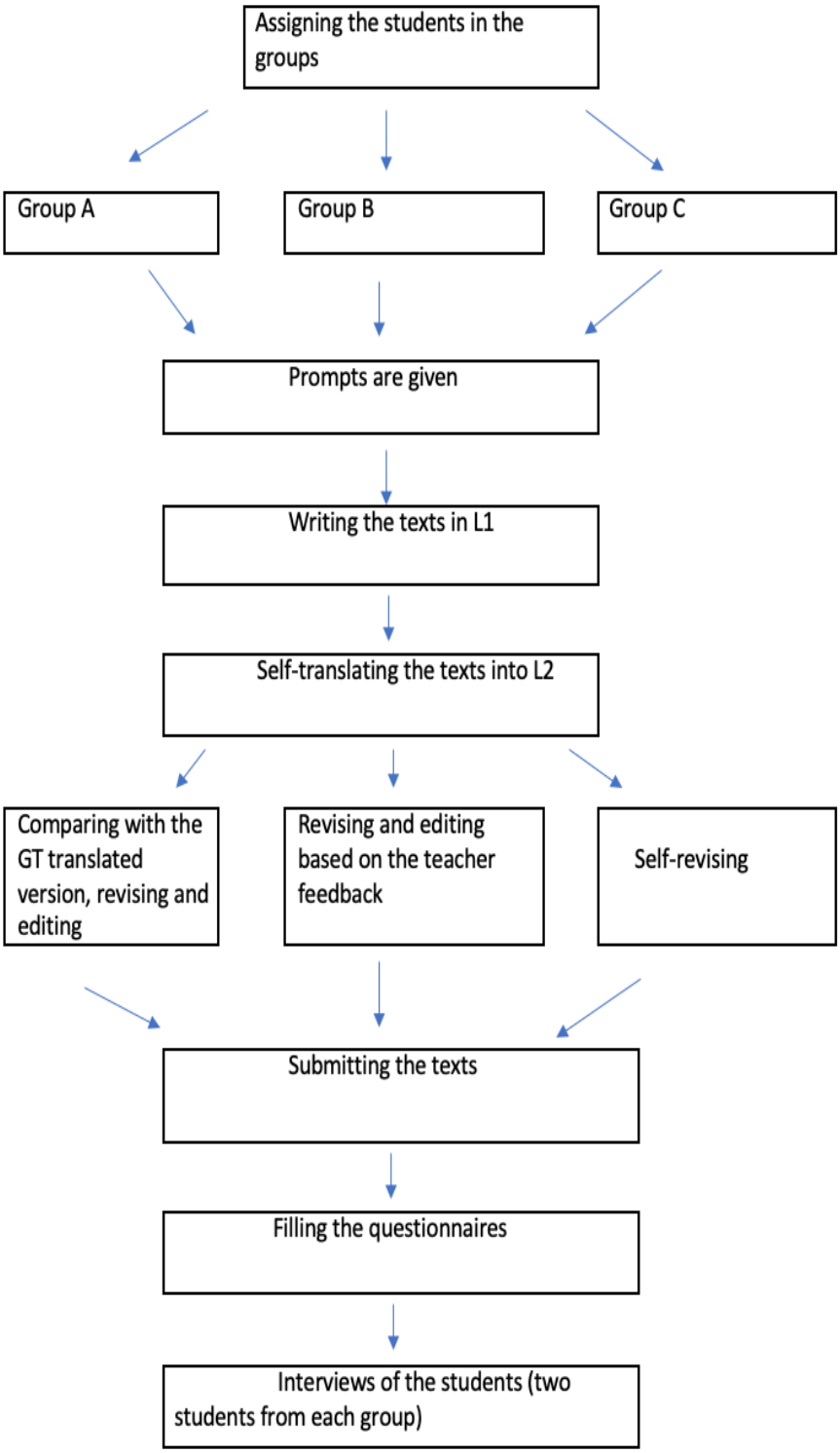
The data was collected during the fall semester for four weeks. During this duration, 54 texts were produced by the participants. Firstly, as mentioned in the settings and participants section, the participants were assigned in three groups (A, B, and C). The details related to the process were clarified for the participants and their questions were answered so that they would understand everything. Each participant was distributed a picture prompt that is a six-piece picture strip story and suitable for their level and their syllabus and asked to produce a story in their L1 with a limited number of words, around 70 words, so that they can have the same length average.

The first group (Group A) got the feedback through machine translation. Firstly, they wrote in their mother tongue which is Turkish (L1) and translate the text into English (L2). Meanwhile, the L1 version of the text was translated through GT. As the last step, they revised their self-translated version by comparing with the machine translated version and submitted the final draft to the teacher. In other words, they got their feedback from GT translated version of their stories. Similarly, the second group (Group B) also, as the first step, wrote their texts in L1 and translated them by themselves into L2 but their self-translated versions were checked by the researcher/teacher and the teacher marked the errors by underlining them or mostly giving metalinguistic clues related to the error. Students revised their texts with the help of indirect teacher WCF and submitted the final version to the teacher. The last group (Group C) followed the same steps (writing in L1 and self-translating it into L2) but they got the feedback neither from the machine translation nor from the teacher, but they revised their texts by themselves and submitted the final version to the teacher. All the participants were only allowed to use dictionaries or google translate for vocabulary. At the end of the process, they submitted their revised texts to the teacher so that the final comparison could be carried out by the rater for error analysis.

The texts of 12 students from each group were selected via criterion sampling method. To compare the scores gathered from each group at the end of the process and to obtain healthy results, the groups must be as homogenous as possible. Therefore, six male and six female students were selected from each group so that gender equality was provided among the groups. Furthermore, homogeneity of the proficiency levels was taken into consideration. Except Group C which has an extra A1 level participant, the other participants were A1 level. All the participants came from the same cultural background, studying at the same classroom, and taking 4 hours of English lessons per week. Moreover, using the same prompt and requesting participants write a story with around 70 words were beneficial in respect of providing equal conditions among the groups.

The students' Turkish written versions were checked for cohesion and coherence during the L1 writing. During the whole process, the teacher/researcher took notes on the teacher observation sheet related to her observation in every lesson. After they submitted their texts, the researcher analyzed the errors of both the self-translated version of the texts and the revised and edited version with the help of the error analysis scale. The results were evaluated with the help of the rubric and tabulated. One male, one female student from each group were interviewed. As the last step, they filled the questionnaire.

Data Collection Procedure from the Texts



Data Collection Instruments

The data collection tools have been developed by the researcher for the purpose of this MA thesis. Thus, all the rights of the tools belong to the researchers themselves. The approval of the ethics commission was acquired for the study and the instruments utilized.

1. Picture Story Focused Texts of Participants

Students were given 6 interconnected pictures with which they can produce a story. The pictures are obtained from the sites that are open to everyone's use and have no copyright restrictions on the internet. In the selection of the pictures, attention was paid to their compatibility with the learning outcomes in the curriculum. By examining these pictures, students will write Turkish short stories not exceeding 70 words. The stories produced by the students will then be translated into English by the students without any assistance. **(See Appendix 1)**

2. Questionnaire

The questionnaire used in the study is to obtain information about their perceptions related to their group's feedback type they are assigned to, and it was analyzed through SPSS. It consists of two main parts. The first part was answered by every student, and it includes items eliciting information about participants' backgrounds, but the second part has three sections, and groups only responded to the items that are related to their own feedback type. The second part adopts a Likert type ranging from 1- "strongly disagree" to 5- "strongly agree". The first section is for the Group A, and it has 6 items. The second section is for the Group B, and it has 6 items. Finally, the last section is for the Group C, and it has 5 items. At the end of the questionnaire, there is a part for them to write if they want to add something, and it has been prepared in participants' mother tongue to prevent any misunderstandings. For the questionnaire, opinions of two experts have been received, and a pilot study has been conducted **(See Appendix 2)**

3. Student interview form

At the end of the text submission, two students (one male, one female) were interviewed individually to be able to gain insights about how they processed the feedback or self-revised and corrected their errors. The interviews were recorded not to skip any part that can include valuable information for the study, and the data was obtained through qualitative thematic analysis. They were questions about the process and their perceptions. The interviews were conducted in their own language **(See Appendix 3)**

4. Teacher observation sheet

As an important part of the research, the observations of the teachers hold an important place because how the students process the feedback or self-revision was interpreted. At the end of the data collection process, the researcher gathered the observation logs and obtained the data through qualitative thematic analysis **(See Appendix 4)**

5. Error Analysis Scale

An error analysis scale that helped to analyze the errors of the written outcome in terms of grammar and lexis was developed to compare the students' self-translation with the final drafts submitted to the teacher. With its help, the type of the grammatical and lexical errors, and their frequency were analyzed. The scale was developed by the researcher **(See Appendix 5)**

6. Students' self-translated and corrected version of the texts

Students' corrected versions of the texts were compared to the self-translated versions for error analysis. The results of the analysis were scored with the help of the rubric that has been developed by the researcher.

The table below shows the purpose of each data collection instrument in relation to the research questions of the study.

Table 1:

Data Collection Instruments

Research Questions	Data Collection Instrument
What is the effect of different corrective feedback methods on improving writing skills of teenager EFL students?	Students' self-translated and corrected version of the texts Teacher/Researcher Observation Logs Participants' interviews
Does students' self-revision help teenager EFL students improve their writing skills?	Students' self-translated and corrected version of the texts Teacher/Researcher Observation Logs Participants' interviews

Does teacher's indirect corrective feedback help teenager EFL students improve their writing skills?	Students' self-translated and corrected version of the texts Teacher/Researcher Observation Logs Participants' interviews
Does machine corrective feedback help teenager EFL students improve their writing skills?	Students' self-translated and corrected version of the texts Teacher/Researcher Observation Logs Participants' interviews
Is there a significant difference among the corrective feedback methods in terms of their effectiveness?	Students' self-translated and corrected version of the texts Teacher/Researcher Observation Logs Participants' interviews
What are the perceptions of the students on the corrective feedback method they have been exposed to?	Participants' interviews Questionnaire
What are the perceptions of the teachers about the feedback method they have implemented in their classes?	Teacher/Researcher Observation Logs

As Table 1 shows the data for the research question 1, 2, 3, 4, 5 was obtained using Students' self-translated and corrected version of the texts, teacher/researcher observation logs, and participants' interviews. The data for the research question 6 was obtained using participants' interviews, questionnaire. The last but not the least, the data for the research question 7 was obtained using teacher/researcher observation logs.

Data Analysis

The texts of the students were analyzed through an error analysis scale which has the following items as Untranslated, Vocabulary Selection, Spelling, Word Formation, Subject-Verb Agreement, Articles, Prepositions, Word Order, Punctuation, Addition, and Omission, which means the errors on the texts were analyzed both grammatically and lexically. Before beginning the whole process, all the participants were informed about the categories that their errors would be inspected. Regardless of the assigned groups, after

one item was finished for all the texts (both ST and RT), they are analyzed for the next item so as to prevent confusion and for results to be reliable and conclusive. Not only are the untranslated words in the ST, and RT texts counted, but if there are any untranslated words in the L1 written version, they are counted as well. For Vocabulary Selection, the second item, the contexts the participants created in their L1 written texts were highly significant, thus the words they selected in both self-translated and revised versions were compared with their L1 versions. Unless they were the appropriate ones, they were considered as errors. Furthermore, ST and RT versions were checked for Vocabulary Selection. As the texts were written by handwriting, when there was a confusion about the letter while the texts were being checked for spelling errors, the researcher asked the participant to make sure so that a better analysis could be carried out. As to the Word Formation item, the last item of the lexical error category, both inflection suffix and derivational affix errors were counted, and irregular forms, negative use instead of positive use or vice versa, countable-uncountable were all considered.

In subject-verb agreement analysis, the first item of the grammatical errors category, only the ST and RT versions were analyzed. L1 version was not taken into consideration. If there were errors in terms of agreement, they were counted. The Articles item was one of the items that the participants had made many errors. They either misused them or added-omitted. Although the words were untranslated, if there was not the appropriate article in front of the nouns or in the necessary places, they were considered as errors. Prepositions was another item that participants got confused frequently. There were many addition or omission errors. They also misused them frequently. Just like the analysis of most of the items, also for prepositions item, both the L1 and L2 versions were paid attention. If there was addition or omission of a preposition based on the L1 version, they were counted as errors. L2 versions were also analyzed independently from L1 versions. It was very challenging to analyze the texts for the Word Order errors since most of the sentences were scrambled, which can be due the low proficiency level of the students. However, the sentences were scrutinized in a detailed way instead of simply counted as one word order error. For instance, the verb can be in the wrong place, which is one error, and in the same sentence if the adjective is not in the appropriate position, then it makes the error number two. When there was a confusion about the Punctuation errors, the students were asked about them just like the spelling errors. Omission errors were more than addition errors. If there was any omission error lexically or grammatically, they were all included. All the errors were recorded a word document elaborately. Once the documentation was finished, the error numbers were recorded digitally for each participant on the error analysis scale.

Data analysis of the error numbers and rubric results was performed with IBM SPSS Statistics version 26. The categorical variables of the students participating in the study were calculated as numbers and percentages based on the assigned groups. Error Analysis Scale scores are given as mean and standard deviation according to the groups. Normal distribution in numerical variables were found out by calculating skewness and kurtosis values. According to the rules of normal distribution, skewness values should be between ±1.5 (Tabachnick & Fidel, 2013). In that sense, it was observed that the Error Analysis scale complied with the normal distribution rule, excluding the Subject-verb agreement, Prepositions and Word syntax scores before it was revised, and Spelling, Prepositions, Vocabulary and Addition variables after it was revised. Chi-square tests were used to compare demographic characteristics according to the groups the participants were assigned. Pearson Chi-Square, Fisher's Exact Test and Continuity Correction Tests were preferred based on the number of pores and groups in the chi-square tests. One Way ANOVA analysis was used to compare the Error Analysis Scale according to the groups the students were divided into. LSD post hoc tests were used to test the difference between the groups. In addition, the Paired Sample T Test was used to compare the error scores of each group without and after revision. In the whole study, the significance levels were carried out by considering the values of 0.05 and 0.01.

The interviews with the participants and the teacher observation logs were analyzed qualitatively by using thematic analysis and direct quotations. As highlighted earlier, the main aim of using different data collection tools is to be able to compare the results and obtain data from different perspectives both qualitatively and quantitatively. For the thematic analysis, Braun and Clarke’s (2006) six-step thematic analysis system was used. To conduct the first step which is familiarizing with the data, all the interviews were transcribed. Using transcription was preferred to examine the data more carefully and effectively as well. All the transcriptions were read carefully. For the second step, initial codes were generated. As the third step, the themes were searched. Next, the themes were reviewed. In the step 5, themes were defined and named. Last but not the least, the report was produced separately both for the interviews with the participants and the teacher observation logs. However, different processes were followed for either of the data sets. For interviews, inductive and deductive processes were followed. As there were prepared questions, the themes were created based on these questions, yet at the same time, the collected data led to a new theme to be formed. On the other hand, once the analysis of the first set of data, interviews, was completed, the teacher observation logs were analyzed deductively for the themes that emerged from transcriptions.

