

THE INTERACTION BETWEEN STUDENT RESPONSES AND
ASPECTS OF TEXT COMMENTED ON IN THE REVISION PROCESS
IN A SINGLE-DRAFT AND A MULTI-DRAFT CLASS

A THESIS

SUBMITTED TO THE INSTITUTE OF ECONOMICS AND SOCIAL
SCIENCES OF MILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY

HEYLE SACCHI

AUGUST 1992

THE
PE
1066
.527
1992

THE INTERACTION BETWEEN STUDENT RESPONSES AND
ASPECTS OF TEXT COMMENTED ON IN THE REVISION PROCESS
IN A SINGLE-DRAFT AND A MULTI-DRAFT CLASS

A THESIS
SUBMITTED TO THE INSTITUTE OF ECONOMICS AND SOCIAL
SCIENCES OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
BETUL SASKIN
AUGUST 1992

PE

1066

-S27

1992

D 11134

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

August, 31, 1992

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student
BETUL SASKIN

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

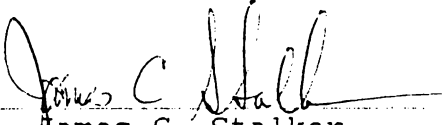
Thesis title : The interaction between student
responses and aspects of text
commented on in the revision
process in a single-draft and a
multi-draft class

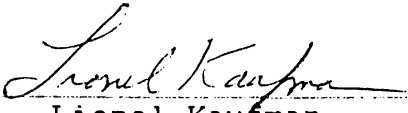
Thesis Advisor : Dr. James Stalker
Bilkent University, MA TEFL Program

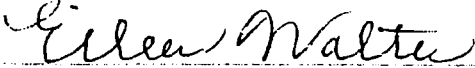
Committee Members : Dr. Lionel Kaufman
Bilkent University, MA TEFL Program

Dr. Eileen Walter
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Masters of Arts.

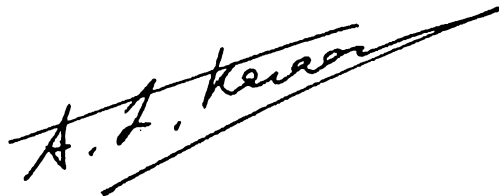

James C. Stalker
(Advisor)


Lionel Kaufman
(committe member)


Eileen Walter
(Committee member)

Approved for the
Institute of Economics and Social Sciences

Ali Karaosmanoğlu
Director
Institute of Economics and Social Sciences



To my daughter

TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
List of Tables	vii
1.0 INTRODUCTION TO THE STUDY	1
1.1 Background and Goal of the Study ..	1
1.2 Statement of the Research Question .	2
1.2.1 The Research Question	2
1.2.2 Statement of Expectations	2
1.3 Hypotheses	3
1.3.1 Experimental Hypothesis	3
1.3.2 Null Hypothesis	3
1.3.3 Identification of Variables ..	4
1.4 Definitions of Variables	4
1.4.1 The Single-Draft Approach to .	4
Writing Instruction	
1.4.2 The Multi-Draft Approach to ..	5
Writing Instruction	
1.4.3 Intermediate Level	6
1.4.4 Aspects of Text Addressed by..	7
Teacher Comments	
1.4.5 Student Responses	8
1.5 Overview of Methodology	9
1.5.1 Analytical Procedure	11
1.6 Organozation of Thesis	11
2.0 REVIEW OF LITERATURE	13
2.1 Introduction	13
2.2 An Overview of the Single-Draft	15
Approach to Writing Instruction	
2.3 An Overview of the Multi-Draft	17
Approach to Writing Instruction	
2.3.1 The Stages of Writing Process .	20
2.3.1.1 Pre-writing	21
2.3.1.2 Writing	22
2.3.1.3 Revising	23
2.4 An Overview of Teacher Comments on	25
Aspects of Text in the Single-Draft and	
Multi-Draft Approaches to Teaching	
Writing Instruction	
2.5 Student Responses to Teacher	31
Comments in the Revision Process	
2.6 Summary	34

3.0	METHODOLOGY	36
3.1	Introduction	36
3.2	Research Design	39
3.3	Subjects	40
3.4	Materials	41
3.5	Data Collection	41
3.5.1	Week One	42
3.5.2	Week Two	44
3.5.3	Week Three	45
3.5.4	Summary	46
3.6	Analytical Procedure	46
4.0	ANALYSIS OF DATA	48
4.1	Introduction	48
4.1.1	Categorizing Procedures	48
4.2	ANALYSIS OF DATA	53
4.2.1	Analytical Procedures	53
4.2.2	Student Responses by Approach	56
4.2.3	Comparison of Patterns of..... Patterns of Text Commented in MDA and SDA	57
4.2.4	Comparison of Patterns of Aspects of Text Commented on by MDA R1 and SDA	58
4.2.5	Comparison of Patterns of Aspects of Text Commented in MDA R2 and SDA	59
4.2.6	Comparison of Patterns of Comments on Aspects of Text Commented in MDA R1 and MDA R2	60
4.2.7	Comparison of Student Responses by Specific Aspects of Text and by Approach	61
4.3	Results	64
5.0	CONCLUSIONS	67
5.1	Summary	67
5.2	Assessment	69
5.3	Pedagogical Implications	70
5.4	Future Research	71
	BIBLIOGRAPHY	72
	APPENDICES	78
	Appendix A.1	78
	Appendix A.2	79
	Appendix B.1	80
	Appendix B.2	82
	Appendix B.3	84

LIST OF TABLES

TABLE		PAGE
4.1	Student Responses by Type and Method of Approach	57
4.2	Comparison of Aspects of Text Commented on in the MDA and SDA	58
4.3	Comparison of Aspects of Text Commented in the SDA and MDA R1	59
4.4	Comparison of Aspects Text Commented in the SDA and MDA R2	60
4.5	Comparison of Aspects of Text Commented on in MDA R1 and MDA R2	60
4.6	Comparison of Student Responses on Content in the SDA, MDA R1, MDA R2 and MDA Total	62
4.7	Comparison of Student Responses on Lexicon in the SDA, MDA R1, MDA R2 and MDA Total	63
4.8	Comparison of Student Responses on Syntax in the SDA, MDA R1, MDA R2 and MDA Total	63

ABSTRACT

This study attempted to investigate if teacher comments on aspects of text have an impact on student responses. Three hypotheses were tested and observations were made concerning teacher comments on patterns of aspects of text and student responses in the revision process in a single-draft approach (SDA) and a multi-draft approach (MDA). A total of twenty EFL learners participated in the study. The SDA class revised their compositions once and the MDA class revised two times.

The first hypothesis was that MDA students would make a higher number of rearrangement and addition changes while the SDA students would make more substitution and deletion changes. The analysis of data confirmed part of the hypothesis and rejected the other part. MDA students made a higher number of rearrangement changes (22.2%) than SDA students (3.1%), but MDA students made more addition changes (6.9%) than the SDA students (5.5%) although the result does not suggest a significant difference. SDA students made more substitution changes (42.5%) and fewer deletion changes as compared to the MDA (6.2% and 13.8% respectively). Thus, the first hypothesis is partly rejected and partly confirmed.

The second hypothesis was that there would be

different patterns of aspects of text in terms of ranking in each draft approach. The analysis of the data indicated that although comments on syntax predominated in both the SDA (54.3%) and the MDA (43%), comments on lexicon were ranked second with orthography third in the SDA, whereas in the MDA comments on content (27.7%) were ranked second with lexicon (23.6%) third. Thus, the second hypothesis is accepted.

The third hypothesis that student responses to specific aspects of text in particular, content, lexicon, and syntax, would differ in each draft approach is accepted since 30% of the responses to content in the SDA involved rewrite, whereas in the MDA there was no response of that type. On the other hand, in the MDA, in response to comments on lexicon, 31.2% resulted in ignore changes, whereas in the SDA the ratio of ignore category was 0%.

CHAPTER 1

INTRODUCTION

1.1 Background and goals of the study

That foreign language teachers are frequently frustrated by learner error in writing is undeniable. Yet errors are an inevitable part of the process of language acquisition. They provide valuable feedback to both teachers and learner strategies and progress. They also provide teachers with valuable insights in terms of learners' needs allowing teachers to make effective comments in order to help learners improve their writing skills.

The development of this study was prompted by two main factors. The first was six years of observation of the writing problems of intermediate EFL learners at the Cukurova University Agriculture Faculty. These problems were not only grammatical but organizational one as well. The second factor was the general teaching practices, which focused exclusively on mechanics and grammar rather than communicative aspects of a written text. As Raimes (1983) point out "when we learn a second language we learn to communicate with other people: to understand them, to talk to them, to read what they have written and to write to them" (p. 3).

Furthermore, foreign language teachers commonly respond only to the final products of EFL learners' writing. Such exposure to writing instruction causes learners to regard writing instruction as

grammatical exercises, being unaware of the content and organizational features, which play important roles for effective communication through writing. Besides this, in EFL classes teachers have had the experience of making comments on students' first drafts of a composition and receiving unexpected responses. Sometimes the students would delete the whole passage the teachers commented on, or they would make no changes in it, or they would make changes which the teachers had not intended by their comment. Hence, this study began as an attempt to find out what impact teacher comments on different aspects of a text, such as content, organization, syntax, lexicon, orthography, and punctuation, in the single and multi-draft approaches to writing have on student responses.

1.2 Statement of the research question

1.2.1 The research question which became the focus of this study is: What is the relationship between aspects of text (content, organization, lexicon, syntax, punctuation, and orthography) teacher comments, and student responses (rearrangement, substitution, addition, deletion, rewrite, ignore) in the revision stages of two approaches to teaching writing; single-draft versus multi-draft.

1.2.2 Statement of expectations

This study primarily examines the interaction between teacher comments and student responses. It is based on the assumption that the multi-draft

approach which encourages students to write several drafts in accordance with teacher comments will result in a higher number of rearrangement and addition responses in students' writings. On the other hand, the single-draft approach which can be characterized by writing drafts only once will cause more substitution and deletion changes compared with the multi-draft approach. This expectation is based on a study done by Chapin & Terdal (1990) (See full discussion in section 3.1) as well as the researcher's observations when teaching writing.

1.3.1 Experimental hypothesis

In this study, the first hypothesis is that students in a multi-draft approach class will respond to teacher comments on aspects of text (content, organization, lexicon, syntax, orthography, and punctuation) with a greater number of rearrangement and addition changes while students in a single-draft approach class will respond with a greater number of substitution and deletion changes regardless of aspect of text commented on. The second hypothesis is that there will be different patterns of aspects of text commented on in terms of ranking in each draft approach. The third hypothesis is that the pattern of student responses to content, lexicon, and syntax comments will differ in the single and multi-draft approaches.