Chapter 4

Findings and Discussion

This chapter represents the descriptive findings of the error analysis results of the texts, questionnaire results, qualitative thematic analysis results of both teacher observation logs and students' interviews and discussion part. In discussion part, the results are presented by answering the research questions one by one, starting with the sub-research questions, ending with the main research question. Moreover, the results were compared with the literature review findings to refer to consistencies or inconsistencies.

Findings

Descriptive Statistical Findings of the Students Participating in the Study

Table 2 shows the distribution of demographic characteristics according to the groups (Review with Google Translate, Teacher Feedback, and Self-Revision) of the students participating in the study.

Table 2

Distribution of the Demographic Characteristics of the Participants According to the Groups They Are Assigned

Demographic Features		Groups						Test Statistics
		Feedback through Google Translate		Teacher Feedback		Self-Revision		
		Number	%	Number	%	Number	%	
Gender	Female	3	50,0	3	50,0	3	50,0	χ^2=0,000
	Male	3	50,0	3	50,0	3	50,0	p=1,000
Level of English Language	A1 Level	4	66,7	3	50,0	4	66,7	χ^2=0,935
	A2 Level	2	33,3	3	50,0	2	33,3	p=0,627

*p<0,05, **p<0,01, χ2: Chi-square test

When the gender characteristics of the students participating in the study were examined; 50% of the group that received Feedback through Google Translate was female, 50% was male, 50% of the group that received Feedback from the Teacher was female, 50% was male, and 50% of the group that self-revised was female, 50% was male.

When the students' English levels were examined; 66.7% of the group who received Feedback through Google Translate was A1, 33.3% was A2. 50% of the group given Feedback by the teacher was A1, 50% was A2. 66.7% of the Self-Revision Group was A1 and 33.3% of them was A2.

The distribution of gender and English levels did not differ according to the groups from which the students participating in the study were separated (p>0.05). According to these results, it was seen that the groups were homogeneous in terms of gender equality.

The comparison of the word errors in the pre-test according to the assigned groups of the participants is shown in Table 3.

Table 3

The comparison of the word errors in the pre-test according to the assigned groups of the participants is shown in Table 3

Lexical Errors	Self- Translation	N	Mean	S.D	F	p	Difference
Untranslated	Feedback through Google Translate(A)	6	25,33	5,03	1,934	0,161	-
	Teacher Feedback(B)	6	17,00	13,59			
	Self-Revision(C)	6	22,67	11,28			
Vocabulary Selection	Feedback through Google Translate(A)	6	8,33	3,55	8,589	**0,001****	**A>B,C**
	Teacher Feedback(B)	6	5,33	2,87			
	Self-Revision(C)	6	3,33	2,39			
Spelling	Feedback through Google Translate(A)	6	6,00	1,48	1,752	0,189	-
	Teacher Feedback(B)	6	3,83	3,27			
	Self-Revision(C)	6	6,00	4,39			
Word Formation	Feedback through Google Translate(A)	6	11,67	6,92	2,94	0,067	-
	Teacher Feedback(B)	6	9,33	3,28			
	Self-Revision(C)	6	6,83	3,59			
Lexical Errors	Feedback through Google Translate(A)	6	51,33	10,17	5,537	**0,008****	**A>B,C**
	Teacher Feedback(B)	6	35,50	14,76			
	Self-Revision(C)	6	38,83	11,48			

*p<0.05, **p<0.01, F: One Way Anova Test, Fark: Post Hoc Tests

It was observed that the Untranslated, Spelling and Word Formation errors did not differ according to the groups the participants were divided ($p>0.05$). However, it was observed that Vocabulary Selection and total Lexical Errors differed according to the groups the participants were divided ($p<0.05$). It was seen that the Vocabulary Selection and total Lexical Errors of the students in the Group A were higher than the Vocabulary Selection and total Lexical Errors of the students in the Group B and C.

Comparison of Grammar Errors in the Pre-Test and Total Errors of the Error Analysis Scale According to the Assigned Groups of the Participants is shown in the table 4.

Table 4

Comparison of Grammar Errors in the Pre-Test and Total Errors of the Error Analysis Scale According to the Assigned Groups of the Participants

Grammatical Errors	Self-Translation	N	Mean	S.D	F,χ2	p	Difference
Subject-Verb Agreement	Feedback through Google Translate$^{(A)}$	6	3,00	3,36	1,303^{b}	0,521	-
	Teacher Feedback$^{(B)}$	6	2,17	2,04			
	Self-Revision$^{(C)}$	6	1,33	0,78			
Articles	Feedback through Google Translate$^{(A)}$	6	12,00	4,00	1,218^{a}	0,309	-
	Teacher Feedback$^{(B)}$	6	10,17	2,79			
	Self-Revision$^{(C)}$	6	9,50	5,07			
Prepositions	Feedback through Google Translate$^{(A)}$	6	5,17	3,16	5,179^{b}	0,075	-
	Teacher Feedback$^{(B)}$	6	3,67	1,78			
	Self-Revision$^{(C)}$	6	2,67	0,98			
Word Order	Feedback through Google Translate$^{(A)}$	6	4,17	2,92	3,362^{b}	0,160	-
	Teacher Feedback$^{(B)}$	6	3,83	3,33			
	Self-Revision$^{(C)}$	6	9,17	7,80			
Punctuation	Feedback through Google Translate$^{(A)}$	6	4,50	2,88	0,598^{a}	0,556	-
	Teacher Feedback$^{(B)}$	6	5,83	3,59			
	Self-Revision$^{(C)}$	6	5,17	2,37			
Addition	Feedback through Google Translate$^{(A)}$	6	4,00	2,95	3,131^{a}	0,057	-
	Teacher Feedback$^{(B)}$	6	2,67	2,23			
	Self-Revision$^{(C)}$	6	1,67	1,44			
Omission	Feedback through Google Translate$^{(A)}$	6	23,00	9,30	1,593^{a}	0,219	-
	Teacher Feedback$^{(B)}$	6	17,67	7,76			
	Self-Revision$^{(C)}$	6	23,33	9,04			
Grammatical Errors	Feedback through Google Translate$^{(A)}$	6	55,83	19,43	0,892^{a}	0,419	-
	Teacher Feedback$^{(B)}$	6	46,00	11,88			
	Self-Revision$^{(C)}$	6	52,83	22,49			

Total Errors	Feedback through Google Translate(A)	6	107,1	23,73	3,064[a]	0,06	-
	Teacher Feedback(B)	6	81,50	20,64			
	Self-Revision(C)	6	91,67	31,20			

*p<0.05, **p<0.01, F: One Way Anova Test[a], χ2: Kruskal Wallis H Test[b], Difference: Post Hoc Tests

Subject-verb agreement, Articles, Prepositions, Word Order, Punctuation, Addition, Omission, Grammatical Errors and Total Errors did not differ according to the groups the participants were divided (p>0.05).

The comparison of Word Errors in the Post-Test According to Assigned Groups of the Participants is shown in the table 5.

Table 5

Comparison of Word Errors in the Post-Test According to the Assigned Groups of the Participants

Lexical Errors	Revised and Edited	N	Mean	S.D	F,χ2	p	Difference
Untranslated	Feedback through Google Translate(A)	6	9,00	7,29	0,29[a]	0,75	-
	Teacher Feedback(B)	6	8,17	6,53			
	Self-Revision(C)	6	10,33	7,23			
Vocabulary Selection	Feedback through Google Translate(A)	6	2,67	1,87	4,848[a]	**0,014***	**A,B<C**
	Teacher Feedback(B)	6	3,17	3,27			
	Self-Revision(C)	6	5,67	2,23			
Spelling	Feedback through Google Translate(A)	6	0,67	0,98	7,250[b]	**0,027***	**A,B<C**
	Teacher Feedback(B)	6	1,67	2,23			
	Self-Revision(C)	6	4,00	4,13			
Word Formation	Feedback through Google Translate(A)	6	5,17	5,61	8,652[a]	**0,001****	**A,B<C**
	Teacher Feedback(B)	6	6,00	5,15			
	Self-Revision(C)	6	13,33	5,10			
Lexical Errors	Feedback through Google Translate(A)	6	17,50	10,41	6,507[a]	**0,004****	**A,B<C**
	Teacher Feedback(B)	6	19,00	14,28			
	Self-Revision(C)	6	33,33	10,51			

*p<0.05, **p<0.01, F: One Way Anova Test[a], χ2: Kruskal Wallis H Test[b], Difference: Post Hoc Tests

It was observed that the Untranslated errors of the participants in the study did not differ according to the groups they were divided into (p>0.05). However, Vocabulary Selection, Spelling, Word Formation and Lexical Errors differed according to the groups the participants were divided into (p<0.05). It was observed that the Vocabulary Selection, Spelling, Word Formation and Lexical Errors of the participants in the Google A and B were lower than the Vocabulary Selection, Spelling, Word Formation and Lexical Errors of the participants in the Group C.

Comparison of Grammatical Errors in the Post-Test and total errors of the Error Analysis Scale according to the groups that the students participating in the study were divided into is shown in Table 6.

Table 6

Comparison of Grammar Errors in the Post-Test and Total Errors of the Error Analysis Scale according to the Groups of the Students Participating in the Study

Grammatical Errors	Self-Translation	N	Mean	S.D	F,χ2	p	Difference
Subject-Verb Agreement	Feedback through Google Translate(A)	6	1,50	1,68	2,969[a]	0,065	-
	Teacher Feedback(B)	6	0,83	0,94			
	Self-Revision(C)	6	2,33	1,78			
Articles	Feedback through Google Translate(A)	6	5,83	4,80	4,395[a]	**0,02***	**A<B,C**
	Teacher Feedback(B)	6	10,00	4,97			
	Self-Revision(C)	6	11,50	4,78			
Prepositions	Feedback through Google Translate(A)	6	1,83	1,40	21,835[b]	**0,000***	**A,B<C**
	Teacher Feedback(B)	6	4,00	1,21			
	Self-Revision(C)	6	8,00	4,97			
Word Order	Feedback through Google Translate(A)	6	0,33	0,49	13,779[b]	**0,001****	**A,B<C**
	Teacher Feedback(B)	6	1,83	2,92			
	Self-Revision(C)	6	7,67	7,30			
Punctuation	Feedback through Google Translate(A)	6	2,17	2,66	5,649[a]	**0,008****	**A,C<B**
	Teacher Feedback(B)	6	5,83	3,59			
	Self-Revision(C)	6	3,33	1,56			

Addition	Feedback through Google Translate(A)	6	2,17	3,38	8,081[b]	**0,018***	**A<C**
	Teacher Feedback(B)	6	4,00	2,83			
	Self-Revision(C)	6	6,83	6,13			
Omission	Feedback through Google Translate(A)	6	11,50	9,26	4,535a	**0,018***	**A<C**
	Teacher Feedback(B)	6	15,67	9,14			
	Self-Revision(C)	6	22,67	9,14			
Grammatical Errors	Feedback through Google Translate(A)	6	25,33	16,44	9,094[a]	**0,001****	**A,B<C**
	Teacher Feedback(B)	6	42,17	17,70			
	Self-Revision(C)	6	62,33	27,84			
Total Errors	Feedback through Google Translate(A)	6	42,83	23,65	11,349[a]	**0,000****	**A,B<C**
	Teacher Feedback(B)	12	61,17	28,76			
	Self-Revision(C)	12	95,67	29,93			

*p<0.05, **p<0.01, F: One Way Anova Test[a], χ2: Kruskal Wallis H Test[b], Difference: Post Hoc Tests

Subject-verb agreement errors did not differ according to the groups the participants were divided into (p>0.05). However, it was observed that Articles, Prepositions, Word Order, Punctuation, Addition, Omission, Grammatical Errors and Total Errors differed according to the groups the participants were divided into (p<0.05). It was seen that the number of Prepositions, Word Order, Punctuation, Grammatical Errors and Total errors of the students who were given feedback by Google Translate, and the Teacher were lower than the number of Prepositions, Word Order, Punctuation, Grammatical Errors and Total Errors of the participants in the group that self-revised and edited. It was seen that the Article errors of the participants who were given feedback by Google Translate were lower than the Article errors of the participants in the groups that were given feedback by the teacher and no feedback was given. In addition, it was seen that the Addition and Omission errors of the students who were given feedback by Google Translate were lower than the Addition and Omission errors of the students in the group that did not receive feedback.

The comparison of Rubric evaluation scores according to the groups that the students participating in the study were divided into is shown in Table 7.

Table 7

Comparison of Rubric Evaluation Scores According to the Assigned Groups of the Participants

Rubric Results	N	Mean	S. D	F	p	Difference
Feedback through Google Translate(A)	6	145,00	28,28	23,301	**0,000****	**A>B>C**
Teacher Feedback(B)	6	104,17	29,76			
Self-Revision(C)	6	74,17	16,35			

*p<0.05, **p<0.01, F: One Way Anova Tests, Difference: Post Hoc Tests

It was observed that the Rubric evaluation scores of the participants differed according to the groups they were assigned (p<0.05). While the Rubric evaluation scores of the participants who were given Feedback by Google Translate were the highest, it was observed that the Rubric evaluation scores of the students in the Self-Revision Group were the lowest.

The comparison of the Error Analysis Scale scores of the participants in the Google Translate Group (Group A) before and after the revision and edition is shown in Table 8.

Table 8

Comparison of the Error Analysis Scores of the Participants in the Google Translate Group (Group A) before and after the revision and edition

Google Translate(A)	N	Self-Translation		Revised and Edited		t	p
		Mean	S.D	Mean	S.D		
Untranslated	6	25,33	5,03	9,00	7,29	17,838	**0,000****
Vocabulary Selection	6	8,33	3,55	2,67	1,87	5,878	**0,000****
Spelling	6	6,00	1,48	0,67	0,98	10,407	**0,000****
Word Formation	6	11,67	6,92	5,17	5,61	5,998	**0,000****
Lexical Errors	6	51,33	10,17	17,50	10,41	13,695	**0,000****
Subject-verb agreement	6	3,00	3,36	1,50	1,68	2,413	**0,034***
Articles	6	12,00	4,00	5,83	4,80	4,940	**0,000****
Prepositions	6	5,17	3,16	1,83	1,40	4,318	**0,001****
Word Order	6	4,17	2,92	0,33	0,49	4,456	**0,001****
Punctuation	6	4,50	2,88	2,17	2,66	3,386	**0,006****
Addition	6	4,00	2,95	2,17	3,38	2,875	**0,015***
Omission	6	23,00	9,30	11,50	9,26	4,052	**0,002****

Grammatical Errors	6	55,83	19,43	25,33	16,44	5,359	**0,000****
Error Analysis Scale (Total Errors)	6	107,17	23,73	42,83	23,65	15,350	**0,000****

*p<0.05, **p<0.01, t: Paired Sample T Test

It was observed that all Error Analysis Scale sub-factors of the participants in the group given Feedback by Google Translate differed before and after revision (p<0.05). It was observed that the Lexical Errors, Grammatical Errors and Total Error scores of the participants in this group were higher than the Lexical Errors, Grammatical Errors and Total Error scores after the revision.