1.3.2 Null hypothesis

There will be no significant difference between

student responses to comments on aspects of text in each draft approach. As for the second hypothesis, there will be no difference between patterns of aspects of text commented on in terms of ranking in the single and multi-draft approach. The third null hypothesis is that the pattern of student responses to content, lexicon, and syntax comments will not differ in each approach.

1.3.3 Identifications of variables

The variables which define this study are as follows:

Dependent variable: Type of student responses in the revision stages.

Independent variable: Type of approach, the multi-draft approach and single-draft approach.

Moderator variable: Teacher comments on different aspects of text.

1.4 Definitions of variables

1.4.1 The Single-Draft Approach to Writing

Instruction

For this particular study, the single-draft approach (hereafter abbreviated as SDA) refers to a product-oriented approach to writing instruction which can be characterized by single drafts with heavy emphasis on mechanical correctness and accuracy of syntax.

SDA generally limits the writers to a single draft (Bizzel, 1986; Carnicelli, 1980;) with heavy emphasis on correctness and accuracy at the

sentence-level in their written products. It also focuses on intensively on organizational and stylistic features. The SDA is a product-oriented traditional paradigm which emphasizes expository writing establishing high importance on product, style and form in a linear process with a strict plan-write-revise sequence (Hairstone, 1982; Murray, 1980). Gere (1986) points out that in this approach good writing occurs when attention is paid to the sentence structure, grammar, mechanics, and organizational forms whether it is applied to a good or bad idea in a linear process.

1.4.2 The Multi-draft Approach to Writing

Instruction

In this study, the multi-draft approach to teaching writing (hereafter abbreviated as MDA) is defined as a composing process which encourages students to write several drafts with emphasis not only on content and organization but syntax and mechanical accuracy as well. The MDA concerns itself with the process approach in terms of writing several drafts and getting feedback between revision stages. in a process-oriented approach the emphasis is on the final product with a particular concern for the need to develop the sense of audience and purpose and the need to communicate meaning (Pica, 1983).

According to Kehl (1990) the process approach to writing is a multiple draft process which

consists of; generating ideas (prewriting); writing a draft with an emphasis on content (to discover meaning/author's ideas); revising ideas in second and third drafts and the communication of the ideas. She also points out that reader feedback on the various drafts is what pushes the writer through the writing process on to the eventual product.

Perl (1979) defines the process approach to writing as follows:

Composing does not occur in a straight forward, linear fashion. The process is one of accumulating discrete words or phrases down on the paper and then working out from these bits to reflect on structure, and then further develop what one means to say. It can not be thought as a kind of "retrospective structuring;" movement forward occurs only when one has some sense of where one wants to go. Both aspects, the clarifying affect... Rereading or backward movement become a way of assessing whether or not the words on the page adequately capture the original sense intended. (p. 18)

Perl (1983) contends that the act of writing simultaneously requires discovery. Writers become fully aware of what they want to convey as a message only after having written it. In this way "the explicit written form serves as a window on the implicit sense with which one began. (p. 18)

1.4.3 Intermediate level

Students at BUSEL are given a placement test designed by the BUSEL Testing Office at the beginning of the year and those students who score between fifty and seventy out of a hundred points on test are accepted as intermediate level students.

1.4.4 Aspects of text addressed by teacher comments

In this study, teacher comments on aspects of text are categorized in the same way as in Chapin and Terdal's (1990) study. The definition of aspects of text are as follows:

Content: comments that suggest confusing content or suggest adding, omitting, expanding, or changing the content.

Organization: comments that note confusing or inappropriate presentation of the material or suggest a change in the order of phrases, sentences, or paragraphs.

Lexicon: comments that note misuse (in the sense of meaning or word form) or omission of or suggest a change in any noun, pronoun, verb, adjective, or adverb, preposition and conjunctions.

Syntax: comments that note misuse or omission of or suggest a change in any function of word such as article, demonstrative or possessive adjective, modal, qualifier, preposition, conjunction, subordinator, sentence connector, question word, word order, subordinate clause, plural or singular form, or otherwise uncategorized syntactic classes.

Orthography: Comments that suggest a change in spelling or capitalization.

Punctuation: comments that suggest a change in punctuation, including paragraph division.

1.4.5 Student responses

Student responses on their drafts are categorized as addition, rearrangement, deletion, substitution changes as Chapin & Terdal (1990) did in their study. However, interestingly enough, ignore and rewrite changes happened to be found peculiar in each draft approach in this study (see full discussion in section 4.1.1).

In this study, student responses which refer to changes on students' written texts are defined as follows:

Rearrangement: Ultimate changes made on content and organization either of a sentence or on a higher level in response to teacher comments.

Addition: Changes made by expanding the text by adding details without changing the focus or organization.

Substitution: Any kind of change made within the elements of a sentence by copying teacher comments word for word in place of the portion on students' original drafts.

Deletion: Any kind of change made within the elements of a sentence or at a higher level by taking out the portion of a sentence or sentences that appear on students' original drafts.

Ignore: Ignore actually refers to no change at all in response to the teacher comment. In other words, the student takes no notice of or refuses to pay attention to the teacher comment.

Rewrite: In this type of change, the student eliminates the previously written text either at the discourse or paragraph level and produces a new one.

1.5 Overview of methodology

For this study, two intermediate level classes from the preparatory school at Bilkent University (BUSEL) participated in this study. The teacher of one class used a single draft approach to writing instruction while the other used a multi-draft approach to writing. Three separate conferences were held with the MDA teacher, one in the initial phase of the study, one in the middle, and the other at the end of the study. On the other hand, since the SDA class revised only once, two separate conferences, one at the beginning and the other in the middle of the were held. These conferences were held to make sure that the researcher and the teachers of both classes were in agreement with the steps to be followed and to maintain the necessary methodological focus throughout the study.

Before the study began, the researcher explained the steps to be followed the participating teachers. Throughout the study, both the researcher and the teachers of both classes were in close contact since the study required several steps to be followed, such as having the compositions with teacher comments photocopied once for the SDA class and twice for the MDA class and also having the compositions photocopied with changes made by the

students in response to teacher comments on a clean copy. Both classes wrote a thirty minute essay on the topic "Exams are Unfair and Do Not Serve a Useful Purpose". The criteria for choosing this topic was based on the assumption that it was relevant to students' interest and it would also motivate students to write. On the other hand, the reason for giving the same topic in each class was to examine and point out the differences between aspects of text the teachers of the SDA and MDA class commented on.

In this study, the single-draft class revised once in accordance with teacher comments on the drafts. After the SDA class wrote the compositions on the given topic, the teacher of this class brought these compositions home with her to be commented on. For the following step, the teacher handed the students' compositions to the researcher to be photocopied. After having them photocopied, the researcher gave the original compositions with teacher comments to the teacher of the SDA class. kept the photocopied ones and asked the teacher to have the students revise their compositions on a clean copy in accordance with the teacher's comments. As the final step for the SDA class, the teacher submitted the revised versions of the students' compositions to the researcher.

Similar to the procedure followed for the SDA class, the students in the MDA class were asked to

write compositions on the same topic. The teacher commented on those compositions at home and later gave them to the researcher to be photocopied. Next, the researcher handed those compositions back and the students in the MDA class revised in response to the teacher's comments on a clean copy. The same procedure was followed for the second drafts. Finally, the MDA class teacher submitted the revised versions of students' compositions to the researcher. The original revised versions of the compositions were submitted to the teachers of both the MDA and SDA classes to be distributed to the students in class since this is the usual routine they follow as a necessity in the implementation of the curriculum.

1.5.1 Analytical procedure

In this study, student responses to teacher comments in their drafts were classified by the type of change made and then tabulated by approach. Comparisons were made on the basis of percentages.

1.6 Organization of thesis

The first chapter introduces the background and goals of the study, statement of the research question, hypotheses, identification of variables, overview of methodology as well as the organization of thesis. The second chapter is a review of literature related to the study. The third chapter identifies the methodology used for collecting data. The fourth chapter consists of presentation and

analysis of data. The fifth chapter presents the conclusions drawn from the study, implications and suggestions for further study.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter describes the product-oriented and process-oriented approaches to writing instruction and discusses some of the empirical research related to the aspects of text which teachers comment on and student responses in these two approaches.

Traditionally, students' written products are evaluated according to the grammar, punctuation and spelling errors. This results from the fact that the traditional philosophy of teaching languages has persuaded teachers that students are not ready to create language; they are only ready to manipulate forms. Students' writing is carefully controlled so that students see only correct language and practice grammar structures that they have learned. For example, Escholz (1980) describes the product-oriented traditional paradigm as reading and discussion of a model essay. He also maintains that in the product-oriented approach it is better to anticipate problems than to deal with them as they occur. In addition, students are asked to complete brief exercises or drills that provide imitative practice and are designed to help them improve their writing style, usually on a single draft. More precisely, in this approach students are asked to follow three basic steps: students read the model

sentence or paragraph and analyze the structure of the model, pointing out distinctive stylistic features, and write a sentence or a paragraph in close imitation of the model. During this linear process, students are often encouraged to emulate the essays they have read and to apply what they have learned about good writing from their own writing experience.

However, in recent decades there has been a shift from the product-oriented to the process-oriented approach in teaching writing. This shift is partly due to dissatisfaction teachers have felt with the inadequacy of the product-centered view of writing. Several critics (Emig, 1976; Garrison, 1974; Sommers, 1980) feel that models intimidate students and that the study of models makes students feel awkward and uncomfortable about writing. They claim that models are too good, and students are, thus, overwhelmed by the distance between themselves and the professional writer. For example, Moffett (1970) says that students feel this situation threatening by implying a kind of competition in which they are bound to lose. Furthermore, a growing number of critics (Perl, 1981; Zamel, 1985) feel that the product-oriented approach to writing instruction, with its heavy emphasis on rules, patterns and style, has focused excessive attention on the finished product.