The comparison of the Error Analysis Scale scores of the participants in the Teacher Feedback Group (Group B) before and after the revision and edition is shown in Table 9.

Table 9

Comparison of the Error Analysis Scale Scores of the participants in the Teacher Feedback Group (Group B) before and after the revision and edition

Teacher Feedback(B)		Self-Translation		Revised and Edited			
	N	Mean	S.D	Mean	S.D	t	p
Untanslated	6	17,00	13,59	8,17	6,53	3,575	**0,004****
Vocabulary Selection	6	5,33	2,87	3,17	3,27	2,091	0,060
Spelling	6	3,83	3,27	1,67	2,23	2,153	0,054
Word Formation	6	9,33	3,28	6,00	5,15	1,736	0,110
Lexical Errors	6	35,50	14,76	19,00	14,28	8,735	**0,000****
Subject-verb agreement	6	2,17	2,04	0,83	0,94	1,646	0,128
Articles	6	10,17	2,79	10,00	4,97	0,217	0,832
Prepositions	6	3,67	1,78	4,00	1,21	-0,500	0,627
Word Order	6	3,83	3,33	1,83	2,92	2,787	**0,018***
Punctuation	6	5,83	3,59	5,83	3,59	0,000	1,000
Addition	6	2,67	2,23	4,00	2,83	-1,121	0,286
Omission	6	17,67	7,76	15,67	9,14	1,732	0,111
Grammatical Errors	6	46,00	11,88	42,17	17,70	1,048	0,317
Error Analysis Scale (Total Errors)	6	81,50	20,64	61,17	28,76	4,400	**0,001****

*p<0.05, **p<0.01, t: Paired Sample T Test

Vocabulary Selection, Spelling, Word Formation, Subject-Verb Agreement, Articles, Prepositions, Punctuation, Addition, Omission and Grammatical Errors of the participants in the group that received feedback from the teacher did not differ (p<0.05). However, the Untranslated, Lexical Errors, Word Order and Error Analysis Scale (Total Error) scores of

the participants in the Teacher Feedback Group differed before and after the revision (p<0.05). It was found that the Untranslated, Lexical Errors, Word Order and Error Analysis Scale (Total Error) scores of the participants in this group before the revision were higher than the Untranslated, Lexical Errors, Word Order and Error Analysis Scale (Total Error) scores after the revision.

The comparison of the Error Analysis Scale scores of the students in Self-Revision Group (Group C) before and after revision is shown in Table 10.

Table 10

Comparison of the Error Analysis Scale Scores of the Students in the Self-Revision Group (Group C) before and after the revision and edition

Self-Revision(C)		Self-Translation		Revised and Edited			
	N	Mean	S.D	Mean	S.D	t	p
Untanslated	6	22,67	11,28	10,33	7,23	4,466	**0,001****
Vocabulary Selection	6	3,33	2,39	5,67	2,23	-2,88	**0,015***
Spelling	6	6,00	4,39	4,00	4,13	3,187	**0,009****
Word Formation	6	6,83	3,59	13,33	5,10	-4,13	**0,002****
Lexical Errors	6	38,83	11,48	33,33	10,51	3,989	**0,002****
Subject-verb agreement	6	1,33	0,78	2,33	1,78	-2,345	**0,039***
Articles	6	9,50	5,07	11,50	4,78	-3,633	**0,004****
Prepositions	6	2,67	0,98	8,00	4,97	-3,546	**0,005****
Word Order	6	9,17	7,80	7,67	7,30	0,997	0,340
Punctuation	6	5,17	2,37	3,33	1,56	3,63	**0,004****
Addition	6	1,67	1,44	6,83	6,13	-3,038	**0,011***
Omission	6	23,33	9,04	22,67	9,14	0,601	0,56
Grammatical Errors	6	52,83	22,49	62,33	27,84	-1,544	0,151
Error Analysis Scale (Total Errors)	6	91,67	31,20	95,67	29,93	-0,603	0,559

*p<0.05, **p<0.01, t: Paired Sample T Test

Omission, Word Order, Grammatical Errors and Error Analysis Scale (Total Error) scores of the students in the Self-Revision Group did not differ before and after revision edition (p<0.05). However, the scores of the participants in the Self-Revision Group for Untranslated, Vocabulary Selection, Spelling, Word Formation, Lexical Errors, Subject-Verb Agreement, Articles, Prepositions, Punctuation, and Addition differed before revision from after revision and edition (p<0.05). It was observed that the Untranslated, Spelling, Lexical Errors and Punctuation error scores of the participants in this group before the revision were

lower than the Untranslated, Spelling, Lexical Errors and Punctuation error scores after they revised and edited themselves.

However, Vocabulary Selection, Word Formation, Subject-Verb Agreement, Articles, Prepositions and Addition error scores of the participants before the revision and edition in this group were higher than the Vocabulary Selection, Word Formation, Subject-Verb agreement, Articles, Prepositions and Addition error scores after the revision and edition.

Results of Thematic Analysis of the Participants' Interviews

Presentation of the themes and sub themes is shown in the table 11.

Table 11

Presentation of the themes and sub themes.

Effectiveness of Feedback	Use of Dictionary	Correction Strategy
Effective	Helpful	Consciously
Ineffective	Unhelpful	Intuitively
Realization		

Theme 1: Effectiveness of Feedback. The participants from all groups agree that feedback methods they have been exposed to are somehow effective for them and lead to realization for some points.

Female participant from SR Group:

"It was nice. At least I saw where I was missing. I realized that I need to improve."

"R: So, do you think students should use self-revision or receive feedback from the teacher or an electronic dictionary or a program like google translate?"

"I think your last statement would be more helpful."

Male participant from SR Group:

"…I realized that I forgot the past tense."

“I think it worked.”

“I found it better to look in the dictionary. Because Google translate can sometimes mistranslate. Looking at the dictionary, I have improved our own sentences a little. Also, when I learned the meaning of the sentence one by one, it fit my head better. their Turkish.”

Female Student from GT Group

“I think it's logical to use it.”

“I wrote some parts in the way that felt right to me, but I realized that there was a big difference between what I wrote first and the google translated version.”

“At first, when you gave the translated version, I went sentence by sentence. I compared GT version with the thing I wrote in English. Then I realized that I shouldn't have written.”

“…That's why I noticed them. I went sentence by sentence. I read the sentence from the translate. Then I compared it to mine. Then I started looking for words in the dictionary. I made up my own sentence.”

“I can probably write. Because I think it is a very logical move to compare not only the lack of words but also the way of connecting sentences. It was beneficial for me.”

Male Student GT Group

“I mean, of course, it doesn't improve once, but I believe that it can improve if it is repeated or something. Especially when we did it once, I felt that I had improved for that moment.”

“Of course, teacher, you will touch in some places, but in my opinion, we will do whatever we can. So, of course, we can correct his mistake by looking at Google Translate, looking at the dictionary and learning from you. In other words, we both learn from our mistakes and learn, it will be better learning.”

Female Student from TF Group

“…. But even when I read it later after you gave feedback, it was so obvious that I realized it.”

“…. So, it was very helpful. As you said, I hope I will not make such a mistake again in these propositions. I also realized that I had a problem with the verb two, and I understood that if I memorized them, the problem would be solved. I understood very well when you gave feedback back, how to construct about sentence structures and stuff.”

Male Student from TF Group

“But when you gave us feedback, I found out about my mistake, and I used it correctly from now on.”

“I think the feedback method is a very useful method.”

“I think feedback is better. Because we write what we know first. And then you come back and tell us that what we have done is wrong. When we see that this is wrong, we correct it ourselves. Doing this will make it more permanent.”

Theme 2: Use of Dictionary

All participants from all groups were indeed very helpful.

Female Student from SR Group

“…. because when you look at the dictionary and write it, you can still understand it. At least when we understand the Turkish of the sentence, we can write that structure more properly.”

“…. Then we used the dictionaries. I also corrected the places of the words I did not know. I tried to write the sentence structure more properly.”

“There were words I didn't know. I looked them up in the dictionary and wrote them down. When I wrote them, I made corrections in the sentence structure.”

“… But when there were words I didn't know, it was a problem. But when I used the dictionary and put them in place, it became a little more regular sentence.”

Male Student from SR Group

“First, I looked up the meaning of the word in the dictionary. Then I tried to put the sentence in my own head from what I knew before. That's how I made the sentence.”

“I found it better to look in the dictionary.”

“… That's why I looked at the meaning of them”

“… Because after looking at the meaning of the word, it was a little easier to get the sentence in my head.”

Female Student from GT Group

“…. after reading the sentence at first, I started looking up the words I still don't know in the dictionary. For example, we wrote the Turkish version, but after Turkish, there were many words whose English I did not know.”

“…. Then, I started looking for words in the dictionary. I made up my own sentence.”

“I think the ones in the dictionary are a little better because the translate can be very monotonous sometimes. You know, it takes the word that way, but sometimes English words have different meanings. That’s why, I wrote whichever meaning is correct for the sentence.”

Male Student from GT Group

“While correcting my mistakes, I also made sentences with the help of the dictionary.

“When I was correcting my mistakes, I followed a path both with the dictionary and with the words I remember.”

Male Student from TF Group

“R: Well, for example, if I hadn’t given you a dictionary, could you translate the ones you couldn’t translate in the last version?”
S: I don’t think so”

“I was able to make the difference with a dictionary. I got help from the dictionary.”

Theme 3: Correction Strategy

As the verbal presentations of the participants have showed that participants have corrected their mistakes both consciously and intuitively.

Female student from SR Group

“I consciously wrote it myself first. Then by making predictions.”

Male Student from SR Group

“After learning the meanings of my words, I used guessing and conscious strategy. I mean, first, I settled the word in my head a little bit, but it was a bit of a guess because of my old knowledge. But I first looked at the word, its meaning in Turkish, and then formed the sentences from the old associations in my head as a guess to the English meaning.”

“I think I didn't correct the grammars enough. Because I followed a somewhat predictive way while constructing the sentences there.”

Female Student from GT Group

“R: Well, while correcting your mistakes, you somehow told what strategy you followed. You said you compared both. You said you did it according to whichever feels right.”

“That's why I noticed them. I went sentence by sentence, I mean more. I read the sentence from the translate. Then I compared it to mine.”

Male Student from GT Group

“Teacher, I looked at the Google translate version. I compared two things. I corrected my mistakes a little more.”

“Teacher, there were places that I found correct, but I don't know which one is correct. I wrote what I felt is correct.”

“I had to use the prediction method. Also, it was consciously.”

“…You know, it's there both consciously and guess work. I can actually say I used both.”

Female Student from TF Group

“It can be said that I corrected it more deliberately. Because, again, I got help from translation or something. I looked at the word translations. After looking at the word translation, I consciously corrected my sentence from the beginning.”

“R: then you're like that sometimes there's a little bit of estimation method about prepositions and articles as I understand it. But I guess the rest is deliberate.

S: Yes, they are troubled, but the rest is deliberate.”

Male Student from TF Group

“Yes of course it did. I consciously corrected my mistakes. In general, there were patterns that I thought were right that I used all the time.”

Thematic Analysis Results of Teacher Observation Logs

As mentioned in the data analysis section, during the analysis of teacher observation logs, the deductive approach was adopted. Based on this approach, the themes that have been sought are as follows

Table 12

Presentation of the themes and sub themes.

Effectiveness of Feedback	Use of Dictionary	Correction Strategy
Effective	Helpful	Consciously
Ineffective	Unhelpful	Intuitively
Realization		

Especially, for the first part where they are supposed to translate themselves, even though they were previously told about the process, almost all participants kept asking questions when they felt stuck. However, as expected, the participants with the lower level inclined to ask more questions probably due to the lack of understanding or prior knowledge, or a lack of confidence in their own abilities. When they were not able to get their answers

from the teacher, they were asking questions to each other, which was challenging for the researcher as she had to repeat for them to do it alone for the first step.

Teacher/Researcher Observation Logs for SR Group

Based on the teacher/researcher observation logs, the findings present that the weakest and the most troubled group of the chain is the Self-Revision group as they had more difficulty than the other two groups. Every step of the way, they were not confident about what they were doing. Even though they had their dictionaries they asked more questions than the other participants.

The researcher found out that use of dictionary was the key element here since they were constantly checking their dictionaries to make sure. However, most of the time they were missing the real errors. Instead, they were even changing the correct ones. However, if they had not been allowed to use any kind of dictionaries, they would obviously tried harder to consult with the teacher and ask more questions.

This type of feedback was not found effective by the teacher/researcher as it was noted in the logs that for this level of students, this type of feedback method can be even detrimental as they are not sure about what to do.

Teacher/Researcher Observation Logs for TF Group

It was obvious that the students trusted and valued their teachers' feedback. It is probably due to the fact that it is one of the most classical methods, so they had been familiar with it. The participants from that group were quite engaged in the process. They did not ask many questions as they were familiar with the process as they had been given feedback by their teacher in their previous writing classes. Yet, as the feedback was indirect and their levels were not so high, when they were not able to recognize the symbol or understand the feedback, they asked for clarification. If the teacher is available to discuss the feedback and answer any questions the student may have, it can also help to build trust in the feedback. As a result, it seemed effective.

The help of the dictionary was undeniable for them since it decreases the frequency of the questions as they were able to look up or check out. The students were using both conscious and guessing strategy to correct their mistakes. Yet, as they were provided with the feedback from the teacher, they were trying to correct them consciously more.

Teacher/Researcher Observation Logs GT Group

The trust and value that are given to the teacher feedback are not observed for this group. In this regard, it has been found ineffective. However, it encourages students to correct their mistakes more accurately. Even so, whether they are able to correct them consciously is not certain as some of them may be inclined to write down what is given in

the GT translated version, which can be detrimental for their learning as they can copy only what they see without revising accurately. However, they did not mostly act this way because they thought GT had translated everything in the most correct way, but it was easier for them.

Same as the previous two groups, the use of dictionary was observed to be very helpful for this group as well. As some students were skeptical about the GT, they were able to compare what was in the dictionary and what was given on the GT translated version. In spite of trust issues, using Google Translate as a feedback method seems effective and it can be used by the teachers.

Findings of the Questionnaire

Examination of Number and Percentage Distribution for Sociodemographic Variables is shown in the Table 13.