2.2 An overview of the single-draft approach to writing instruction

The single-draft approach to writing instruction, with its heavy emphasis on mechanics and accuracy of syntax on a single draft views writing as a product-centered, linear process rather than as a composing process. In regard to this, Corbett (1965) explains the notion of teaching writing with a single-draft approach as emphasis on correct usage, correct grammar and correct spelling with a limited number of drafts. In this approach, the focus is on the topic sentence, the various methods of developing a paragraph and the whole trinity of unity, coherence and emphasis. According to Hillocks (1986a) in the product-oriented approach the teacher often asks students to identify parts of speech, parts of sentences, types of sentences, and types of clauses. The underlying assumption beneath this conception of writing is that if one knows the appropriate forms, one can use them effectively and knowing them is largely the ability to use them in their writing. As with Hillocks, Koch and Brazil (1978) view the product-oriented approach as aiming to present lectures on formal rhetoric, illustrating with examples of paragraph and essay development, and to assign the students professionally written essays for reading and classroom essays. On the other hand, Escholz (1980) states that in a typical SDA writing class students are first asked to study

an example of rhetorical mode, and then answer questions about organization, paragraph development and sentence structure of the model essay. Finally, each student is asked to write his or her own essay, focusing merely on the linguistic and stylistic features on their single drafts.

In the product-centered traditional paradigm, the commonly valued aspect of a written text is grammar. Fulkerson (1979) points out that good writing in this approach refers to correctness at the sentence-level. In the classroom, the purpose of studying certain aspects of text, particularly grammar, is to provide the teacher with key values such as syntactic problems that cause problems on the part of the writer. On the other hand, Olson (1990) states that this approach can be well characterized in terms of helping students express themselves elegantly with elaborate words and complex structures in five paragraphs; 1. Introduction, 2. Three body paragraphs with topic sentences, 3. Conclusion.

Carnicelli (1980) says that in the SDA the act of writing usually covers only one stage. The students write a composition on a given topic and then hand it in to the teacher to be graded. Teachers act as grade givers focusing their comments on those aspects of text related to syntax, spelling, and punctuation as well as style.

Thus, in the product-oriented approach writing

is regarded as drilling students in the basic rules of correctness. The act of writing is regarded as a technical skill rather than an intellectual process since it follows only a plan and write sequence without attending to the content of the written text.

2.3 An overview of the multi-draft approach to writing instruction

The MDA to teaching writing emphasizes the importance of the cyclical and recursive nature of writing. This approach to teaching writing also emphasizes the stages of composing by offering students procedures that will help them in choosing the topics, gathering information, organizing their thoughts, composing and revising. In other words, this approach largely concerns itself with process writing in terms of going through several stages, writing several drafts. The most striking aspect in this approach is the opportunity given to students to work on different aspects of a text. Moreover, during the process of writing students write several drafts, turn in the revised versions, get feedback and finally reach the final product by being guided toward accuracy of expression. Raimes (1985) states that a process-oriented approach to teaching stresses generating ideas, writing drafts, producing feedback and revising in an attempt to produce meaningful written products.

The MDA, which is a process-oriented approach,

can be characterized by encouraging students to write multiple drafts of assignments attaching importance to content primarily in the initial drafts and dealing with correction of errors in the final drafts. It stresses the interactional features by pointing out the importance of mutual communication through teacher comments and student responses on various drafts. Further, Legum and Krashen (1972) point out writing as a process covers conceptualizing, planning, writing and editing. As with Legum and Krashen, Draper (1979) postulated a five-stage model which includes pre-writing, transcribing, reformulating, writing, and editing. Process is inherent in the act of every learning and requires going through several stages recursively. Hillocks (1986b) suggests that the process orientation exists inherently in both the "natural process" and "environmental" modes both of which are considered to be more successful than the more common "presentational" (product-oriented) mode.

In the MDA, teacher responses constitute one of the fundamental elements. It is the input from a reader to a writer which provides information for revision. In other words, they are the comments, questions, and suggestions a reader gives to a writer to produce effective writing and meaningful text. Decker and Kathy (1985) say:

The learner is an active participant in the learning process, collaborating with his teacher/coach to make meaning. He is afforded an opportunity to think, to read, and to write in a critical, discriminating, and meaningful context. (p. 3)

In other words, in the composing process, in order to produce meaningful context, the writer and the teacher cooperate with each other. This cooperation provides the writer with an invaluable opportunity in terms of thinking from a broader perspective, thus producing more communicative and effective written texts. Cooper (1977) explains the importance of interaction between teacher comments and student responses as follows:

What we know as a composing process encourages us to use response-to-writing activities. We would be naive to think we could improve a verbal--cognitive-experiential process like composing with pencil-and-paper, fill-in-the-blank exercises or with the pre-teaching of rhetorical and usage rules. (p. 21)

In other words, in writing there is no use of being told what to do or avoid in advance on the written product. On the contrary, during the process, to get immediate, supportive and helpful response to what is written and then to write again is a meaningful act.

As Sommers (1980) points out evaluative comments on students' texts should serve as aids in revising rather than as justifications of particular grades. Between the revision stages, the purpose of teacher comments is to help students put their ideas on the page in written form when they are

prematurely concerned with accuracy of their written product. Namely, the teacher is involved in the writing process as a participant or a helper, not as a grade giver. As with Sommers, Murray (1980) points out that in the process-oriented approach, the teacher and the student face the task of meaning-making together. This requires of the writing teacher a special kind of courage in order to encourage students to start an exploration together. Besides this, the writing teachers have to restrain themselves from providing content, taking care not to inhibit the students from finding their own subjects, their own forms, and their own language.

2.3.1 The stages of the writing process

In the MDA, writing is often described as an ongoing mental activity with several stages. Between these stages the student and teacher interact with a comment-response sequence on several drafts. Hence, these stages are not necessarily linear and discrete. Contrarily, they are recursive and require significant things to happen within them. These stages are crucially important and require certain attitudes and skills both on the writer's and teacher's part. The MDA, which is a process-oriented approach, is evident in terms of encouraging writers to undergo several stages which serve a particular purpose. It is often referred to as the "writing process". For example, students

write drafts before submitting their written work to the teacher. Thus, the teacher has the option of offering suggestions which require another draft. Normally, what these students finally submit is better for their having gone through the first stage. The writing teachers' whole endeavour is to help students produce gradually improving written products. As a result of this, all the stages in the process-oriented approach have their particular importance.

2.3.1.1 Pre-writing

Pre-writing refers to the beginning of the process. It can also be described as getting into the mood and sorting out the material in mind. As Murray (1980) says it is the stage of the writing process in which "the writer in the mind" tries to make himself or herself ready before knowing for sure what he or she will write about. Pre-writing includes any experience, activity or exercise that motivates students to generate ideas for writing or helps a writer focus on a particular topic. This stage is, in particular, helpful in terms of encouraging students to discover what they have to say.

According to Britton (1975) pre-writing is the stage in which a writer's past experiences and frames of references serve to colour facts which have been gathered. Writers then analyze, synthesize, interpret facts in relation to their

point of view. Furthermore, pre-writing is all the thoughts, sights, sounds, tastes, feelings, opinions and attitudes a person has ever experienced. It is a period of calling memories out of storage and finding ways of expressing them clearly and comfortably. In this stage, talking and writing occur together. In other words, this stage prepares writers for the following stages which require them to write several drafts.

Elbow (1973) suggests that students write better in a more authentic voice if they do not try to create and edit simultaneously. He also emphasizes the importance of writing freely first and then generating fairly long stretches of prose. Perl (1979) also stresses the danger of premature editing. Perl argues that premature editing, which he finds harmful, covers tinkering with sentences, trying to get them to conform to rules the writer has heard about or imagined. He also maintains that inexperienced writers never generate enough discourse to have anything to arrange.

2.3.1.2 Writing

This stage in the writing process includes producing a draft. At this point, writers have collected and sorted the raw material; they have selected a topic, explored the topic through prewriting, and are ready to write. Writing in this way is not the mere transcribing or paraphrasing of someone else's work. It definitely refers to the

expression of the writer's ideas. The primary goal of this stage on the part of writers is to develop fluency and confidence. It is possible only after this stage to be able to consider adequately the role of their audience and the purpose in their writing.

Murray (1980) says that drafting is the most accurate term for the central stage of the writing process, since it covers the tentative nature of the writer's written experiments in meaning. He also points out that this stage is in particular, the backbone of process-oriented writing since the writing process implies finding one's own meaning. Murray also notes that during writing four primary forces interact. During this stage the writers are collecting and connecting, and writing and rereading. As writers collect a piece of information, they try to associate it with other pieces of information; finally, the material writers collect turns out to be so immense that it requires connecting into larger units. Dvorak (1986) says that self-editing in this stage requires all students to write a first draft which should be revised into a better, but not, perfect, composition before the teacher sees it.

2.3.1.3 Revising

As Murray (1980) points out revising is the final stage in the writing process. At this stage the writer investigates the topic, the material,

from an objective point of view as a reader and then moves on to interacting with it. It is at this stage that the writer develops, cuts and reorders his piece of writing. Murray also argues that during this part of the process the writer must try not to force the writing to what the writer expected the text would say, but instead try to help the writing to say what it aims to say. As with Murray, Hairstone (1982) views revision as a part of an ongoing process, not a one-time event after completion of a draft. Revision is the stage in which the students have the opportunity to see their product again and revise their writing for content as well as mechanics.

The revising stage can be of real value when reinforced with certain strategies such as conferencing, peer reading, peer critiquing or peer evaluation. Each name refers to a particular type of feedback.

Conferences, which essentially refer to oral feedback, require the interaction of student-writer and teacher-reader. The teacher-reader is a "live" audience and thus is able to ask for clarification, check the comprehensibility of oral comment made by the reader to sort out the problems, and help the student in decision making. Thus, the teacher's role can be perceived as a participant in the process-oriented writing approach. Proett and Gill (1986) make a distinction between grading and giving

comments by noting that a grade tells nothing about the specific strength or weakness of the written work.

2.4 An overview of teacher comments on aspects of a text in the single-draft and multi-draft approaches to teaching writing instruction

Traditionally, teachers have responded only to the final product of a student's writing. Moreover, teachers have focused their comments on mechanics. It can be argued that comments merely on mechanics and surface structure may overshadow any comment on students' ideas. When their papers are graded, comments serve primarily to justify the grade rather than to help students learn; further, written comments tend to be phrased so generally that they carry little meaning. Brown (1986) suggests that there is no clear relation between knowledge of grammar and ability to write. According to Brown:

with grammar, mechanics, usage tests as the hard foundation for grades in English, it is inevitable that the English teacher would examine grammar, mechanics, and usage most closely in student writing, when such writing is required. This ties the textbook unit tests and short quizzes to the open ended tests which student essays tend to become. Writing exercises become "field tests" to see how well students apply in a broader context the facts they have learned one at a time through drill and practice. (p. 121)

Brown points out that the teacher's job is then to convey language knowledge through systematic, linear instruction of elements, relying primarily upon drill, practice, memorization, and tests that both

require and reinforce drill, practice and memorization.