Tablo 13

Examination of Number and Percentage Distribution for Sociodemographic Variables

Variables		Number of Participants (n)	Percentage (%)
Gender	Female	8	53,3
	Male	7	46,7
Proficiency Level of English	A1	7	46,7
	A2	8	53,3
Lesson Hours per Week	4 Hours	15	100,0
Status of studying English outside of school	N/A	15	100,0
Status of studying English abroad	N/A	15	100,0

A total of 15 people, 8 women (53.3%) and 7 men (46.7%), participated in the study. When the English foreign language level of the participants was examined, it was found that there were 7 people (46.7%) at the A1 level and 8 (53.3%) at the A2 level. When the weekly English education hours at the school were examined, it was found that it was 4 hours. When the situation of receiving English education outside of school was examined, it was found that there were 15 people (100.0%) who said no, and when the situation of receiving English education abroad was examined, there were 15 people (100.0%) who said no.

Google Translate Internal Consistency Reliability Coefficients for Feedback Scale is shown in the Table 14.

Tablo 14

Google Translate Internal Consistency Reliability Coefficients for Feedback Scale

Scale	K	Cronbach Alfa
Google Translate Feedback Scale	6	0,654

The Cronbach alpha internal consistency reliability coefficient of the Google Translate Feedback Scale used in the study was calculated as 0.654.

Group Statistics of Google Translate Group based on gender is shown in the table 15.

Tablo 15

Group Statistics of Google Translate Group based on gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
googletranslate1	Female	8	4,75	,463	,164
	Male	7	4,71	,488	,184
googletranslate2	Female	8	4,63	,518	,183
	Male	7	4,14	,900	,340
googletranslate3	Female	8	3,13	,991	,350
	Male	7	3,57	1,134	,429
googletranslate4	Female	8	2,13	1,356	,479
	Male	7	2,71	1,496	,565
googletranslate5	Female	8	3,25	,886	,313
	Male	7	3,71	,951	,360
googletranslate6	Female	8	3,88	,991	,350
	Male	7	4,00	1,414	,535

When the statistics was examined for the first item of Google Translate, seeking answer “for the development of writing skills, feedback should be provided for the mistakes made”, 8 females’ answers have 4,75 average mean, 0,463 standard deviation, and 0,164

standard error mean whereas 7 males' answers have 4,71 average mean, 0,488 standard deviation, and 0,184 standard error mean.

For the second item "comparing my own translation with the translation using Google translate allowed me to see my mistakes clearly", 8 females' answers have 4,63 average mean, 0,518 standard deviation, and 0,183 standard error mean whereas 7 males' answers have 4,14 average mean, 0,900 standard deviation, and 0,340 standard error mean.

For the third item, "instead of underlining my mistakes or correcting them myself, seeing the corrected version was more beneficial for my writing skills", 8 females' answers have 3,13 average mean, 0,991 standard deviation, and 0,350 standard error mean whereas 7 males' answers have 3,57 average mean, 1,134 standard deviation, and 0,429 standard error mean.

For the fourth item, "I believe that by using Google translate, I can improve my writing skills without the help of my teacher", 8 females' answers have 2,13 average mean, 1,356 standard deviation, and 0,479 standard error mean whereas 7 males' answers have 2,71 average mean, 1,496 standard deviation, and 0,565 standard error mean.

For the fifth item, "Providing feedback with technological opportunities increased my motivation to develop writing skills", 8 females' answers have 3,25 average mean, 0,886 standard deviation, and 0,313 standard error mean whereas 7 males' answers have 3,71 average mean, 0,951 standard deviation, and 0,360 standard error mean.

For the sixth item, "Google translate, and similar technological tools should be used frequently in lessons for writing skills", 8 females' answers have 3,88 average mean, 0,991 standard deviation, and 0,350 standard error mean whereas 7 males' answers have 4,00 average mean, 1,414 standard deviation, and 0,535 standard error mean.

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Gender is shown in the Table 16

Tablo 16

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1	,084	,777	,145	13	,887	,036	,246	-,495	,566
Q2	2,870	,114	1,295	13	,218	,482	,372	-,322	1,287
Q3	,086	,774	-,814	13	,430	-,446	,548	-1,631	,738
Q4	,311	,587	-,800	13	,438	-,589	,736	-2,180	1,001
Q5	,050	,827	-,978	13	,346	-,464	,475	-1,489	,561
Q6	,002	,965	-,200	13	,844	-,125	,624	-1,472	1,222

When the independent t test was applied within the framework of gender it was found out that for the first item on the survey, the test statistic of Levene's test (F) is ,084; p value is ,777; t value is ,145; mean difference is ,036 and standard error difference is ,246. For the second item the test statistic of Levene's test (F) is 2,870; p value is ,114; t value is 1,295; mean difference is ,482 and standard error difference is ,372. For the third item the test statistic of Levene's test (F) is ,086; p value is ,774; t value is ,814; mean difference is ,446 and standard error difference is ,548. For the fourth item the test statistic of Levene's test (F) is ,311; p value is ,587; t value is ,800; mean difference is ,589 and standard error difference is ,736. For the fifth item the test statistic of Levene's test (F) is ,050; p value is ,827; t value is ,978; mean difference is ,464 and standard error difference is ,475. For the sixth item the test statistic of Levene's test (F) is ,002; p value is ,965; t value is ,200; mean difference is ,125 and standard error difference is ,624.

Group Statistics of Google Translate Group based on proficiency level of English is shown in the Table 17.

Tablo 17

Group Statistics of Google Translate Group based on proficiency level of English

	Proficiency Level of English	N	Mean	Std. Deviation	Std. Error Mean
googletranslate1	A1	7	4,57	,535	,202

	A2	8	4,88	,354	,125
googletranslate2	A1	7	4,29	,756	,286
	A2	8	4,50	,756	,267
googletranslate3	A1	7	3,29	1,113	,421
	A2	8	3,38	1,061	,375
googletranslate4	A1	7	1,86	1,464	,553
	A2	8	2,88	1,246	,441
googletranslate5	A1	7	3,43	,976	,369
	A2	8	3,50	,926	,327
googletranslate6	A1	7	4,00	1,000	,378
	A2	8	3,88	1,356	,479

When the statistics was examined based on proficiency level of English, it was found out that there were 7 students with A1 level and 8 students with A2 level. For the first question of Google Translate, whereas the answers of A1 level students have 4,57 average mean, 0,535 standard deviation, 0,202 standard error mean, the answers of A2 level students have 4,88 average mean, 0,534 standard deviation, and 0,125 standard error mean.

For the second item whereas the answers of A1 level students have 4,29 average mean, 0,756 standard deviation, 0,286 standard error mean, the answers of A2 level students have 4,50 average mean, 0,756 standard deviation, and 0,267 standard error mean.

For the third item, whereas the answers of A1 level students have 3,29 average mean, 1,113 standard deviation, 0,421 standard error mean, the answers of A2 level students have 3,38 average mean, 1,061 standard deviation, and 0,375 standard error mean.

For the fourth item, whereas the answers of A1 level students have 1,86 average mean, 1,464 standard deviation, 0,553 standard error mean, the answers of A2 level students have 2,88 average mean, 1,246 standard deviation, and 0,441 standard error mean.

For the fifth item, whereas the answers of A1 level students have 3,43 average mean, 0,976 standard deviation, 0,369 standard error mean, the answers of A2 level students have 3,50 average mean, 0,926 standard deviation, and 0,327 standard error mean.

For the sixth item, whereas the answers of A1 level students have 4,00 average mean, 1,000 standard deviation, 0,378 standard error mean, the answers of A2 level students have 3,88 average mean, 1,356 standard deviation, and 0,479 standard error mean.

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English is shown in the Table 18.

Tablo 18

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1	6,764	,022	-1,314	13	,211	-,304	,231	-,803	,195
Q2	,005	,946	-,548	13	,593	-,214	,391	-1,059	,631
Q3	,007	,933	-,159	13	,876	-,089	,562	-1,302	1,124
Q4	,025	,877	-1,456	13	,169	-1,018	,699	-2,529	,493
Q5	,011	,920	-,145	13	,887	-,071	,491	-1,133	,990
Q6	,047	,832	,200	13	,844	,125	,624	-1,222	1,472

When the independent t test was applied within the framework of English proficiency level of participants it was found out that for the first item on the survey, the test statistic of Levene's test (F) is 6,764; p value is ,022; t value is 1,314; mean difference is ,304 and standard error difference is ,231. For the second item the test statistic of Levene's test (F) is ,005; p value is ,946; t value is ,548; mean difference is ,214 and standard error difference is ,391. For the third item the test statistic of Levene's test (F) is ,007; p value is ,933; t value is ,159; mean difference is ,089 and standard error difference is ,562. For the fourth item the test statistic of Levene's test (F) is ,025; p value is ,877; t value is 1,456; mean difference is 1,018and standard error difference is ,699. For the fifth item the test statistic of Levene's

test (F) is ,011; p value is ,920; t value is ,145; mean difference is ,071and standard error difference is ,491. For the sixth item the test statistic of Levene's test (F) is ,047; p value is ,832; t value is ,200; mean difference is ,125 and standard error difference is ,624.

The Examination of Number and Percentage Distribution for Sociodemographic Variables is shown in the Table 19.

Tablo 19

Examination of Number and Percentage Distribution for Sociodemographic Variables

	Variables	Number of Participants (n)	Percentage (%)
Gender	Female	8	53,3
	Male	7	46,7
Proficiency Level of English	A1	9	40
	A2	8	60
Lesson Hours per Week	4 Hours	15	100,0
Status of studying English outside of school	N/A	15	100,0
Status of studying English abroad	N/A	15	100,0

A total of 15 people, 8 women (53.3%) and 7 men (46.7%), participated in the study. When the English foreign language level of the participants was examined, 6 people (40%) were found at A1 level and 9 people (60%) at A2 level. When the weekly English education hours at the school were examined, it was found that it was 4 hours. When the situation of receiving English education outside of school was examined, it was found that there were 15 people (100.0%) who said no, and when the situation of receiving English education abroad was examined, there were 15 people (100.0%) who said no.

Teacher Feedback Internal Consistency Reliability Coefficients For Feedback Scale is shown in the Table 20.

Tablo 20

Teacher Feedback Internal Consistency Reliability Coefficients for Feedback Scale

Scale	K	Cronbach Alfa
Teacher Translate Feedback Scale	6	0,681

The Cronbach alpha internal consistency reliability coefficient of the Google Translate Feedback Scale used in the study was calculated as 0.681.

Group Statistics of Teacher Feedback Group based on gender is shown in the Table 21.

Tablo 21

Group Statistics of Teacher Feedback Group based on gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
teacherfeedback1	Female	8	4,50	,535	,189
	Male	7	4,43	,535	,202
teacherfeedback2	Female	8	4,75	,463	,164
	Male	7	4,43	,535	,202
teacherfeedback3	Female	8	4,63	,518	,183
	Male	7	4,71	,756	,286
teacherfeedback4	Female	8	3,25	1,035	,366
	Male	7	3,57	,976	,369
teacherfeedback5	Female	8	4,63	,518	,183
	Male	7	4,57	,535	,202
teacherfeedback6	Female	8	4,63	,518	,183
	Male	7	4,57	,535	,202

When the teacher feedback part of the survey, in which 15 students in total took part, was analyzed based on the gender, it was found out that 8 female and 7 male students participated. For the first item, which is interpreted as “For the development of writing skills, feedback should be provided on the mistakes made.”, while answers of females have 4,50 average mean, 0,535 standard deviation, and 0,189 standard error mean, answers of males have 4,43 average mean, 0,535 standard deviation, and 0,202 standard error mean.

For the second item, “Underlining the wrong places by the teacher made me understand my mistakes clearly.”, while answers of females have 4,75 average mean, 0,463 standard deviation, and 0,164 standard error mean, answers of males have 4,43 average mean, 0,535 standard deviation, and 0,202 standard error mean.

For the third item, “Instead of correcting my mistakes directly by the teacher, it was more beneficial to underline my writing skills.”, while answers of females have 4,63 average mean, 0,518 standard deviation, and 0,183 standard error mean, answers of males have 4,71 average mean, 0,756 standard deviation, and 0,286 standard error mean.

For the fourth item, “I believe that students can develop their own writing skills as well.”, while answers of females have 3,25 average mean, 1,035 standard deviation, and 0,366 standard error mean, answers of males have 3,57 average mean, 0,976 standard deviation, and 0,369 standard error mean.

For the fifth item, “Providing feedback by the teacher increased my motivation to improve my writing skills.”, while answers of females have 4,63 average mean, 0,518 standard deviation, and 0,183 standard error mean, answers of males have 4,57 average mean, 0,535 standard deviation, and 0,202 standard error mean.

For the sixth item, “Rather than just underlining my mistakes, clues about what kind of mistakes were made guided me better.”, while answers of females have 4,63 average mean, 0,518 standard deviation, and 0,183 standard error mean, answers of males have 4,57 average mean, 0,535 standard deviation, and 0,202 standard error mean.

Results of T-test for Equality of Means and Levene’s Test for Equality of Variances Based on Gender is shown in the Table 22.

Tablo 22

Results of T-test for Equality of Means and Levene’s Test for Equality of Variances Based on Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1	,144	,710	,258	13	,800	,071	,277	-,526	,669
Q2	1,560	,234	1,249	13	,234	,321	,257	-,235	,877
Q3	,012	,916	-,270	13	,791	-,089	,331	-,803	,625
Q4	,018	,896	-,616	13	,549	-,321	,522	-1,449	,806
Q5	,011	,920	,197	13	,847	,054	,272	-,534	,641
Q6	,141	,713	,197	13	,847	,054	,272	-,534	,641

When the independent t test was applied to the answers gathered from teacher indirect feedback survey within the framework of gender it was found out that for the first item, the test statistic of Levene's test (F) is ,144; p value is ,710; t value is ,258; mean difference is ,071 and standard error difference is ,277. For the second item the test statistic of Levene's test (F) is 1,560; p value is ,234; t value is ,270; mean difference is ,089 and standard error difference is ,331. For the third item the test statistic of Levene's test (F) is ,012; p value is ,916; t value is ,270; mean difference is ,089 and standard error difference is ,331. For the fourth item the test statistic of Levene's test (F) is ,018; p value is ,896; t value is ,616; mean difference is ,321 and standard error difference is ,522. For the fifth item the test statistic of Levene's test (F) is ,011; p value is ,920; t value is ,197; mean difference is ,054 and standard error difference is ,272. For the sixth item the test statistic of Levene's test (F) is ,141; p value is ,713; t value is ,197; mean difference is ,054 and standard error difference is ,272.

The Group Statistics of Google Translate Group based on proficiency level of English is shown in the Table 23.

Tablo 23

Group Statistics of Google Translate Group based on proficiency level of English

	Proficiency Level of English	N	Mean	Std. Deviation	Std. Error Mean
teacherfeedback1	A1	6	4,50	,548	,224
	A2	9	4,44	,527	,176
teacherfeedback2	A1	6	4,50	,548	,224
	A2	9	4,67	,500	,167
teacherfeedback3	A1	6	4,83	,408	,167
	A2	9	4,56	,726	,242
teacherfeedback4	A1	6	3,50	1,049	,428
	A2	9	3,33	1,000	,333
teacherfeedback5	A1	6	4,67	,516	,211
	A2	9	4,56	,527	,176
teacherfeedback6	A1	6	4,50	,548	,224
	A2	9	4,67	,500	,167

When the teacher feedback part of the survey, in which 15 students in total took part, was analyzed based on the proficiency level of students, it was found out that 6 students with A1 level and 9 students with A2 level participated. For the first item, while answers of A1 students have 4,50 average mean, 0,548 standard deviation, and 0,224 standard error mean, answers of A2 level students have 4,44 average mean, 0,527 standard deviation, and 0,176 standard error mean.

For the second item, while answers of A1 students have 4,50 average mean, 0,548 standard deviation, and 0,224 standard error mean, answers of A2 students have 4,67 average mean, 0,500 standard deviation, and 0,167 standard error mean.

For the third item, while answers of A1 students have 4,83 average mean, 0,408 standard deviation, and 0,167 standard error mean, answers of A2 students have 4,56 average mean, 0,726 standard deviation, and 0,242 standard error mean.

For the fourth item, while answers of A1 students have 3,50 average mean, 1,049 standard deviation, and 0,428 standard error mean, answers of A2 students have 3,33 average mean, 1,000 standard deviation, and 0,333 standard error mean.

For the fifth item, while answers of A1 students have 4,67 average mean, 0,516 standard deviation, and 0,211 standard error mean, answers of A2 students have 4,56 average mean, 0,527 standard deviation, and 0,176 standard error mean.

For the sixth item, while answers of A1 students have 4,50 average mean, 0,548 standard deviation, and 0,224 standard error mean, answers of A2 students have 4,67 average mean, 0,500 standard deviation, and 0,167 standard error mean.

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English is shown in the Table 24.

Tablo 24

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	Lower	Upper

							Differenc e		
Q1	,065	,803	,197	13	,847	,056	,282	-,554	,665
Q2	,650	,435	-,609	13	,553	-,167	,273	-,757	,424
Q3	3,239	,095	,845	13	,413	,278	,329	-,432	,988
Q4	,005	,946	,310	13	,761	,167	,537	-,994	1,327
Q5	,650	,435	,403	13	,693	,111	,276	-,484	,707
Q6	,650	,435	-,609	13	,553	-,167	,273	-,757	,424

When the independent t test was applied to the answers gathered from teacher indirect feedback survey within the framework of English proficiency level of participants it was found out that for the first item on the survey, the test statistic of Levene's test (F) is ,065; p value is ,803; t value is ,197; mean difference is ,056 and standard error difference is ,282. For the second item the test statistic of Levene's test (F) is ,650; p value is ,435; t value is ,609; mean difference is ,167 and standard error difference is ,273. For the third item the test statistic of Levene's test (F) is 3,239; p value is ,095; t value is ,845; mean difference is ,278 and standard error difference is ,329. For the fourth item the test statistic of Levene's test (F) is ,005; p value is ,946; t value is ,310; mean difference is ,167 and standard error difference is ,537. For the fifth item the test statistic of Levene's test (F) is ,650; p value is ,435; t value is ,693; mean difference is ,111 and standard error difference is ,276. For the sixth item the test statistic of Levene's test (F) is ,650; p value is ,435; t value is ,609; mean difference is ,167 and standard error difference is ,273.

The Examination of Number and Percentage Distribution for Sociodemographic Variables is shown in the Table 25.

Tablo 25

Examination of Number and Percentage Distribution for Sociodemographic Variables

	Variables	Number of Participants (n)	Percentage (%)
Gender	Female	7	46,7
	Male	8	53,3
Proficiency Level of English	A1	10	66,7
	A2	5	33,3
Lesson Hours per Week	4 Hours	15	100,0
Status of studying English outside of school	N/A	15	100,0
Status of studying English abroad	N/A	15	100,0

A total of 15 people, 7 women (46.7%) and 8 men (53.3%), participated in the study. When the English foreign language level of the participants was examined, it was found that there were 10 people (66.7%) at the A1 level and 5 (33.3%) at the A2 level. When the weekly English education hours at the school were examined, it was found that it was 4 hours. When the situation of receiving English education outside of school was examined, it was found that there were 15 people (100.0%) who said no, and when the situation of receiving English education abroad was examined, there were 15 people (100.0%) who said no.

The Internal consistency reliability coefficients for Self-Revision Scale is shown in the Table 26.

Tablo 26

Internal Consistency Reliability Coefficients for Self-Revision Scale

Scale	K	Cronbach Alfa
Self-Revision Scale	5	0,331

The Cronbach alpha internal consistency reliability coefficient of the Self Revision Scale used in the study was calculated as 0.331.

Group statistics of Self-Revision Group based on gender is shown in the Table 27.

Tablo 27

Group Statistics of Self-Revision Group based on gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
selfrevision1	Female	7	1,57	,787	,297
	Male	8	2,00	1,069	,378
selfrevision2	Female	7	4,00	,816	,309
	Male	8	4,00	,756	,267
selfrevision3	Female	7	3,00	1,291	,488
	Male	8	2,38	1,061	,375
selfrevision4	Female	7	3,71	,488	,184
	Male	8	3,75	,886	,313
selfrevision5	Female	7	4,43	,535	,202

	Male	8	4,75	,463	,164

When the self-revision feedback part of the survey, in which 15 students in total took part, was analyzed based on the gender, it was found out that 7 female and 8 male students participated. For the first item, which is interpreted as “I don't need to get feedback while improving my writing skill.”, while answers of females have 1,57 average mean, 0,787 standard deviation, and 0,297 standard error mean, answers of males have 2,00 average mean, 1,069 standard deviation, and 0,378 standard error mean.

For the second item, “It was more beneficial for me to improve my writing skills by trying to correct my mistakes myself, rather than having them corrected or underlined directly by the teacher.”, while answers of females have 4,00 average mean, 0,816 standard deviation, and 0,309 standard error mean, answers of males have 4,00 average mean, 0,756 standard deviation, and 0,267 standard error mean.

For the third item, “I believe that by using the self-revision method, I can improve my writing skills without the help of my teacher.”, while answers of females have 3,00 average mean, 1,291 standard deviation, and 0,488 standard error mean, answers of males have 2,38 average mean, 1,061 standard deviation, and 0,375 standard error mean.

For the fourth item, “Using the self-revision method increased my motivation to improve my writing skills.”, while answers of females have 3,71 average mean, 0,488 standard deviation, and 0,184 standard error mean, answers of males have 3,75 average mean, 0,886 standard deviation, and 0,313 standard error mean.

For the fifth item, “If I didn't use a dictionary, self-revision would be very difficult for me.”, while answers of females have 4,43 average mean, 0,535 standard deviation, and 0,202 standard error mean, answers of males have 4,75 average mean, 0,463 standard deviation, and 0,164 standard error mean.

Results of T-test for Equality of Means and Levene’s Test for Equality of Variances Based on Gender is shown in the Table 28.

Tablo 28

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1	,108	,748	,872	13	,399	,429	,491	-,633	1,490
Q2	,067	,800	,000	13	1,000	,000	,406	-,877	,877
Q3	1,336	,269	1,030	13	,322	,625	,607	-,686	1,936
Q4	,865	,369	-,095	13	,926	-,036	,378	-,852	,781
Q5	1,560	,234	-1,249	13	,234	-,321	,257	-,877	,235

When the independent t test was applied to the answers gathered from self-revision feedback survey within the framework of gender it was found out that for the first item, the test statistic of Levene's test (F) is ,108; p value is ,748; t value is ,872; mean difference is ,429 and standard error difference is ,491. For the second item the test statistic of Levene's test (F) is ,067; p value is ,800; t value is ,000; mean difference is ,000 and standard error difference is ,406. For the third item the test statistic of Levene's test (F) is 1,336; p value is ,269; t value is 1,030; mean difference is -,036 and standard error difference is ,607. For the fourth item the test statistic of Levene's test (F) is ,018; p value is ,369; t value is -,095; mean difference is -,036 and standard error difference is ,378. For the fifth item the test statistic of Levene's test (F) is 1,560; p value ,234; t value is -1,249; mean difference is -,321; standart error difference is ,227.

Group Statistics of Google Translate Group based on proficiency level of English is shown in the Table 29.

Tablo 29

Group Statistics of Google Translate Group based on proficiency level of English

	Proficiency Level of English	N	Mean	Std. Deviation	Std. Error Mean
selfrevision1	A1	10	1,50	,707	,224

	A2	5	2,40	1,140	,510
selfrevision2	A1	10	3,80	,789	,249
	A2	5	4,40	,548	,245
selfrevision3	A1	10	2,50	1,269	,401
	A2	5	3,00	1,000	,447
selfrevision4	A1	10	3,70	,823	,260
	A2	5	3,80	,447	,200
selfrevision5	A1	10	4,80	,422	,133
	A2	5	4,20	,447	,200

When the self-revision feedback part of the survey, in which 15 students in total took part, was analyzed based on the proficiency level of students, it was found out that 10 students with A1 level and 5 students with A2 level participated. For the first item, while answers of A1 students have 1,50 average mean, 0,707 standard deviation, and 0,224 standard error mean, answers of A2 level students have 2,40 average mean, 1,140 standard deviation, and 0,510 standard error mean.

For the second item, while answers of A1 students have 3,80 average mean, 0,789 standard deviation, and 0,249 standard error mean, answers of A2 students have 4,40 average mean, 0,548 standard deviation, and 0,245 standard error mean.

For the third item, while answers of A1 students have 2,50 average mean, 1,269 standard deviation, and 0,401 standard error mean, answers of A2 students have 3,00 average mean, 1,000 standard deviation, and 0,447 standard error mean.

For the fourth item, while answers of A1 students have 3,70 average mean, 0,823 standard deviation, and 0,260 standard error mean, answers of A2 students have 3,80 average mean, 0,447 standard deviation, and 0,200 standard error mean.

For the fifth item, while answers of A1 students have 4,80 average mean, 0,422 standard deviation, and 0,133 standard error mean, answers of A2 students have 4,20 average mean, 0,447 standard deviation, and 0,200 standard error mean.

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English is shown in the Table 30.

Tablo 30

Results of T-test for Equality of Means and Levene's Test for Equality of Variances Based on Proficiency Level of English

	Levene's Test for Equality of Variances		t-test for Equality of Means					t-test for Equality of Means 95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q1	1,525	,239	1,902	13	,080	,900	,473	-,122	1,922
Q2	,715	,413	-1,515	13	,154	-,600	,396	-1,456	,256
Q3	1,219	,290	-,765	13	,458	-,500	,653	-1,912	,912
Q4	1,533	,238	-,251	13	,806	-,100	,399	-,962	,762
Q5	,000	1,000	2,550	,000	,024	,600	,235	,092	1,108

When the independent t test was applied to the answers gathered from self-revision feedback survey within the framework of English proficiency level of participants it was found out that for the first item on the survey, the test statistic of Levene's test (F) is 1,525; p value is ,239; t value is 1,902; mean difference is ,900 and standard error difference is ,473. For the second item the test statistic of Levene's test (F) is ,715; p value is ,413; t value is 1,515; mean difference is ,600 and standard error difference is ,396. For the third item the test statistic of Levene's test (F) is 1,219; p value is ,290; t value is ,765; mean difference is ,500 and standard error difference is ,653. For the fourth item the test statistic of Levene's test (F) is 1,533; p value is ,238; t value is ,251; mean difference is ,100 and standard error difference is ,399. For the fifth item the test statistic of Levene's test (F) is ,000; p value is 1,000; t value is 2,550; mean difference is ,600 and standard error difference is ,235.

Discussion

1. Does students' self-revision help teenager EFL students improve their writing skills?

When the literature about self-revision as a feedback method in writing is examined, to date, very little has been published on this subject (Creswell, 2000). In addition, the findings of those studies vary across the contexts, so it is not possible to mention about a consensus. However, it can be deduced that self-revision method should be examined more

extensively as it can promote learner autonomy. Yet, based on the related research it seems that this method is more beneficial for advanced level students.

As for this study, when the data collected from the data collection tools, the participants' texts, and teacher observation logs, was analyzed, and when they were compared, it was found out that self-revision was ineffective. Even whether it is detrimental for this level or not can be discussed. Additionally, one of the students interviewed for the self-revision implied that it could have been more useful for her if she was provided feedback with another type, Google translated feedback by answering the question in the following way:

> Teacher/Researcher: Do you think students should use self-revision, or is it more useful for them to use the feedback given by the teacher or by an electronic dictionary or a program like Google translate?
>
> Participant: I think your last statement would be more helpful because when you look at the dictionary and write it again you can understand. At least when we understand the Turkish of the sentence, we can write that structure more properly.

When the rubric evaluation scores were compared based on the groups that the students participating in the study were divided into, it was seen that with 74,17 mean, that of the students in the Self-Revision Group were the lowest, and the difference was symbolized as A>B>C, which means with the students in self-revision group (Group C) was not successful in correcting their errors as much as those in students in google translate group (Group A) and teacher feedback group (Group B). When the rubric results were examined in a detailed way, in Vocabulary Selection, Word Formation, Articles, Prepositions, Addition, and Omission items, each of the six students got 5 points which refers to poor performance. In untranslated item, none of the participants were able to get perfect score, which was 20.

If the comparison of error analysis scale scores of the participants in that group was checked, it was seen that except Untranslated, Spelling, Word Order, Punctuation, and Omission items, participants errors increased in other items in revised and edited versions of their texts. Even though the mean of lexical errors got better in revised and edited version in total, from 38,83 to 33,33, in grammatical errors, we can see that the mean increased from 52, 83 to 62,33. Overall performance of the students were very low, as a result, it is not easy to mention about improvement.

As mentioned in the related research part, based on the Polio and Fleck (1998)' study, with advance students, the self-revision method can be effective. Consistently, in this study, this method turned out to be ineffective most probably due to the low proficiency level

of the students. Based on the teacher observation logs, which holds a significant place in determining the effectiveness of this feedback type, without the help of a dictionary, self-revision group students would have had more difficulty as they already didn't know what to do and kept asking about their errors. They had significant difficulty in detecting their errors. While they were trying to correct their errors, they were asking the teacher if they had done it correctly more often than the other participants in other two groups. They even changed what they did correctly. Even though they used in their self-translated texts accurately, while they were revising them, they checked their dictionaries and changed them, which can be seen in the following extracts of the participants.