One of the striking features that makes the distinction between the aspects of the text on which the teacher comments in the process-oriented and product-oriented approaches to teaching writing is that in the traditional paradigm teachers usually view the drafts as a final product and offer comments primarily related to style and linguistic features. However, the process-oriented approach attaches importance to the recursive nature of the writing process in which students write multiple drafts receiving constructive feedback on various aspects of text such as content, organization, and communicative features. Onore (1984) emphasizes that on early drafts teachers should comment on content in order to prolong students' involvement in writing and avoid premature closure of the writing process. Sommers (1982) points out that comments on early drafts that focus on form rather than on meaning give the students the impression that the draft is "a fixed piece, frozen in time, that just needs editing" (p. 151).

Graves (1983) and Hillocks (1986b) point out that when every piece of writing is commented on by the teacher, students have little opportunity to practice evaluating their own progress. Namely, when a teacher gives comments on both the sentence and discourse level simultaneously, those comments

cause dilemma on the part of the writer, then students become distracted about the purpose of the writing. As a result of this, they can hardly evaluate their own progress.

The knowledge of grammar and ability to write refer to different aspects of writing. In order to obtain communicative and meaningful texts, signs of faulty grammar can be disregarded in the initial stages of writing. Otherwise students assume that learning to write depends on the application and mastery of rules and prescription, a notion which is far from the inherent nature of writing process. Sommers (1982) notes that students are often instructed to make surface and editorial changes and to develop the meaning simultaneously but are given hardly any cues as to which problems are most important. Thus, "students misunderstanding of the revision process as a rewording activity is reinforced by teacher's comments" (p.151).

Because writing teachers invest so much time responding to student writing, researchers (Chapin and Terdal 1990; Zamel 1985; Ziv, 1984) investigated how composition teachers respond to their students' texts. These investigations have revealed that teachers respond to most writing as if it were a final draft, thus reinforcing an extremely constricted notion of composing.

Sommer's (1982) study of teacher comments that were intended to motivate revision indicates that

comments take students' attention away from their own purposes in writing a particular text and focus attention on the teachers' purpose in commenting. According to Murray (1984) "we want our students to perform to the standards of other students, to study what we plan for them to study and to learn from it what we or our teachers learned" (p. 7). As a result, students revise according to the changes that teachers impose on the text. Students are given the impression that what they wanted to say is not as important as what their teachers wanted to say. Brannon and Knoublouch (1982) point out that teacher comments have an impact on pre-empting control of important decision making processes, allowing their own "ideal texts to dictate choices that properly belong to the writers" (p. 164). Moreover, these ideal texts may interfere with the teachers' ability to read and interpret texts, with the result that texts may be misread and comments may be inaccurate, misleading, or inappropriate (Greenbaum and Taylor, 1981; Sommers, 1982).

One recent study done by Cummings (1983) provides insight into how ESL teachers respond to student writing. An examination of these teachers' responses to the same student paper suggests that error identification is in fact the most widely used technique, that teachers' responses to the same text differ, and that the error-identification techniques vary considerably. In addition, Applebee (1981)

points out that teachers still respond most frequently to mechanical errors. In his study he found that 80% of foreign language teachers ranked mechanical errors as the most important criterion for responding to the student writing.

Semke (1984) studied the effects of four different methods of responding to students' writing. She compared the results of commenting on the students' written texts by writing responses to the content, correcting all the grammatical errors, making positive comments and marking the errors and requiring that students correct all the marked errors. Her study indicated that overt correction of student writing tended to have negative side effects on both the quality of subsequent compositions and student attitudes toward writing in the foreign language. The findings of these studies support Corder (1981) and Brumfit (1980), who have hypothesized that learners will retain feedback only if they are forced to revise as a problem solving activity. Brumfit identifies six different methods of providing feedback, ranging from locating an error by using an error code to simply asking students to revise without any feedback at all. The findings of his study revealed the feedback treatment which required locating an error by using error code had a significant effect on improving the students' overall writing quality.

Robb, Ross and Shortreed (1986) did a study in

order to verify the findings of Hendrickson (1978), Lalande (1982), and Semke (1984) in an EFL context. Their study contrasted four types of feedback: 1. commenting on lexical, syntactic, and stylistic errors; 2. marking in an abbreviated code system in which the type of the error is indicated; 3. pointing out the place of an error but not explaining the nature of the problem and indicating specifically why the instructor chose to mark any given part of the composition and, 4. giving marginal feedback which required the students to search for the places in need of revision and correct once an error was located. The results of this study showed that highly detailed feedback on sentence-level mechanics is not worth the instructors time and effort. Alternatively, teachers can respond to student writing with comments that force the writer back to the initial stages of composing, or what Sommers (1982) refers to as "chaos", "back to the point where they are shaping and restructuring their meaning" (p. 154).

Further, Gok (1991) did a study with 14 EFL Turkish teachers and 14 students. His study focused on the Turkish EFL teachers' error correction strategies and the students' revision strategies. The result of this study revealed that EFL teachers tend to focus more on the form than on content of the student compositions and that students do the same in the revision process.

2.5 Student responses to teacher comments in the revision process

Revision has been a subject of concern in a variety of studies (Moss, 1988; Perl, 1981). Revision can be described as moving back and forth for a variety of purposes, such as rethinking the content of the text, rereading, and deciding upon revisions. At this stage, the written product undergoes several changes in response to teacher comments. These changes might be at various levels, such as filling out the first structure of the first draft by providing more detail and supplying more information commented on by the teacher, avoiding a problematic structure by deleting it either within the sentence or the text level, and rearranging the parts to provide a more abstract and solid foundation at the discourse level.

Chapin and Terdal (1990) investigated the responses of ESL students to teachers' written comments on essay drafts. The subjects who participated in this study were 15 students in intensive college ESL courses. Five lower-intermediate level writing teachers were involved in this study. The students wrote essay drafts, which were turned in to teachers for graded comments. In all but one class only two drafts were required: there were no conferences or peer evaluations; the teachers wrote comments on the first draft and assigned a grade to the final draft. One teacher,

in this study, required three drafts. She had the students revise their compositions three times commenting primarily on content and organization on the first draft and on the second draft her comments were primarily related to form. Teacher comments were categorized as implicit comments, direct corrections, or pointing out an error by underlining. On the other hand, the focus of comments (content, organization, lexicon, syntax, orthography, and punctuation) and student changes (addition, deletion, substitution, rearrangement) were tabulated. The results of this study revealed that students read and use teachers' comments to edit and expand compositions. On the other hand, teacher comments did not do a good job of intervening in the writing process and comments often appropriated meaning and the students tolerated the appropriation.

On the other hand, Ziv (1984) studied the effects of her written comments on the conceptual, structural, lexical and sentential levels of compositions written in her college freshman writing course. The native speakers in Ziv's study frequently revised without understanding why her direct corrections had been made or avoided dealing with the comments by deleting the portions of the text. They responded favourably to the explicit comments on specific suggestions for revising their texts and clarifying their ideas. Implicit comments

were not as helpful because students either did not recognize the problems or lacked the strategies for making the needed revisions.

Moss's (1988) study indicates that writers, no matter how old they are, review, but skilled writers review to make changes on the meaning level as opposed to unskilled writers who review for accuracy at the sentence level. Like Moss, Sommer's (1980) study, which compared college freshman and adult writers, showed that adult writers made more changes at the text level while the student writer revisions were basically related with rewording. On the other hand, Bridewell (1980) did a study with a hundred randomly selected seniors in high school. The results showed that if the students are offered opportunity, they make revisions on the average of about 61% percent, and almost all of the changes were done on the first drafts at the sentence-level, none at the text level.

Other studies (Failgly & Witte, 1981; Flower & Hayes, 1981; Perl, 1979) reveal that unskilled writers revise large segments of their work less often than skilled writers do, and when they revise, it is usually for the purpose of making necessary changes on the surface-level rather than for assessing the fit between their plans and their product. On the other hand, the purpose of the revision of the unskilled writers is to edit the changes which focus on the form rather than the

content. In addition, the results in these studies indicate that experienced writers spend little time considering the reader; they find it difficult to move from their "writer-based prose" to prose that conveys a message to the reader.

Stallard's (1974) study investigated the revising strategies of ESL students. In his study, he found that in the revision processes, while a group of skilled writers and a randomly selected group of novice writers did substitution changes within the elements of a sentence, the skilled writers tended to make rearrangement and addition changes within a sentence or at a higher level. Stallard's study has shown that skilled writers tended to change the whole sentence or paragraph in order to create new ideas and provide a more abstract foundation at the discourse level in contrast to unskilled writers who focused on single words which affected only the accuracy of syntax.

2.6 Summary

Most of the studies which focus on teacher comments and student responses reveal that the main focus of interest on students' text is the mechanics and accuracy of syntax and lexicon rather than the communicative aspect of the text. Owing to teacher comments, students spend most of their time concentrating on the surface structure of their written work in the revision stages. Furthermore, the priorities established in teacher responses on

drafts in the revision processes encourage the students to address certain aspects of the written work. Purves (1984) suggests that teachers need to play a whole range of roles as readers of student writing and adopt those that are appropriate for the various stages of a developing text.

Students in the composing process can be helped to understand through teacher comments that meaning-level issues and accuracy and correctness of surface structure should be attended to simultaneously in the process of developing texts.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The basic goal of this study was to determine whether the aspects of text which teachers comment on (content, organization, syntax, lexicon, punctuation, and orthography) have an impact on changes made by the students in single and multi-draft approaches to teaching writing. It was hypothesized that in the MDA to writing instruction, the students would make more rearrangement and addition changes whereas, in the SDA to teaching writing changes such as substitution and deletion would be higher compared with MDA (see section 1.4.1 and 1.4.2). As for the second hypothesis, it was assumed that there would be different patterns of aspect of text commented on in terms of ranking in each draft approach. Furthermore, it was also hypothesized that patterns of student responses to aspects of text would differ in the single and multi-draft approaches.

Traditionally, writing teachers have responded to the final product of a student's writing. However, a number of studies (Burkland and Grimm, 1984; Lynch and Klemans, 1978; Ziv, 1984) suggest that comments on final drafts are ineffective in terms of students' writing performance. In fact, although teachers may state that they attach more

importance to content and organization when marking students' written compositions, their written comments are related primarily to form: spelling, agreement, and verb endings (Searle & Dillon, 1982; Siegal, 1982). Hence, it is not astonishing that the changes made by the students mirror their teachers' comments. Most of the changes are made as a result of the type of teacher comments. These written comments lead students to edit or expand their essays by adding details or explanation, and also revise, focusing on grammatical problems, by directly correcting those portions commented on by the teacher.

In the SDA, which is product-oriented rather than process-oriented, only a limited portion of the writing process is emphasized: the student is given a topic and writes a single draft; the teacher comments on the draft by correcting student errors which are usually related to form and finally grades the draft, then assigns another topic. This plan-write-revise sequence is followed in a typical traditional classroom.

On the other hand, the MDA emphasizes the importance of focusing students' attention toward the importance of improving the written product through effort and revising on multiple drafts, and helping students improve their writing and become good writers. Previous studies (Chapin & Terdal, 1990; Flower & Hayes, 1981; Semke, 1984) suggest

that if grammar or the surface structure of the written product are seen as the most crucial aspect of a text, it is a bare chance to improve students' writing skills. On the other hand, if students are encouraged to focus on content primarily rather than linguistic features, students' improvement in writing will be evident.

This study did not replicate any previous study since it focused on EFL classes rather than ESL or L1. However, it drew primarily on some elements of methodological procedure from the study done by Chapin and Terdal (1990) and also suggestions from several studies reviewed in Chapter 2. However, this study differs in several aspects from the study done by Chapin and Terdal (1990), (see full discussion section 4.1.1).

Chapin and Terdal investigated the responses of fifteen lower-intermediate ESL writing students to their teachers' written comments on their essay drafts. Five ESL teachers of lower-intermediate writing participated in this study. Four teachers, considered their writing classes to be process oriented. On the other hand, only one teacher stated that his philosophy of teaching reflected adherence to a product approach.

In Chapin and Terdal's study, in five classes there was a total of only 15 students whose ages ranged from 21 to 30. In all but one class only two drafts were written; there were no conferences or

peer evaluations; the teachers wrote comments on the first draft and assigned a grade to the final draft. One teacher required three drafts. On the first draft she wrote comments related only to content or organization, and on the second draft her comments related primarily to form.

The results of their study indicated that 64% of teacher comments focused on form (syntax, orthography, and punctuation) and 20% addressed lexical items. Only 15% of the comments focused on content and less than 1% on organization. Besides this, the most common form of change in student responses were addition and deletion. Nearly 47% of all changes were substitutions. Another 34% of the changes were additions, while 14% resulted in deletions. Only 6% involved rearrangements either of elements within a sentence or on a higher level.

3.2 Research design

This study was done at Bilkent University School of English Languages (BUSEL). Two EFL intermediate level classes were selected as the single-draft and multi-draft classes. Each class was selected on recommendation of instructors in BUSEL. The teachers who conducted the study accepted involvement in this research willingly. By choosing willing teachers who were in favour of different approaches, the single-draft teacher as being product-oriented and the multi-draft teacher as process-oriented, the researcher was to conduct

the study with the cooperation of the teachers.

The level of the students in BUSEL is determined through a placement test given at the beginning of the year and the students whose scores ranged between fifty and seventy are considered as intermediate level students. The reason for selecting intermediate level students is based on the researcher's examination of students writing samples which were written previously. The students at this level of proficiency can express their own ideas and feelings, and communicate effectively through sufficient vocabulary and grammatical knowledge in their writing.

3.3 Subjects

Two EFL teachers participated in this study. The teacher who was particularly well-known as being in favour of a process-oriented approach, namely, having students revise their drafts several times, was designated the multi-draft teacher. The other teacher expressed her preferences for the single-draft class as it was her own style to have students revise their drafts only once.

In this study, twenty-one intermediate level students, nine being in the MDA and twelve in the SDA class, participated in this study. Four of the students were female, and five were male in the MDA class. On the other hand, the SDA class consisted of nine male and two female students. The age of the subjects ranged between seventeen and twenty.

All of them were native speakers of Turkish and it was their first year in the BUSEL program. This study was done during regular class hours.

3.4 Materials

In this study, both the SDA and MDA classes wrote on the topic "Exams are Unfair and Do Not Serve a Useful Purpose". The criteria for choosing this topic was that it would motivate students to write, since it was presumed to be relevant to their interests and their experience. On the other hand, the reason for assigning the same topic for both classes was to eliminate the possibility of topic influence on comments in the two approaches.

3.5 Data collection

In the beginning of the study, a conference was held between the researcher and the SDA and MDA class teachers. During the conference, the steps that should be followed were discussed. Both the SDA and MDA teachers would assign a common topic. After the compositions were written, both teachers would offer comments on the drafts and submit the drafts with comments to the researcher. The researcher would photocopy and would hand them back to the teachers to be distributed in class and revised by the students. The researcher emphasized the importance of having students write their drafts and the collection of the papers in class for fear that students might take them home and not bring them back. Two conferences were held with the SDA

teacher during the study since the subjects in her class were required to revise their drafts in response to teacher comments. On the other hand, three conferences were held with the MDA teacher, one during the study, and the other at the end of the study.

3.5.1 Week One

During the first writing of the compositions, the MDA teacher had the students pool their ideas asking them to think about the statement she wrote on the board. The statement was "It is much better to go to a foreign country by yourself than a package tour". Then she asked their opinions, whether they agreed with it or not. The subjects discussed the points for and against for ten minutes. Later, the students wrote down their points of view related to the topic. For the following activity, the students were told to study a model essay by completing the blanks with appropriate connectors, such as "At first sight", "In contrast to each other", "In addition", "On the other hand", and so forth. Once the students read and completed the model essay with appropriate connectors, the teacher asked questions which would help them reconstruct the kind of plan the model essay had. This exercise was done for the purpose of enabling the students to see the basis for constructing an argumentative essay. Afterwards, the teacher asked the students to analyze the

technique employed in the model argumentative essay and decide on the most important points in the paragraph and how to link them. For the following activity, the teacher asked students to write on the topic "Exams are Unfair and Do Not Serve a Useful Purpose" which required the students to construct the paragraphs around a different contrast, using linking words they had studied as an exercise on the handouts distributed by the teacher. At the end of the lesson, the teacher collected the compositions. The MDA teacher took the drafts home with her to be commented on at home. The following day, the researcher took those compositions, had them photocopied and held a conference with the MDA teacher to discuss the steps that would take place in the following week.

On the other hand, in the first week of the study, the SDA class teacher started the writing class with a warm up activity by asking questions such as "what do you think about exams?", "How are your scores, low or high?", "Do they really assess one's knowledge". The students discussed their views. Meanwhile, the teacher wrote the common views in note form. After this ten-minute activity, the teacher asked the students to write a composition on the same topic as the MDA students which was "Exams are Unfair and Do Not Serve a Useful Purpose". At the end of the writing class, the papers were collected by the instructor since

the teacher feared that students might not bring the papers back or would lose them.

Following the same procedure as the MDA class teacher, the SDA instructor took the students' drafts home with her to comment on them. The following day, the researcher got those drafts, had them photocopied and went over the last step that would be followed by the SDA teacher in the following week.

3.5.2 Week Two

In the second week of the MDA writing class, in the last twenty minutes of the writing class, the instructor distributed the original experimental drafts with her comments and asked them to revise the initial drafts according to her comments that appeared on their papers. The students did the revision of their essays. At the end of the writing class, the MDA teacher collected the revised version of the compositions. On the same day, those drafts revised by the MDA class subjects were submitted to the researcher by the teacher. The researcher, after having them photocopied, handed back the second drafts of the students. The MDA instructor commented on the revised version of students' drafts at home for the second time and they were then photocopied. During the mid-conference with the MDA teacher, the students' drafts were handed back to the teacher and the teacher and the researcher talked about the last steps that would take place in

the third week.

In the second week of the SDA writing class, the instructor distributed the students' drafts at the beginning of the lesson and asked students to revise them in response to her comments that appeared on their drafts. The time allocated for the revision in this class was twenty minutes. For the rest of the class hour the teacher gave the topic of the week assigned by the writing committee in BUSEL. At the end of the class, she collected all the papers. After that, the SDA instructor submitted the revised drafts to the researcher. In the second week, the SDA class completed the steps which the focus of this study required.

3.5.3 Week Three

In the third and last week of the study, the students in the MDA class received their revised drafts with teacher comments for the second time. However, the time spent on revising was less than the time allowed during the first revision. The given time was fifteen minutes. The revising stage took place at the end of the writing class. In order to control the time devoted to revision in the two groups, the teachers of both SDA and MDA classes had the students revise their written products during the class hour. However, their usual routine was to get them to revise at home and turn them in during the writing classes to be commented on by the teachers. The teachers pointed out that out-of-

class revision process is followed because revision during class hour is very time consuming especially in such an intensive preparatory program.

3.5.4 Summary

During the three-week study, the students had their regular writing classes. However, this study did not require the subjects to spend the whole writing class hour on the procedure. In the SDA, the subjects spent thirty minutes on writing their essays and twenty minutes for revising, which totally makes fifty minutes. As with the SDA class, the MDA subjects wrote on the topic "Essays are Not Fair and Do Not Serve a Useful Purpose" but revised their drafts two times. In the first week they wrote their compositions in class, spending thirty minutes. For the first revision of the drafts students devoted twenty minutes of the writing class hour, and fifteen minutes for the second revision, a total of sixty-five minutes.

3.6 Analytical procedure

The steps that were followed to analyze the data are as follows;

1- In this study, student responses in response to teacher comments in their drafts were classified by the type of change made and then tabulated by approach. Comparisons were made on the basis of percentages.

2- Teacher comments on students' written drafts were analyzed and coded by type of problems

addressed by the comment. Again, comparisons were based on percentages.

3- The interaction of type of student responses and the aspects of text that the teachers commented on were then analyzed. Comparisons were made on the basis of the number of response types for each aspect of text addressed.

CHAPTER 4

ANALYSIS OF DATA

4.1 Introduction

In this study, it was hypothesized that there is a relationship between student responses and method of teaching writing (single-draft and multi-draft approach) on aspects of text. In order to collect data, two intermediate level classes were chosen for the study. While the students in the SDA revised their drafts once in response to teacher comments, the MDA class revised their texts two times. The first hypothesis was that the MDA students would make a higher number of addition and rearrangement changes whereas, students in the SDA class would make more substitution and deletion changes in their revision stages. The second hypothesis specified that there would be different patterns of student responses to aspects of text in terms of ranking by approach. Furthermore, it was also hypothesized that student responses to aspects of text would differ in each draft approach.