Participant 1:

Self-translated

They got in the car (Arabaya bindiler)

Self-revised and edited

They to get in the car

Participant 2:

Self-translated

Picnic için they get in the car and goed jungle. (Piknik için arabaya bindiler ve ormana gittiler)

Self-revised and edited

Picnic for they get on the car and goed jungle

The most helpful tool for the participants in this group was the dictionaries they provided. In fact, without the help of these tools, there would have been more errors for untranslated and spelling items in particular. Use of dictionary supported them to translate the words they left untranslated in the L1 translated version. One of them stated this fact by saying: "when you look at the dictionary again and write, you can understand. At least when we understand the Turkish of the sentence, we can write that structure more properly." This is understandable as a dictionary can be used to help students expand their vocabulary and improve their writing by providing them with a range of synonyms and antonyms for the words they are using. Use of dictionaries in this study was very useful for getting feedback on the accuracy and clarity of a student's written work by providing a quick and easy way to check the spelling and usage of words.

2. Does teacher's indirect corrective feedback help teenage EFL students improve their writing skills?

As mentioned earlier, there is an extensive amount of research on this matter, and rather than abandoning the practice entirely, most experts prefer the teachers to incorporate it into their writing studies so that the students can benefit from it. Additionally, whether direct or indirect, the notion of feedback is favored both by students and teachers. As a widely incorporated tool in feedback studies, the accumulated body of research on indirect teacher feedback has presented various results in terms of its effectiveness. For this study, whether it is direct or indirect, it is favored by almost all participants as they have found self-revision too complicated and GT as not so reliable.

When the rubric sores are regarded, which gives the results as A>B>C. It can be observed that teacher's indirect corrective feedback (Group B) with 104,17 is not as good as Google Translate (Group A) as feedback method with a mean score 145,00 but it is better than Self-revision (Group C) with 74,17 as feedback method in improving students' writing skills. It can be said that despite the fact that it is not better than Group A, it is far better than Group C because in both Group A and Group B, improvements are recorded, however, in the last group the mean is really low and in almost every item, each student get the poorest score, which can be observed when the self-translated and revised and edited versions are inspected in a detailed way. It means that instead of making progress, they showed regression. However, in this group, the participants may not have showed progress in every item, yet their overall score can be interpreted as improvement.

The following extracts from the participants' writings present those improvements.

<u>Participant 1 (Group B)</u>

Self-translated

Mr. and Mrs. Fox <u>was</u> ready…

For this sentence the teacher gave the feedback özne- yüklem uyumsuzluğu (subject-verb disagreement)

Self-revised and edited

Mr and Mrs. Fox <u>were</u> ready (it was corrected)

A similar mistake was made by another participant and corrected.

Participant 2 (Group B)

Ex.1

Self-translated

Children was so happy

For this sentence the teacher gave the feedback özne- yüklem uyumsuzluğu (subject-verb disagreement)

Self-revised and edited

Children were so happy.

Another correction from the same participant.

Given the examples above and many more from the texts of the participants, the results are consistent with the findings of Shao & Liu (2020) where the feedback was effective in the regulation of the past tense even in both immediate and delayed posttest. Yet, the acquisition hasn't taken place on the receptive level.

Ex. 2

Self-translated

…they were so shy.

For this sentence the teacher gave the feedback wrong choice of word

Self-revised and edited

They were so ashamed.

Participant 3 (Group B)

Self-translated

Picnic finished but rubish….

For this sentence the teacher gave the wrong spelling feedback

Self-revised and edited

Picnic finished but they were leaved rubbish…

Participant 4 (Group B)

Self-translated

They said the song…

For this sentence the teacher gave wrong choice of word feedback and the was only underlined.

Self-revised and edited

They sang the song….

Except Addition, where in revised and edited versions, error number is higher and punctuation, where the error number remains the same in self-translation and revised and edited version, it can be seen that the error numbers in other items decreased in revised and edited versions, which means it was effective for students in terms of correcting their mistakes.

From students' point of view, it was the most reliable method. They were more comfortable with the feedback received from the teacher as it is probably because they regard the teacher as the source of knowledge and there can be nothing wrong about something given by the teacher, which shows consistency with the literature.

3. Does machine corrective feedback help teenager EFL students improve their writing skills?

Using Machine Translation as an education tool in ELT has been a very popular topic in research field. There has been much published research related to use of machine translation in improving the writing skills of the students. Yet, because of the diversity of the contexts, more studies should be carried out. It can be said that despite the diversity of the contexts, the results are promising just like the results of this study.

Starting with the difference between self-translated texts and their revised and edited versions, error numbers in every item decreased in the latter, which indicates that it is quite effective for students in correcting their errors. Moreover, when the rubric scores were checked, it was seen that highest scores belonged to the Google translate group (Group A), which is presented as A>B>C.

Using Google Translate may come with its disadvantages. Students are more likely to use it for their whole work instead of checking their errors, which is easier than translating by themselves. During the procedures, whereas some students candidly tried to compare their self-translated and google-translated texts to write down carefully-revised-versions,

some participants' revised texts were almost identical to their google-translated versions of their L1 written ones. Based on researcher's point of view, this may have stemmed from their proficiency level since they were not able to evaluate their mistakes, maybe even realize that they might have made a mistake, which seems in line with the statement of Nino (2020) suggesting using MT can go better with learners with higher level of language proficiency than the ones with the beginner levels. It would not be right to suggest that MT not be practiced with beginner or low-level students.

On the other hand, as mentioned by Garcia & Pena (2011), it may require more time and more attention by the tutor as students are more inclined to make mistakes. In this study, this has shown itself as students' using directly what is given in google-translated versions as their revised ones. Yet, there were also participants who didn't completely rely on the google-translated versions and thought that MT may have also mistranslated, or they might have been misused words. As a result, tried to analyze and evaluate them so that when they wrote their final ones, revised texts, they were able to use forms or words that seemed more accurate to them.

4. Is there a significant difference among the corrective feedback methods in terms of their effectiveness?

Based on the rubric scores and the results of qualitative analysis, it would not be wrong to say that there is a significant difference among the corrective feedback methods in terms of their effectiveness. The findings of this study mostly go in line with the findings in the literature review section, in which the effectiveness of google-translated type of feedback and teacher indirect feedback vary depending on the study but more favorable than the self-revision method.

This was expected considering the advancements made in the area of Natural Language Processing (NLP), which started in the 1950s. The early versions of machine translation weren't able to differentiate how to use of homographs based on the context. The following verse from the Bible, "the spirit is willing, but the flesh is weak" was translated as "the vodka is agreeable, but the meat is spoiled" by a MT that translates from Russian to English (Nadkarni et al., 2011). With the using of NLP, Google Translate can now understand the most complex sentences in English and translate them into many target languages such as Turkish. They use Neural Machine Translation engine, which was developed by Google in 2016, to achieve these impeccable results.

The teacher indirect feedback method is also effective if done within a particular context in which the learner needs guidance. Teachers can provide indirect feedback by

allowing students to translate while offering help, and to eventually obtain their goal. Tutoring people indirectly requires the teacher to have some control over the situation, which means the student might be encouraged to reach a particular goal but there is no guarantee of finding the right solution.

The weakest member of the revision methods chain is the self-revision method. Previous studies about which are extremely limited, yet it can be troubled for both students and teachers. Given the proficiency level of the students this method is very confusing for the participants in many ways such as being unable to detect errors and correct them. This was an expected result. According to the error analysis scores, in every item, the participants' errors increased in the self-revised and edited versions. It was also expected since the students may not have the required evaluation level to detect and correct their errors. Subsequently, as stated above, the findings related to MT feedback and teacher indirect feedback may change from one study to another since the proficiency level of participants are the key here.

5. What are the perceptions of the students on the corrective feedback method they have been exposed to?

In the questionnaire, there are common items that seek answers for common points related to writing skill, one of which is the first item. The first item of the google translate, teacher feedback, and self-revision sections looks for the necessity of using feedback methods for the development of writing skills. Based on the data gathered, it is clear that the participants definitely agree that it is necessary to provide feedback for the development of writing skill.

For the second item, which required to be handled by its own setting, it has been found that participants of GT group agree that GT has helped them to see their mistakes clearly. More specifically analyzed, female participants agree more than male participants by the margin of 0,49. With reference to the proficiency level of English of GT Group, A1 level does not agree as much as the A2 level does but the difference between two levels is not clearly pronounced as it is only 0,21. As for the TF Group, when are provided with the feedback by underlining, they think that it has helped them to see their mistakes clearly, proven by the statistics. The difference between genders and proficiency level of English are both below 0,35. But when it comes to Self-Revision Group, the participants are not so confident about self-revision feedback method as the other groups, which is implied in the item as "It was more beneficial for me to improve my writing skills by trying to correct my mistakes myself, rather than having them corrected or underlined directly by the teacher".

Yet, they still agree that self-revision can improve their writing skills as the average mean (4,00) is unavoidable. Whereas there is no difference between genders for item 2, there is a difference between proficiency levels. By 0,60 difference between average means of A1 and A2 levels, A2 level students agree more than A1 level students that self-revision is more useful than teacher feedback method.

Even though the participants of GT Group agree that there must be a sort of feedback for development, they are not so sure about it must be the GT version that was used in this study in the light of the results obtained from the item 3, which was “instead of underlining my mistakes or correcting them myself, seeing the corrected version was more beneficial for my writing skills”. The result which is clearly indecisive regardless of gender or proficiency level, suggest that the participants do not trust GT as a feedback type and may feel more secure with teacher feedback or self-revision. However, based on the observations and student interviews, the participants favor teacher feedback, which shows consistency with the findings in the literature review. As implied in the previous sentence, a small difference between genders can be mentioned, and there is no significant difference between genders. All in all, they neither agree nor disagree. Item 3 of TF Group has searched for opinions about whether the participants favor direct teacher feedback or the indirect teacher feedback which they have been exposed to. The results obtained have high scores, indicating that both females or males and A1 levels or A2 levels strongly agree that instead of direct teacher feedback, it is more beneficial to have indirect teacher feedback. The item 3 of SR Group, although they barely agree with the idea of improving their writing skills without any teacher feedback, the results are also coinciding with GT group’s results. Both GT group and SR group agree that they need some sort of teacher feedback in order to improve their writing skills in English. This idea is also proven by the fourth item on GT questionnaire. When presented with this item, participants used their vote in the favor of not agree, yet the discrepancy between A1 and A2 levels, A2 level participants are skeptical about whether they need teacher feedback or not, which designates that they are more self-confident than A1 level participants when it comes to using Google Translate and Self-revision feedback methods. Both of these methods require more autonomy compared to teacher feedback method.

The score of fourth item of TF questionnaire, where whether students can improve their writing by themselves or not is asked, indicates that participants are skeptical about this topic. It is consistent with the answers given in the related items. When it comes to the motivation related items, the fifth items of GT and TF, and fourth item of SR, it has been obtained that while the participants of TF almost definitely agree that teacher feedback has motivated them, however, both participants of GT and SR Groups are indecisive about their

own feedback methods. Yet, SR Group is more motivated about their own than GT is about theirs. Additionally, it must be mentioned that in terms of gender, GT Groups participants have slightly different opinions. With a margin of 0,46, males of GT Group are closer to agree than the females.

As for the last items of the sections, searching answers for different contexts, GT looks for the opinions about frequently using machine translation methods and devices in a classroom setting in order to improve writing skills. Participants were partially agreed that they are useful in that sense, they are not fully committed to the idea of using MT to improve their writing skills which indicates that the need for teacher input is still consistent. The last item of TF group questionnaire is about the extent of the feedback provided by the teacher. Rather than just providing indications for their errors, they voted in the favor of adding tips and clues to these indications.

6. What are the perceptions of the teachers about the feedback method they have implemented in their classes?

The observation logs of the researcher have been very valuable to gain insight for the effectiveness of different feedback methods investigated in this study. The findings of the error analysis of the texts and teacher/researcher observation logs seem consistent except few points. First of all, there is a complete overlap for self-revision method. The logs agreed that self-revision method with low level teenagers is not an effective method, and it can be very confusing and challenging not only for them but for teachers as well due to the fact that the confused students with a looking-complex challenge try to find answers from either their teachers or peers, which is not appropriate for the definition of self-revision. Moreover, even though autonomous learners who can take the responsibility of their learning are the ultimate objective, it seems doubtful to achieve this goal through self-revision for this level of teenagers since there were even students who changed what they made accurately into incorrect forms. In that sense, the perception of the teacher/researcher related to the self-revision method is that it seems ineffective for low level teenagers, which is consistent with the findings of the literature review.

Secondly, for teacher indirect feedback, the insights obtained from the logs have showed that it is the most trustworthy and valued feedback method for low level teenagers. It was surprising although it was indirect feedback, the most comfortable looking participants were the ones belonging to that group. Regardless it is direct or indirect, as the source of feedback is the teacher, they have been very comfortable with it since there is nothing foreign for them. The only challenge was some symbols, and they asked for clarification so that they could revise more accurately. It is difficult to say it was effective for every type of

error, but it was leading to the students to the correct answer and not all of them, yet some students were able to correct their mistakes and gain knowledge from it.

Third, based on the findings, the students are prejudged related to Google Translate as they are not familiar with it being used as a pedagogical tool. Yet, they also think that it can be useful. As they are digital natives, they can get adapted to using and benefiting from it.

Lastly, one of the most obvious findings obtained from the logs is the role of the dictionaries as they have been maybe the most useful tool so far for this level of students. Based on the students logs all participants from all groups have emphasized that use of dictionaries during the process have been very beneficial for them. Furthermore, some of them mentioned that it may have led to the realization, which can be important for the learning process to take place.

Chapter 5
Conclusion and Suggestions

An advantage this study offers is that it has been implemented in a natural setting, a point complained by Polio (Kroll) stating that due to the time-consuming aspect, that kind of research takes place in a limited time and in an artificial setting. However, there are several advantages to conducting a written corrective feedback study in a natural classroom setting. For one, a natural classroom setting allows researchers to study the effects of written corrective feedback in a real-world environment, which can provide more insight into how the feedback is actually being used by students. Additionally, conducting the study in a natural classroom setting allows researchers to study the effects of written corrective feedback on a larger and more diverse group of students, which can help to provide a more accurate picture of how the feedback is impacting student learning. Finally, studying written corrective feedback in a natural classroom setting allows researchers to observe the feedback being given and received in real-time, which can provide valuable insights into the effectiveness of the feedback and any potential challenges or obstacles that may arise. This research took place in a natural setting, which is the classroom of the students and in a real class as a part of the implemented curriculum. In addition, by looking at the method section, this study can be replicated easily. The effectiveness of self-revision may depend on how it is implemented and used by the teacher.