4.1.1 Categorizing Procedures

This study drew on some methodological procedures from Chapin and Terdal's (1990) study. However, due to an insufficient number of categories for student changes, the researcher added two more categories. In addition to Chapin and Terdal's deletion, addition, rearrangement, and substitution categories, ignore and rewrite categories were added

to account for common changes which appeared on students' texts. Furthermore, Chapin and Terdal do not explicitly define addition, deletion, substitution, and rearrangement; they only provide examples, from which working definitions can be extracted. In order to base the working definitions on a more solid foundation, and strengthen the legitimacy, the researcher supplemented the definitions by using Hall's (1990) and Zamel's (1985) definitions since responses in their study were categorized in the same way as in Chapin and Terdal. Besides this, in Chapin and Terdal's study, the level of substitution, deletion, addition, and rearrangement changes were not clear. In other words, the examples they presented in their study were at both the discourse and the sentence level. In order to insure consistency of categorization, the researcher included all types of changes made both within a sentence or at a higher level within a given category. For example, changes made by replacing either a word or a whole sentence in a later draft are both categorized as substitution change.

In this study, **addition** changes are expansions of the text either within a sentence or at a higher level by adding more details and information. For example:

4.1 * Original

"Her honest and unique stories are

provocative".

* Revision

"Her honest and unique stories are often provocative" (Hall, 1990, p. 48).

* Original

Boy put on KIMONO and eats some snacks".

Teacher end comment: Are Kimonos traditional? What do they look like? What kind of snacks do children eat? (You can write Japanese names for the food.)

In the next draft, the student expanded his sentence adding more details.

* Revision

"Boy puts on KIMONO and eats some snacks. KIMONO is a Japanese traditional costume and look like a bath robe. We eat a special snack in this day. Its name is Chimaki that make for rice cakes". (Chapin & Terdal, 1990, p. 16).

On the other hand, deletion changes are those changes which take out the portion of the text which appears in the original versions and does not exist in a later draft. An example is as follows:

4.2 * Original

"I have met some clever Americans that do not know more about Aristotle than I do".

* Revision

"I have met some Americans that do not know more about Aristotle than I do" (Hall, 1990, p. 48).

* Original

"All the apartments built with new styles were perfectly gorgeous and magnificent. But it ~~is~~ was unbelievable that when I visited New York city. It was in a terrible condition".

* Revision

"All the apartments built with new styles were perfectly gorgeous and magnificent. It was unbelievable when I visited New York City (Zamel, 1985, p. 81).

Rearrangement changes are those changes which reorder the focus or the organization of a sentence or a paragraph while retaining the original content or meaning. An example is as follows:

4.3 * Original

"I didn't learn anything, I took their classes".

* Revision

"I took their classes, but I didn't learn anything" (Hall, 1990, p.51).

* Original

"The foreman walked with a limp. He walked through the plant limping like a broken man over his prime".

* Revision

The foreman walked with a limp. He walked through the plant limping. He looked like a sore loser.
(Zamel, 1985, p. 82.)

Substitution changes are the elements which take the place of another portion within a sentence in the

later draft. For example:

4.4 * Original

"One can not know for sure if he is doing the right work".

* Revision

"One can not know absolutely if he is doing the right work" (Hall, 1990, p. 53).

* Original

"On the way she went back home, she opened ^{the} box. There ^{was a} ~~were~~ monster in ^{it} ~~there~~".

* Revision

"On the way, she opened the box. There was a monster in it" (Chapin & Terdal, 1990, p.16).

For this study, two more categories were added to Chapin and Terdal's categories since ignore changes, are the changes which were only found in MDA class, in which the students make no changes at all on the aspect of the text the teacher commented on. In other words, the writer ignores the teacher's comments and copies what was written originally on the first draft in the successive revision. One of the MDA students made an ignore change as in the example given below:

4.5 * Original

"I think, except tests, the writing exams are a little bit unfair".

* Revision

"I think, except tests, the ^{written} ~~writing~~ exams are a little bit unfair".

As for the rewrite changes, the original text is eliminated within either the paragraph or at the discourse level, and a new text is written.

Although the teacher makes comments on aspects of the paragraph or the text the student writes another paragraph which is completely different than the original one. The response made by one of the SDA students is as follows:

* 4.6 Original

"I really think exams are unfair. Why unfair? I am going to explain. You think a student; She or he knows everything and is very hard working and always study:
~~However,~~ Although in the day of ~~the~~ exam he has got a headache. He knows everything but he can not do anything because of the headache".

* Revision

"Most of the people believe something is right. For example exam. It is not always fair so it must be change or be get better".

4.2 Analysis of data

4.2.1 Analytical Procedures

The analysis of the data began by determining the aspects of text the SDA and MDA teachers commented on and the types of changes students made in response to the aspects of text commented on. Aspects of text which were coded were content, organization, lexicon, syntax, orthography, and

punctuation. The categorization were based on Chapin and Terdal's (1990) study, (see Chapter 1). The number in each category of student responses in each of the treatments (SDA and MDA) were then calculated as were the number in each category of the aspects of text.

The categories were generally clear, except for content. The researcher found it difficult to assess comments which might be on content which led to difficulty in categorizing changes students made in response to them. For example, one of the MDA students wrote "In addition, rest of the students the exam. They think exam system (are) wrong and it?? is very difficult, and unfair, because they have limited time and guided composition in the all exams". The MDA teacher commented on several aspects of the paragraph by underlining the sentences in the paragraph and putting question marks in the margins and circling the wrong use of the plural form of to be. In response to the teacher's comment, the student wrote "In addition, rest of the students disagree with the system of the exams. They think that exam system is wrong and it is very difficult, unfair, because they have limited time". As the teacher indicated the problems of the paragraph by putting question marks without explaining what the question marks referred to, the student made changes by deleting and adding elements which retained the original content and meaning. As

a result of this, the researcher found it difficult to determine the aspect of the text which the teacher was addressing and the type of change the student made. In other words, since the teacher's comment was not clear, it was difficult to determine whether the student's response involved addition, deletion or rearrangement changes. If the researcher categorized the comment as content, then the change would be best categorized as rearrangement at the paragraph level. It was also possible to categorize the aspect of text as syntax, in which case, the changes would be addition and deletion. Thus, in this study, comments which were made by underlining the sentence and including question marks in the margin were categorized as content and the changes were categorized as rearrangement changes. On the other hand, the changes which were made by deleting or adding at the word level in response to the comments which were directly corrected by the teacher or pointed out were categorized as syntax comments which were made at the word level in response to the teacher comments.

The third stage was the analysis of the types of changes students made in response to teacher comments on specific aspects of the texts. The total number of each type of change for each category of aspect was calculated in order to find the frequencies and the percentages.

4.2.2 Student responses by approach

In this study, the first hypothesis focused on the relationship of student responses to method of approach specifically. it stated that there would be more addition and rearrangement changes in the MDA and more substitution and deletion changes in the SDA.

The frequency distribution of changes made by MDA students in revision one (hereafter abbreviated as R1) and revision two (hereafter abbreviated as R2) and the totals for MDA and SDA students are shown in Table 4.1.

Of the types of changes students made in both the SDA and MDA class, substitutions dominated. 42.5% of changes in the SDA class and 33.3% in the MDA were substitution. In the SDA class, the next prevalent change was rewrite. 42.5%, whereas in the MDA class, 0% of the changes were of that type. While deletion changes totalled only 6.2% in the SDA class, they were 13.8% in the MDA class. As for the addition changes, the ratio was 5.5% in the SDA class to 6.9% in the MDA class. On the other hand, rearrangement changes constituted only 3.1% of changes in the SDA class whereas it was 22.2% in the MDA class. Interestingly enough, the ignore category in the SDA class is 0% whereas it is 23.6% in the MDA.

Table 4.1

Student Responses by Type and Method of Approach
Single-draft Approach and Multi-draft Approach
(Ranked by SDA)

Approach	SDA		MDA R1		MDA R2		MDA total	
Type of C.	#	%	#	%	#	%	#	%
Substitut.	54	42.5	3	11.1	21	46.6	24	33.3
Rewrit.	54	42.	0	0	0	0	0	0
Delet.	8	6.	4	14.8	6	13.3	10	13.8
Addit.	7	5.	3	11.1	2	4.4	5	6.9
Rearrang.	4	3.	7	25.9	9	20	16	22.2
Ignore	0	0	10	37.4	7	15.5	17	23.6
	127	99.8	27	100	45	99.8	72	99

*Round numbers are calculated.

Comparison of the SDA responses with the MDA responses partially supported the experimental hypothesis. There is not a substantial difference between the two groups in the addition category. However, the data indicate that the MDA made more rearrangement changes (22.2%) as compared to the SDA in which rearrangement is 3.1%. On the other hand, since the substitution category is higher in the SDA (42.5%) as compared to the MDA (33.3%) this aspect of hypothesis is confirmed. But the deletion category is higher in the MDA (13.8%) as compared to the SDA (6.2%); hence, this part of the hypothesis is rejected.

4.2.3 Comparison of patterns of text commented on in MDA and SDA

In this study, the second hypothesis specified that there would be different patterns of teacher comments on aspects of text (For definitions see Chapter 1, Section 1.4.4) in each approach. Table 4.2 presents the comparison of total frequencies and percentages of patterns aspects of text commented in

the MDA and SDA.

Table 4.2

Comparison of Aspects of Text Commented on in the
MDA and the SDA
(Ranked by SDA)

SDA	AT	#	%	MDA	Total/AT	#	%
Synt.		69		Synt.		31	43
Lex.		27	21.2	Lex.		17	23.6
Orth.		13	10.2	Orth.		4	5.5
Cont.		10	7.8	Con		20	27.7
Punc.		5	3.9	Punc.		0	0
Organiz.		3	2.3	Organiz.		0	0
Total		127	*99.7			72	*99.8

As Table 4.2 indicates, the most prevalent aspect commented on in the two classes was syntax, being 54.3%

in the SDA and 43% in the MDA. On the other hand, while lexicon (21.2%) comes next in the SDA, content (27.7%) is the next dominant aspect commented in the MDA. Comments on lexicon do not show a significant difference in the SDA (21.2%) and MDA (23.6%).

4.2.4 Comparison of patterns on aspects of text

commented on by MDA R1 and SDA

Table 4.3 presents the comparison of aspects of texts in the SDA and the MDA R1. Comments on aspects of text in the SDA were one hundred and twenty-seven and in the MDA R1 they were twenty-seven. The analysis of data indicates striking differences in each class. In the SDA, syntax (54.3%) dominated followed by lexicon (21.2%) and orthography (13%), while in the MDA R1 content (33.3%) was the most prevalent aspect commented on, followed by lexicon (18.5%) and orthography (11.1%) as in the SDA. On the other hand, the number of comments on syntax

(3.7%) in the MDA R1 was quite low as compared to the SDA (54.3%).