It is obvious that multiple syntactic errors are available. The reason for this can be associated with the difference between syntactic rules of Turkish and English. In English, the usual word order is subject-verb-object, while in Turkish it is subject-object-verb. For example, in English we would say "I eat an apple," while in Turkish we would say "Ben bir elma yiyorum" (lit. "I a apple eat"). There are also some other differences in word order between the two languages, such as the position of adjectives and possessive pronouns. Another difference is that Turkish uses a possessive suffix to indicate possession, rather than using a preposition like "of" or "'s" as in English. For example, "the dog's toy" would be "toy-of-dog" in Turkish, with the possessive suffix -nın added to "dog" to indicate possession. This was also stated by one of the students interviewed. Kırkgöz (2010) who worked on beginner level students put forward that in the early stages of language learning, it is common for learners to make interlingual errors, also known as cross-language errors. It is also believed for this study that the predominance of the errors of participants of this study may be identified as cross-linguistic errors, which means the proficiency level of students have a significant role on the type of the errors they made, indicating consistency with the findings of the previous studies. Additionally, the interference of L1 in such situations are emphasized in several other studies regarding other languages. For instance,

a study conducted by Chen (2010) refers to that by stating the students who are Hong Kong Cantonese ESL learners transferred their L1 syntactic knowledge into English even without noticing, which resulted in making multiple errors in this area.

The fact that Turkish is a pro-drop language can affect translation into English, because English is not a pro-drop language. In English, the subject of a sentence must be explicitly stated, so when translating from Turkish to English, it may be necessary to add an explicit subject to the English sentence that was not present in the Turkish original.

Ex 1
When opened the box, be confused…

Ex 2
Very to be sorry.

Ex3
Goed home…

In the texts written by students are full of examples like the ones above that are lack of subject, which have resulted from Turkish being a pro-drop language. In that sense, the results are consistent with what has been found in different studies such as one study carried out by Verhagen (2011) in which Turkish learners tend to drop subject in their sentences written in English.

Use of dictionary has been an important tool that has positive effects throughout the research process, which is touched upon repeatedly when responded to research questions of this study. Buckingham & Aktuğ-Ekinci (2017) also found out that using dictionaries, predominantly for correcting lexical and spelling errors, were useful when accompanied with the prompts on coded corrected sheet during revision made in class.

Suggestions

In suggestions part, pedagogical implications related to the discussed research questions were suggested. With this study, we aimed to find out whether there is any significant difference between feedback methods used by teachers to help EFL learners in Turkey.

We listed multiple feedback methods above and present our findings. As we progress through the paper, we discussed these findings and look for correlations with the

literature written in this area. Based on this research, it is suggested that written corrective feedback can be a useful tool for improving language learning, but its effectiveness may depend on a number of factors. Some of these factors include the type of error being corrected, the amount of feedback provided, the way the feedback is presented, the stage of language learning, and the learner's motivation and willingness to engage with the feedback.

Since the students of this study had a low level, and they were requested to detect and correct every kind of mistake they may have made, it was very confusing for them. With this in mind, to enhance the effectiveness of WCF, especially for learners with low level of language proficiency, instead of trying to address every mistake a student makes, the teachers can focus or ask students to focus on a few specific errors or areas that need improvement. This will make it easier for the student to understand and apply your feedback if it is focused, or students can revise and edit themselves more effectively. Furthermore, the teachers can use clear and concise language by avoiding using jargon or technical terms, and instead they can use simple, clear language to explain the errors and how to fix them since the learners, low level students in particular, may not recognize codes or terms, as a result, they may get confused more.

The effectiveness of the WCF method also depends on the clarity and usefulness of the feedback provided. Instead of just telling a student that their writing is unclear, they can provide an example of a specific sentence or paragraph that is unclear and explain why it is unclear and how it could be improved. Especially for the low level-students, they are more inclined to ask questions about their possible mistakes. Therefore, they can be encouraged to ask further questions if they don't understand your feedback or if they want more information. This will help them better understand and apply your feedback. After providing written corrective feedback, teachers should consider offering additional support, such as additional writing assignments or one-on-one tutoring, to help the student continue to improve their writing skills as they feel more comfortable and secure with additional provision. All in all, the feedback should also be provided in a way that is accessible and easy for the student to understand and apply.

This study revealed that the machine translation feedback method is more effective than the other two methods which discussed previously. On this basis, future research in this area should focus on the implementation of the machine translation feedback method into classroom settings. Smartphone usage during class is prohibited in many high schools all around Turkey. Companies which work in the area of MT like Google can develop or look for a way to access this feedback method using dedicated devices or handsets. These devices can be distraction free waypoints to access the machine translation feedback method. Regulatory authorities and policymakers can plan a roadmap to bring these

devices to the classrooms, finding the middle ground between companies and schools, through which some of the problems would be addressed.

Another potential use of machine translation in ELT is to provide teachers with a way to quickly and easily create materials for their classes. For example, a teacher could use machine translation to translate a text or article from English into their students' native language, allowing them to create materials that are more accessible and relevant to their students. This can be particularly useful for teachers who are working with a diverse group of students and need to create materials that are tailored to their individual needs. Yet, while machine translation is not a perfect solution and should not be used as a replacement for human translation, it can be a valuable tool in the field of ELT when used in combination with other teaching strategies and techniques. By providing students and teachers with instant access to translations, machine translation can help to support and enhance language learning in the classroom.

As for the self-revision feedback method to be effective, the student must be motivated and willing to revise their own work. This may involve setting specific goals or objectives for the revision, providing the student with resources or tools to support their revision process, and encouraging the student to take an active role in identifying and addressing errors or areas for improvement in their own writing. It is important for teachers to help students develop a sense of responsibility for their own work and to encourage them to act as their own critics, which is a notion also supported by Demirel (2017) stating that teachers ought to educate their learners to be autonomous and to be more critical towards their errors. This can help students become more aware of their own writing habits and help them identify and correct errors. However, for the low-level students, it can be problematic yet attainable. This may involve providing referred additional resources or materials to support the revision process. Within this frame of reference, to elevate the effectiveness of self-revision method regardless of the proficiency level of students, a checklist as a guiding tool can be prepared so that the students can self-revise their texts in a more effective manner, which is also supported by Rashtchi & Ghandi (2011).

Another effective way can be to design the lesson based on the data obtained during formative assessment related to the common mistakes students make in their writings. For example, if subject-verb agreement errors are a common problem among students whose first language is not English, the teacher could provide extra instruction and practice on this topic during their classes. It can also be helpful for teachers to focus on specific areas of difficulty that are common among learners of the students' native language. Overall, it is important for teachers to be patient and supportive as students work to improve their writing skills. By providing guidance and encouragement, teachers can help students develop the confidence and skills they need to become more effective writers and the additional classes

in which the feedback is embedded can be arranged so that during self-revision students may reflect on these classes and be self-aware their mistakes. However, its effectiveness may depend on a number of factors, so further research is needed to understand better the factors that influence the effectiveness of the self-revision method and to develop strategies for maximizing its effectiveness in the classroom so that further strategies can be developed for different proficiency levels.

Another research design suggestion can be an integrated version of all the feedback methods that have been used in this research into one process, which is similar to the one that was carried out by Zhang & Hyland (2022) where three different feedback methods, AWE feedback, peer feedback, and teacher feedback are integrated.

Further research in this area may answer these questions:

- How do you ensure that the written corrective feedback you provide is clear and easy for students to understand and apply?
- How do you follow up with students after providing written corrective feedback to ensure that they are able to apply your feedback and continue to improve their writing skills?

Fellow researchers from the field of this study can direct their future research efforts around developing new feedback methods or improving methods such as teacher indirect feedback and self-revision feedback. The findings of this study will be useful for the researchers to form a basis for their upcoming research. This study has its own limitations; thus, it should be replicated on a larger scale to compare the results. That way our findings in this study can be proven or disproven. Another restriction of this study is that the participants were all coming from same background. The results can differ from one cultural setting to another.

To maximize the effectiveness of these feedback methods, it is suggested that they can be used in combination with other language learning strategies, such as explicit grammar instruction and task-based language learning. It is also important to consider the learner's individual needs and preferences when providing them feedback, as some learners may respond better to certain types of feedback than others.

Finally, it is suggested that ongoing and upcoming research can be conducted on the effectiveness of these feedback methods to further understand its impact on language learning and to inform best practices for its use.

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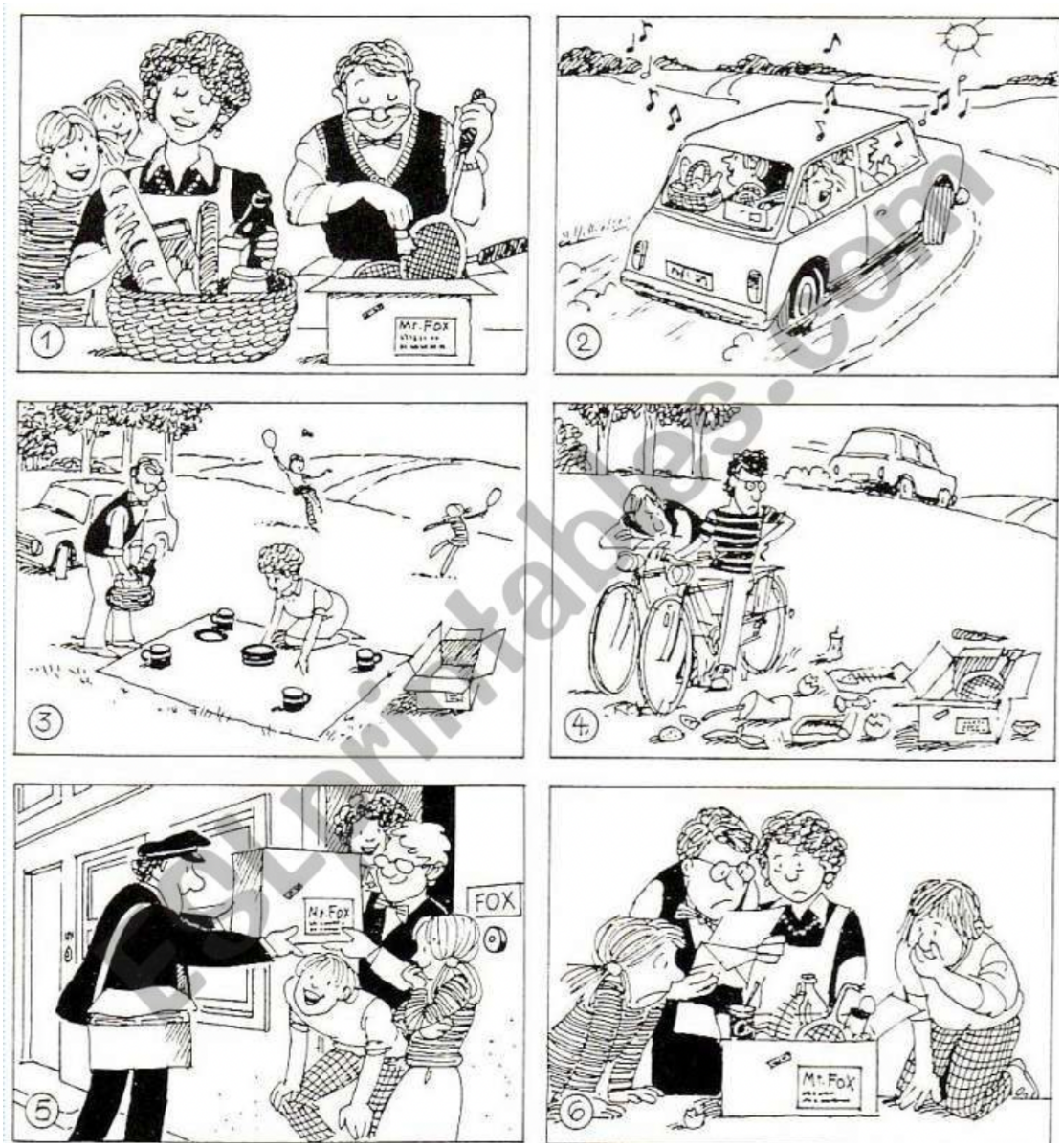
APPENDIX A-Picture Strip Story Prompt



APPENDIX B-Questionnaire

Anket

https://form.jotform.com/212193140692956

1

Cinsiyet

- ○ Kız
- ○ Erkek

İngilizce yabancı dil seviyeniz

- ☐ A1
- ☐ A2
- ☐ B1
- ☐ B2
- ☐ C1
- ☐ C2

Okulda, haftada kaç saat İngilizce eğitimi alıyorsunuz?

Okul dışında bir kursta İngilizce eğitimi alıyor musunuz?

- ○ Evet
- ○ Hayır

Cevabınız evetse, süresi nedir?

- ☐ 1 yıldan az
- ☐ 1 yıl
- ☐ 1–2 yıl arası
- ☐ 2 yıldan daha fazla

Yurt dışında İngilizce eğitim aldınız mı?

- ☐ Evet
- ☐ Hayır

Cevabınız evetse, süresi nedir?

- ☐ 1–6 ay
- ☐ 6–12 ay
- ☐ 12 aydan fazla

2

EĞER GERI DÖNÜTÜNÜZÜ GOOGLE TRANSLATE ARACILIĞIYLA ALDIYSANIZ LÜTFEN BU TABLODAKİ ANKETİ DOLDURUNUZ.

	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Yazma beceresinin gelişmesi için, yapılan hatalara dair geri dönüt sağlanmalıdır.	○	○	○	○	○
Kendi çevirimi, Google translate kullanılarak yapılan çeviriyle karşılaştırmak hatalarımı net bir biçimde görmemi sağladı.	○	○	○	○	○
Hatalarımın altının çizilmesi veya kendi kendime düzeltmem yerine, direk düzeltilmiş halini görmek yazma becerimin gelişmesine daha faydalı oldu.	○	○	○	○	○
Google translate i kullanarak, öğretmenimden yardım almadan yazma becerimi geliştirebileceğime inanıyorum.	○	○	○	○	○
Geri dönütün teknolojik imkanlarla sağlanması yazma becerisini geliştirme konusunda motivasyonumu artırdı.	○	○	○	○	○
Google translate ve benzeri teknolojik araçlar, yazma becerisi için sık sık derslerde kullanılmalıdır.	○	○	○	○	○

EĞER GERI DÖNÜTÜNÜZÜ ÖĞRETMENİNİZ SAĞLADIYSA LÜTFEN BU TABLODAKİ ANKETİ DOLDURUNUZ.

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
Yazma beceresinin gelişmesi için, yapılan hatalara dair geri dönüt sağlanmalıdır.	○	○	○	○	○
Öğretmen tarafından hatalı yerlerin altının çizilmesi, hatalarımı net bir biçimde anlamamı sağladı.	○	○	○	○	○
Hatalarımın, öğretmen tarafından direk düzeltilmesi yerine, altının çizilmesi yazma becerimin gelişmesinde daha faydalı oldu.	○	○	○	○	○
Öğrencilerin, kendi kendilerine de yazma becerilerini geliştirebileceklerine inanıyorum.	○	○	○	○	○
Geri dönütün öğretmen tarafından sağlanması yazma becerisini geliştirme konusunda motivasyonumu artırdı.	○	○	○	○	○
Hatalarımın sadece altının çizilmesinden ziyade, ne tarz hata yapıldığına dair ipuçları beni daha iyi yönlendirdi.	○	○	○	○	○

EĞER METNİNİZİ KENDİNİZ GÖZDEN GEÇİRDİYSENİZ LÜTFEN BU TABLODAKİ ANKETİ DOLDURUNUZ.