Table 4.3
Comparison of Aspects of Text Commented on the SDA and MDA R1
(Ranked by SDA)

SDA AT	#	%	MDA R1	#	%
Syntax	69	54	Syntax	10	3.7
Lex.	27	21.2	Lex.	5	18.5
orthogh.	13	10	Orthogh.	3	11.1
Cont.	10	7.8	Cont.	9	33.3
Punc.	5	3.9	Punc.	0	0
Organiz.	3	2.3	Organiz.	0	0
Total	127	99.8		27	99.8

4.2.5 Comparison of patterns of aspects of text commented in MDA R2 and SDA

Table 4.4 presents the total number of teacher comments on aspect of students' texts in the SDA and the MDA R2. The total number of comments in the SDA were one hundred and twenty-seven whereas there were forty-five in the MDA R2. Comments on syntax, 54.3% in the SDA class and 46.6% in the MDA R1, reveal that the SDA teacher addressed syntactic errors more frequently than the MDA teacher in R2, but this aspect was the second most frequently addressed in both classes. Lexicon was the second most frequent aspect commented on in both classes, 21.2% in the SDA and 26.6% in the MDA R2. Comments on orthography (10.2%) were the third most frequent in the SDA, but only 2.2% in the MDA class. As a conclusion, it can be suggested that the SDA teacher tended to focus more on mechanics than the MDA teacher. The third most frequent aspect addressed in the MDA R2 was content (24.4%), while in the SDA class it was fourth at 2.8%. This result suggests that students in the MDA class received more

comments on content compared with the SDA class. The comments on organization (2.3%) and punctuation (3.9%) in the SDA and comments on organization ((2%) and punctuation (0%) in the MDA reveal no large difference.

Table 4.4

Comparison of Aspects of the Text Commented on in
SDA and MDA R2
(Ranked by SDA)

SDA	AT	#	%	MDA R2	#	%
	Syntax	69	54.3	Syntax	21	46.6
	Lex.	27	21.2	Lex.	12	26.6
	Orthog.	13	10.2	Orthog.	1	2.2
	Cont.	10	7.8	Cont.	11	24.4
	Punc.	5	3.9	Punc.	0	0
	Organiz.	3	2.3	Organiz.	1	2
		127	* 99.7		45	100

* Round numbers are calculated.

4.2.6 Comparison of patterns of aspe of Text

commented on in MDA R1 and R2

As Table 4.5 indicates, comments on lexicon (37%) dominated in R1, but in R2, syntax (46.6%) was the most prevalent aspect. Comments on content (33.3%) in R1 were ranked second and syntax (18%) third. In R2, comments on lexicon (26.6%) constituted the next highest percentage followed by content (20%). In addition, comments on orthography in the R1 (11%) are strikingly higher than in R2 (2%).

Table 4.5

Comparison of Aspects of Text Commented on
in the MDA R1 and R2
(Ranked by MDA R1)

R1 AT	#	%	R2	#	%
Lex.	10	37	Lex.	12	26.6
Cont.	9	33.3	Cont.	11	20
Synt.	5	18	Synt.	20	46.6
Orth.	3	11	Orth.	1	2
Organ.	0	0	Organ.	1	2.2
Punct.	0	0	Punct.	0	0
Total	27	99.9	Total	45	98

The second hypothesis that there would be different patterns of aspects of text commented on in terms of ranking in each method of approach is confirmed. The comparison of comments on aspects of the texts in the SDA and the MDA indicates that both in the SDA and the MDA comments on syntax predominated, but in the MDA comments on content were ranked second with lexicon third. In the SDA, comments on lexicon were ranked second followed by orthography. Furthermore, comparison of aspects of the texts commented on in the SDA and the MDA R1 shows that in the SDA syntax (54.3%) was the most prevalent aspect whereas, in the MDA R1 comments on content dominated. On the other hand, comparison of comments on aspects of the text in the SDA and the MDA R2 shows striking similarities. Comments on syntax in the SDA (54.3%) and the MDA R2 (46.6%) dominated. In addition, comments on lexicon, 21.2% in the SDA and 26.6% in the MDA were ranked second.

4.2.7 Comparison of student responses by specific aspects of text and by approach

In this study, the third hypothesis claims that student responses to certain aspects of text in particular, content, syntax, and lexicon, would differ in each method of approach.

As seen in Table 4.6, while rearrangement changes on content totalled 40% in the SDA, in the MDA they totalled 84.2% This reveals a substantial difference. Another striking divergence is seen in

the ratio of rewrite changes. In the SDA, 30% of the responses to comments on content were rewrite, whereas in MDA (0%) students gave no response of that type.

Table 4.6
Comparison of Student Responses on Content
in the SDA, MDA R1, MDA R2 and MDA Total

CONTENT	SDA		MDA R1		MDA R2		MDA Total	
	#	%	#	%	#	%	#	%
Rearra.	4	40	7	77.7	9	90	16	84.2
Addit.	3	30	2	22.2	1	10	3	15.7
Rewrit.	3	30	0	0	0	0	0	0
Delet.	0	0	0	0	0	0	0	0
Ignore	0	0	0	0	0	0	0	0
Substitut.	0	0	0	0	0	0	0	0
Total	10	100	9	99.9	10	100	19	99.9

The comparison of student responses in the SDA and the MDA on lexicon is shown in Table 4.7. Most of the changes made in response to comments on lexicon in the SDA were substitution (51.8%) and rewrite (44.4%) and only 3.7% resulted in addition changes which totalled twenty-seven in the SDA. On the other hand, in the MDA Total, substitution (56.2%) and ignore changes (31.2%) dominated. The analysis of data indicates that substitution changes do not reveal a substantial difference between the SDA and the MDA, whereas rewrite and ignore changes show striking divergencies in each class in this aspect as well. In the SDA, 44.4% of the responses involved rewrite, whereas in the MDA there were no rewrite (0%) changes. Interestingly enough, ignore changes constituted 31.2% of responses in the MDA, whereas in the SDA there were none.

Table 4.7

Comparison of Student Responses on Lexicon in the SDA
MDA R1, MDA R2 and MDA Total
(Ranked by SDA)

LEXICON		SDA		MDA R1		MDA R2		MDA Total	
SR		#	%	#	%	#	%	#	%
Substitut.		14	51.8	2	33.3	7	70	9	56.2
Rewrit.		12	44.4	0	0	0	0	0	0
Addit.		1	3.7	0	0	1	10	1	6.2
Delet.		0	0	1	16.6	0	0	0	6.2
Rearra.		0	0	0	0	1	0	1	0
Ignore		0	0	3	50	2	20	5	31.2
Total		27	99.9	6	99.9	10	100	16	99.9

Table 4.8 demonstrates the comparison of changes students made on syntax in the two classes. Substitution changes on syntax (47.8%) dominated in the SDA. While rewrite changes (37.6%) were the next most prevalent response. In the MDA Total, substitution changes (40.6%) were overwhelmingly higher than the other responses. Deletion and ignore changes were the next dominant responses. The data indicate that SDA students tend to focus on more substitution (47.8%) and rewrite (37.6%) changes in response to teacher comments on syntax, whereas MDA students tend to focus on more substitution (40.6%), deletion (28.1%) changes and are ignoring many of the teachers's comments (28.1%).

Table 4.8
Comparison of Student Responses on Syntax in the SDA
MDA R1 and R2
(Ranked by SDA)

SYNTAX		SDA		MDA R1		MDA R2		MDA Total	
SR		#	%	#	%	#	%	#	%
Substitut.		33	47.8	0	0	13	56.2	13	40.6
Rewrit.		26	37.6	0	0	0	0	0	0
Delet.		8	11.5	3	33.3	6	26.6	9	28.1
Addit.		2	2.9	1	11.1	0	0	1	3.1
Rearra.		0	0	0	0	0	0	0	0
Ignore		0	0	5	55.5	4	13	9	28.1
Total		69	99.9	9	99.9	23	99.9	32	99.9

The third hypothesis that student responses to

specific aspects of text (content, lexicon and syntax) will differ is confirmed. Most of the responses to comments on content, lexicon and syntax in the SDA were rewrite, whereas in the MDA there was no change of that type. Interestingly enough, MDA students made ignore changes in response to comments on content, lexicon and syntax, whereas SDA students made no ignore changes at all on their drafts. In addition to ignore and rewrite, rearrangement responses to content in the MDA is overwhelmingly high as compared to the SDA.

4.3 Results

The analysis of data has shown that MDA students made a total of seventy-two responses to teacher comments: twenty-seven in MDA R1 and forty-five in MDA R1, while SDA students made a total of one hundred and twenty-seven. Although there is a large discrepancy between responses in each method of approach, the total number of rearrangement changes (MDA=16, SDA=4) revealed that students in the MDA tend to make more rearrangement changes (22.2%) as compared to the SDA (3.1%). In addition, MDA students made more addition changes (6.9%) than SDA (5.5%) although the result does not suggest a significant difference. On the other hand, SDA students made more substitution changes (42.5%) than MDA students (33.3%). As for the deletion changes, MDA students responded more by deleting the portion of the sentence (13.8%) than SDA students (6.2%).

Thus, the first hypothesis is partly rejected and partly confirmed.

The second hypothesis that there would be different patterns of aspects of text commented on in terms of ranking in each approach is accepted because, although comments on syntax predominated in both the SDA (54.3%) and the MDA (43%), comments on lexicon were ranked second with orthography third in the SDA, whereas in the MDA, comments on content (27.7%) were ranked second with lexicon (23.6%) third. On the other hand, comments on content (7.8%) in the SDA were quite low as compared to the MDA (27.7%). In addition, the ratio of comments on orthography (5.5%) in the MDA and the SDA (10.2%) showed a large difference.

The third hypothesis that student responses to specific aspects of text (content, lexicon and syntax) will differ in each approach is accepted. The analysis of data indicates that 30% of the responses to content in the SDA involved rewrite, whereas in the MDA there was no response of that type. On the other hand, in the MDA, in response to comments on lexicon, 31.2% of the changes involved ignore whereas in the SDA the ratio of ignore category was 0%. Interestingly enough, while 37.6% of the SDA responses involved rewrite changes in response to comments on syntax, the MDA responses involved no rewrite change. Moreover, in the MDA, 28.1% of the responses were ignore, whereas in the

SDA there was no ignore change. As a result, it can be concluded that student responses to aspects of text in each approach differed.