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
Yazma becerisini geliştirirken geri dönüt almama gerek yoktur.	○	○	○	○	○
Hatalarımın, öğretmen tarafından direk düzeltilmesi veya altının çizilmesi yerine, kendim düzeltmeye çalışmam yazma becerimin gelişmesinde daha faydalı oldu.	○	○	○	○	○
Self-revision yöntemini kullanarak, yazma becerimi öğretmenimden yardım almadan geliştirebileceğime inanıyorum.	○	○	○	○	○
Self-revision yöntemini kullanmak yazma becerisini geliştirme konusunda motivasyonumu artırdı.	○	○	○	○	○
Sözlük kullanmasaydım, self revision benim için çok zor olurdu.	○	○	○	○	○

Eklemek istediğiniz birşey varsa lütfen buraya yazınız.

Buraya yazın...

Gönder

APPENDIX C-Student Interview Form

Öğrenci Görüşme Formu

1. Hatalarınızı düzeltirken nasıl bir yol izlediniz?
2. Tahmin yöntemini mi izlediniz yoksa bilinçli bir şekilde mi düzelttiniz?
3. Size uygulanan geri dönüt yöntemiyle ilgili görüşleriniz nelerdir?

APPENDIX D-Teacher Observation Form

GÖZLEM FORMU

Tarih:
Geri Dönüt Grubu:
Gözlem Saati:

GÖZLEM NOTLARI

APPENDIX E-Error Analysis Scale

ERROR ANALYSIS SCALE

LEXICAL ERRORS	NUMBERS
Untranslated	
Vocabulary Selection	
Spelling	
Word Formation	
GRAMMAR ERRORS	NUMBERS
Subject-verb agreement	
Articles	
Prepositions	
Word Order	
Punctuation	
Addition/Omission	

APPENDIX F – Evaluation Rubric

	Excellent (20 points)	**Good (15 points)**	**Needs Improvement (10 points)**	**Poor (5 points)**
Level of Translation	All of the untranslated words have been translated	Even though some of the words have remained untranslated, most of them have been translated	Almost half of the words have remained untranslated	The translation is really poor. Most of the words have remained untranslated
Vocabulary Selection	All of the wrong word choices have been corrected	Most of the wrong word choices have been corrected	Almost half of the wrong word choices have not been corrected or corrected wrong	Most of the wrong word choices have not been corrected or corrected wrong
Spelling	All of the spelling mistakes have been corrected	Most of the spelling mistakes have been corrected	Almost half of the spelling mistakes have not been corrected or corrected wrong	Most of the spelling mistakes have not been corrected or corrected wrong
Word formation	All of the mistakes related to the word formation have been corrected	Most of the word formation mistakes have been corrected	Almost half of the word formation mistakes have not been corrected or corrected wrong	Most of the word formation mistakes have not been corrected or corrected wrong
Subject-verb agreement	All of the mistakes related to subject-verb agreement have been corrected	In most of the sentences, mistakes related to subject-verb have been corrected	In almost half of the sentences, mistakes related to subject-verb agreement	In most of the sentences, mistakes related to subject-verb agreement have not been

			have not been corrected or corrected wrong	corrected or corrected wrong
Articles	All of the mistakes related to the articles have been corrected	Most of the mistakes related to the articles have been corrected	Almost half of the mistakes related to the articles have not been corrected or corrected wrong	Most of the mistakes related to the articles have not been corrected or corrected wrong
Prepositions	All of the mistakes related to the prepositions have been corrected	Most of the mistakes related to the prepositions have been corrected	Almost half of the mistakes related to the prepositions have not been corrected or corrected wrong	Most of the mistakes related to the prepositions have not been corrected or corrected wrong
Word order	All of the sentences with wrong word order have been corrected	Most of the sentences with wrong word order have been corrected	Almost half of the sentences with wrong word order have not been corrected or corrected wrong	Most of the sentences with wrong word order have not been corrected or corrected wrong
Punctuation	All of the punctuation mistakes have been corrected	Most of the punctuation mistakes have been corrected	Almost half of the punctuation mistakes have not been corrected or corrected wrong	Most of the punctuation mistakes have not been corrected or corrected wrong
Addition/Omission	All of the mistakes related to addition or omission of the grammatical structures have been corrected	Most of the mistakes related to addition or omission of the grammatical structures have been corrected	Almost half of the mistakes related to addition or omission of the grammatical structures have not been corrected	Most of the mistakes related to addition or omission of the grammatical structures have not been corrected or corrected wrong

APPENDIX G: Ethics Committee Approval

Tarih: 14/01/2022
Sayı: E-35853172-300-00001976855
00001976855

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001976855 14.01.2022
Konu : Şeyda BEDİZ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 24.12.2021 tarihli ve E-51944218-300-00001938028 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencilerinden **Şeyda BEDİZ**'in **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Farklı Düzeltici Geri Bildirim Yöntemlerinin Genç Efl Öğrencilerinin Yazma Becerileri Üzerine Etkisi"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **11 Ocak 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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Bilgi için: Sevda TOPAL
Bilgisayar İşletmeni
Telefon: 03123051008

T.C.
MUŞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-47339225-605.99-45242017 08.03.2022
Konu : Araştırma İzni (Şeyda BEDİZ)

MUŞ ANADOLU LİSESİ MÜDÜRLÜĞÜNE

Hacettepe Üniversitesi Rektörlüğü Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Şeyda BEDİZ'in Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürüttüğü *"Farklı Düzeltici Geri Bildirim Yöntemlerinin Genç EFL Öğrencilerinin Yazma Becerileri Üzerine Etkisi"* Konulu çalışmasını 01-29 Nisan 2022 tarihleri arasında toplamda 1 saatlik ders saati süresince İngilizce Dersleri sırasında okulunuz 11.Sınıf öğrencilerine uygulanması ile ilgili 07.03.2022 tarihli ve E-45183021 sayılı Müdürlük Onayı ve ekleri yazımız ekinde sunulmuştur.

Bilgilerinize ve gereğini rica ederim.

Evren BİTER
Müdür a.
Millî Eğitim Şube Müdürü

Ek:
1-Müdürlük Onayı (1 Sayfa)
2-Anket ve Araştırma Formu (23 Sayfa)

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Telefon No : 0 (436) 212 35 83
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APPENDIX H: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

05/06/2023

(Signature)
Şeyda BEDİZ

APPENDIX I: Thesis Originality Report

23/05/2023

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages

Thesis Title: THE EFFECTS OF DIFFERENT CORRECTIVE FEEDBACK METHODS ON IMPROVING WRITING SKILLS OF TEENAGE EFL STUDENTS

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
28/03/2023	116	157384	08/05/2023	%16	2048841026

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Şeyda BEDİZ
Student No.: N20134343
Department: English Language Teaching
Program: Master
Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Title, Name Lastname, Signature)

APPENDIX J- Consent Forms

GÖNÜLLÜ KATILIM FORMU

…./…./…….

Sevgili Öğrenci,

Bu çalışmaya gösterdiğiniz ilgi ve ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca araştırmanın amacını ve araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçlamaktayım. Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan ve Milli Eğitim Bakanlığından izin alınmıştır. Araştırma, İngilizceyi yabancı dil olarak öğrenen 11. sınıf öğrencilerin yazma becerilerini geliştirmede farklı geri dönüt metotlarının etkilerini tespit etmek adına 1 Nisan 2022 - 29 Nisan 2022 tarihleri arasında, toplamda 1 saatlik ders saati sürecinde, İngilizce dersleri sırasında gerçekleştirilecek olan Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Bu sebeple de sınıfta yapılan etkinliklere katılmanız ve bu etkinliklerle ilgili görüşleriniz çok önemli.

Çalışma süresince ve sonrasında sizinle ilgili herhangi bir bilgi, proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrim içi bir ortamda paylaşılacaktır. Çeviri yöntemiyle oluşturduğunuz ve geri dönüt yöntemiyle düzelttiğiniz metinler değerlendirme için kullanılacak, bu konuda anket uygulanacak, ve etkinlikler sırasında gözlem yapılacaktır. Çalışmaya katılma ile ilgili onay vermeden önce veya verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu bilgileri okuyup anladıktan sonra araştırmaya katılmayı kabul ederseniz lütfen formu imzalayınız.

Katılımcı Öğrenci:
Adı, soyadı:
Adres
İmza

Araştırmacı
Adı- Soyadı Şeyda Bediz
Danışman: Prof. Dr. İsmail Hakkı MİRİCİ

[redacted]

Danışman: Prof. Dr. İsmail Hakkı MİRİCİ
Adres: Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Bölümü, İngiliz Dili Eğitimi Anabilim Dalı, Ankara, Türkiye
[redacted]

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

…./…./…….

Sayın Veli,

Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan ve Milli Eğitim Bakanlığından izin alınmıştır. Araştırma, 14-18 yaş grubu İngilizceyi yabancı dil olarak öğrenen öğrencilerin yazma becerilerini geliştirmede farklı geri dönüt metotlarının etkilerini tespit etmek adına 1 Nisan 2022 - 29 Nisan 2022 tarihleri arasında toplamda 1 saatlik ders saati sürecinde, İngilizce dersleri sırasında gerçekleştirilecek olan Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de, uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Çalışma süresince ve sonrasında sizin ve çocuğunuzla ilgili herhangi bir bilgi proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrim içi bir ortamda paylaşılacaktır.

Çocuğunuzun çeviri yöntemiyle oluşturduğu ve geri dönüt yöntemiyle düzelttiği metinler değerlendirme için kullanılacak, bu konuda anket uygulanacak ve etkinlikler sırasında gözlem yapılacaktır. Çocuğunuzun çalışmaya katılması ile ilgili onay vermeden önce veya onay verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu bilgileri okuyup anladıktan sonra araştırmaya katılmayı kabul ederseniz lütfen formu imzalayınız.

Katılımcı Öğrencinin Velisi	Araştırmacı
Adı, soyadı:	Adı- Soyadı Şeyda Bediz
Adres	Danışman: Prof. Dr. İsmail Hakkı MİRİCİ
Tel.	[redacted]
e-posta:	
İmza:	Adres:

Danışman: Prof. Dr. İsmail Hakkı MİRİCİ
Adres: Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Bölümü, İngiliz Dili Eğitimi Anabilim Dalı, Ankara, Türkiye
[redacted]
İmza:

GÖNÜLLÜ KATILIM FORMU

…./…./…….

Sevgili Öğrenci,

Bu çalışmaya gösterdiğiniz ilgi ve ayırdığınız ve ayıracağınız zaman için şimdiden çok teşekkür ederim. Bildiğiniz üzere araştırma, İngilizceyi yabancı dil olarak öğrenen 11. sınıf öğrencilerin yazma becerilerini geliştirmede farklı geri dönüt metotlarının etkilerini tespit etmek adına 1 Nisan 2022 - 29 Nisan 2022 tarihleri arasında, toplamda 1 saatlik ders saati sürecinde, İngilizce dersleri sırasında gerçekleştirilecek olan Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan ve Milli Eğitim Bakanlığından izin alınmıştır. Bu formla çalışmanın, son aşamasını oluşturan bire bir görüşmelerle ilgili bilgi vermeyi amaçlamaktayım.

Çalışmanın son aşamasını oluşturan bire bir görüşmede, size uygulanan geri bildirim yöntemiyle ilgili daha derinlemesine bilgi edinmek için üç adet açık uçlu soru yönlendirilecektir. Görüşmeler; öğle arasında, okulun teknoloji kütüphanesinde (Z kütüphane) yapılacaktır ve görüşmeye katılan her bir öğrenci için en fazla 10 dakika olacaktır. Görüşme sırasında oluşabilecek kesintileri önlemek amacıyla ses kaydınızı yapmak istiyorum. Kayda alınmış olan tüm veriler; sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. İsteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size teslim edilebilecektir. İstediğiniz zaman görüşmeyi kesebilir ve çalışmadan ayrılabilirsiniz. Bu durumda yapılan kayıtlar ve görüşme verileri yazıya aktarılmadan silinecektir. Çalışmaya katılma ile ilgili onay vermeden önce veya verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu bilgileri okuyup anladıktan sonra araştırmaya katılmayı kabul ederseniz lütfen formu imzalayınız.

Katılımcı Öğrenci :
Adı, soyadı:
Adres
İmza

Araştırmacı
Adı- Soyadı Şeyda Bediz
Danışman: Prof. Dr. İsmail Hakkı MİRİCİ

Danışman: Prof. Dr. İsmail Hakkı MİRİCİ
Adres: Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Bölümü, İngiliz Dili Eğitimi Anabilim Dalı, Ankara, Türkiye

İmza:

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

…./…./…….

Sayın Veli,

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Çalışmanın son aşamasını oluşturan bire bir görüşmede, çocuğunuza uygulanan geri bildirim yöntemiyle ilgili daha derinlemesine bilgi edinmek için kendisine üç adet açık uçlu soru yönlendirilecektir. Görüşmeler; öğle arasında, okulun teknoloji kütüphanesinde (Z kütüphane) yapılacaktır ve görüşmeye katılan her bir öğrenci için en fazla 10 dakika olacaktır. Görüşme sırasında oluşabilecek kesintileri önlemek amacıyla ses çocuğunuzun kaydını yapmak istiyorum. Kayda alınmış olan tüm veriler; sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacak, kimseyle paylaşılmayacaktır. İsteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size veya çocuğunuza teslim edilebilecektir. Çocuğunuz istediğin zaman görüşmeyi kesebilir ve çalışmadan ayrılabilir. Bu durumda yapılan kayıtlar ve görüşme verileri yazıya aktarılmadan silinecektir. Çalışmaya katılma ile ilgili onay vermeden önce veya verdikten sonra sormak istediğiniz herhangi bir durumla ilgili benimle iletişime geçebilirsiniz. İstediğiniz takdirde araştırma sonucu hakkında bilgi almak için de irtibat numaramdan bana ulaşabilirsiniz. Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu bilgileri okuyup anladıktan sonra çocuğunuzun araştırmaya katılmasını kabul ederseniz lütfen formu imzalayınız.

Katılımcı Öğrenci Velisi:
Adı, soyadı:
Adres
İmza

Araştırmacı
Adı- Soyadı Şeyda Bediz
Danışman: [redacted]
Tel.
E-po
Adr
Blo

Danışman: Prof. Dr. İsmail Hakkı MİRİCİ
Adres: Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Bölümü, İngiliz Dili Eğitimi Anabilim Dalı, Ankara, Türkiye
[redacted]
İmza:

APPENDIX K: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım haklan bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- o Tezimle ilgili gizlilik kararı verilmiştir. (3)

…… /…… /……

(imza)

Şeyda BEDİZ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent* alma *sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan iş birliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* *Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*