This study confirms the results found by Chapin and Terdal (1990) that students tend to make changes by rearranging and adding when they receive comments on content. In addition, students tend to make substitution and deletion changes on syntax and lexicon in response to teacher comments. Furthermore, requiring multiple drafts is more likely to help students revise than forcing them to edit in a single-draft in the writing process.

Furthermore, this study verifies the findings of Robb, Ross and Shortreed (1986) that highly detailed feedback on sentence-level mechanics does not help students to develop their text at the discourse level. Although, both this and Robb, Ross and Shortreed's study did not evaluate the students' writing in terms of effectiveness, it can be concluded that content-wise writing was more effective on students' drafts in the MDA.

CHAPTER 5

CONCLUSION

5.1 Summary

This study began as an attempt to investigate the relationship between aspects of text teachers comment on and student responses in two approaches, single versus multi-draft approach to teaching writing.

As a premise of this study, the multi-draft approach to teaching writing, which encourages students to write several drafts attending to issues on several aspects of text, as presumed to cause more rearrangement and addition changes on students drafts. On the other hand, the SDA, which focuses only on the product, on a single draft and mechanical accuracy, would cause a higher number of substitution and deletion changes as compared with the MDA. In addition, the second hypothesis specified that there would be different patterns of aspects of text commented on in each approach. Furthermore, it was also hypothesized that student responses to aspects of text would differ in each approach.

The three-week study was conducted at BUSEL with two intermediate classes. A total of twenty students, eleven in the SDA and nine in the MDA class completed the entire study. Data were analyzed by categorizing and counting the type of

student responses by approach. Furthermore, frequencies and percentages of aspects of text commented on were calculated for the SDA, MDA R1, MDA R2 and MDA Total. Finally, student responses in terms of changes made for three aspects of text were determined for the SDA, MDA R1, MDA R2 and MDA Total.

The results of this study have shown that MDA students made more rearrangement (22.2%) changes. On the other hand, substitution changes (42.5%) dominated in the SDA. Contrary to what was expected, MDA students made more deletion (13.8%) changes as compared to SDA (6.2%) students. Thus, these results have confirmed the validity of the parts of the hypothesis that state that there will be a higher number of rearrangement in the MDA as compared to the SDA and more substitution changes in the SDA. That SDA students will make a higher number of deletion changes is rejected and that MDA students will make higher number of addition changes is also rejected.

Another interesting finding drawn from the analysis of the data was the high percentages of rewrite changes in the SDA and ignore responses in the MDA. Interestingly enough, rewrite changes were only found in the SDA students and ignore responses were limited to the MDA students. In the SDA class, six students out of eleven eliminated the original text either at the paragraph or discourse level.

This might lead to the conclusion that when students are unsure of what is expected of them when they revise, they prefer to focus on a new text instead of editing or expanding their compositions. On the other hand, it can be concluded from the frequency of ignore changes (23.6%) in the MDA that students tend to take no notice of teacher comments if they do not understand suggestions as to what the change should be.

In the second part, it was hypothesized that there would be different patterns of aspects of text commented on in terms of ranking in each approach. In the SDA, syntactic comments (54.3%) were prevalent and comments on lexicon (21.2%) were ranked second with orthography third. On the other hand, in the MDA, syntax (43%) was the most prevalent aspect commented on, but content (27.7%) was the next dominant aspect followed by lexicon (23.6%). Therefore, it can be concluded that the SDA teacher was more interested in syntax and orthography on the texts than the MDA teacher. On the other hand, the MDA teacher was more interested in content as compared to the SDA teacher.

The most important conclusion in this study was drawn when the third hypothesis that student responses to specific aspects of text were tested. When lexicon and syntax were commented on, students tended to substitute or rewrite in the SDA and ignore in the MDA. On the other hand, when content

was commented on, students tended to make more rearrangement changes in both classes than other types of changes. Therefore, students tend to respond in accordance with the aspects of text that teachers comment on. Another important conclusion that can be drawn in this study regards the type of teacher comment. According to the evidence of this study, explicit comments on how to correct were helpful because they explained what was wrong and they provided specific suggestions for making change. On the other hand, direct corrections, the most frequently used strategy by the SDA teacher, helped students to produce mechanically correct compositions. According to Zamel (1985), making surface level corrections creates the impression for students that local errors are at least as important as meaning-related issues. Direct correction may reinforce the idea that good writing means error-free essays.

5.2 Assessment

In retrospect, several factors limited the generalizability of the data collected. Among them is the number of subjects who participated in the study. Twenty subjects is not a sufficiently large population, so it was not possible to collect enough data for true discrimination.

Another issue in this study was the number of teachers who participated in this study. If there had been more teachers as well as students, the

study would be more reliable. Furthermore, three weeks is not sufficient time to determine the relationship between aspects of text teachers comment on and student responses in the SDA and the MDA. Although studying the interaction of text, student, and teacher reveals how students respond to aspects of text in the SDA and MDA, it does not tell much about the long-term effects of teacher comments on aspects of text and student responses.

While this study revealed that there is a substantial difference between student responses in the SDA and the MDA, a high percentage of rewrite in the SDA and ignore in the MDA should alert us to what we can do to improve our commenting practices and help our students improve the way they revise and write.

5.3 Pedagogical implications

The implication of this study is that intermediate EFL students made more changes on content when the teacher comments on content by asking for clarification and elaboration. However, comments on surface errors through direct correction might help students produce more effective drafts in terms of accuracy of syntax and mechanics and lead to the appropriation of them in writing but this may reinforce their belief that nothing they do by themselves can match the ideal of the teacher.

Finally, teachers should not insist on a fixed number of drafts. The goal is not revision, but a

piece of good and effective writing.

5.4 Future research

Studying the interaction of text and students respond to their teachers' comments does not tell us much about the long-term effects of these comments. Therefore, a longer term study is needed.

Furthermore, since ignore responses were found only in the MDA and rewrite responses only in the SDA, further research is needed to ascertain whether such responses do exist particularly in each approach.

The findings of this study verify the results of Robb, Ross and Shortreed's study (See Chapter 2). However, the focus of that study and the present one were on teacher comments on sentence-level mechanics rather than the discourse level and student responses. As a result, we need to know more about student responses in response to teacher comments at the discourse level.

BIBLIOGRAPHY

- Applebee, A. N. (1981). Writing in the secondary school (NCTE Research Rep. No. 21). Urbana, IL: National Council of Teachers of English.
- Bizzel, P. (1986). Composing process: An overview. In A. R. Petrosky & D. Bartholomae (Eds.), The teaching of writing (pp. 47-70). Chicago: National Society for the Study of Education.
- Brannon, L., & Knoublouch, C. H. (1982). On students' rights to their own texts: A model of teacher response. College Composition and Communication, 33, 163-166.
- Britton, J. (1975). The development of writing abilities. London: Macmillan.
- Bridewell, L. S. (1980). Revising processes in twelfth grade students' transactional writing. Research in the teaching of writing English, 14, 197-222.
- Brown, R. (1986). Evaluation and learning. In A. R. Petrosky & D. Bartholomae, (Eds.), The teaching of writing (pp. 114-130). The University of Chicago.
- Brumfit, C. J. (1980). Problems and principles in English teaching. Oxford: Pergamon Press.
- Burkland, J., & Grimm, N. (1986) Students' response to our response, parts I and II. ERIC Document No. 245-241.
- Carnicelli, A. T. (1980). The writing conference: A one-to-one conversation. In R. T. Donovan & W. B. McClelland (Eds.), Eight approaches to teaching composition (pp. 101-131). Urbana IL.: National Council of Teachers of English.
- Chapin, R., & Terdal, M. (1990). Responding to teacher comment. (Report No. FL 019 074). Portland MD: State University, Center for Organization of Schools. (ERIC Document Reproduction Service No. ED 328 098).
- Cooper, C. (1977). Teaching writing by conferencing. In R. Bean, A. Berger & P. Anthonoy (Eds.), Survival through language (pp. 11-21). Pittsburgh University.

- Corbett, E. P. J. (1965). Classical rhetoric for modern student. New York: Oxford University Press.
- Corder, S. P. (1981). Error analysis and interlanguage. Oxford: University Press.
- Cummings, A. (1983). Teachers' procedures for responding to the writing of students of English as a second language. Paper presented at the 16th annual Canadian Council of Teachers of English Convention, Montreal.
- Decker, N., & Kathy, S. (1985). Teaching writing in secondary school: A research based writing process curriculum. (Report No. FL 018 000). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 298 500)
- Draper, V. (1979). Formative writing: writing to assist learning in all subject areas. (Curriculum Pub. N.3). Berkeley: University of California, Bay Area Writing Project
- Dvorak, T. (1986). Writing in the foreign language. In H. W. Barbara, (Ed.), Listening, reading, and writing: Analysis and application (pp. 165-147). Middlebury, VT: Northeast Conference.
- Elbow, P. (1973). Writing without teachers. New York: Oxford University Press.
- Emig, J. (1976). On teaching composition: Some hypothesis as definitions. Research in the Teaching of English, 1, 127-135.
- Escholz, A. P. (1980). Writing as p/rocess: How writing finds its own meaning. In R. T. Donovan & W. B. McClelland (Eds.), Eight approaches to teaching composition, (pp. 3-20). Urbana Ill.: National Council of Teachers of English.
- Faigly, L., & Witte, S. (1981). Analyzing revision. College Composition and Communication, 32, 400-414.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. College Composition and Communication, 32, 365-387.
- Fulkerson, R. (1979). Four philosophies of composition. College Composition Communication, 30, 347.

- Gere, A. R. (1986). The teaching of writing: The major theories. In A. R. Petrosky and D. Bartholomae (Eds.), The teaching of writing (pp. 30-48). Chicago: National Society for the Study of English.
- Graves, G. (1983). Writing: Teachers and children at work. Portsmouth; NH: Heinemann.
- Greenbaum, S., & Taylor, J. (1981). The recognition of usage errors by instructors of freshmen composition. College Composition and Communication, 33, 169-174.
- Gok, S. (1991). Strategies of EFL teachers and students in correcting and revising composition errors. Unpublished master's thesis. Bilkent University, Ankara.
- Hairstone, M. (1982). The winds of change: Thomas Kuhn and the revolution in the teaching of writing. Research in the Teaching of English, 33, 76-93.
- Hall, C. (1990). Managing the complexity of revising across languages. TESOL Quarterly, 24, 43-60.
- Hendrickson, J. M. (1979). Error correction in foreign language teaching: Recent theory, research and practice. The Modern Language Journal, 62, 387-398.
- Hillocks, G. Jr. (1986a). Research on written composition: New direction for teaching. Urbana, Ill.: ERIC Clearing House on Reading and Communication Skills.
- Hillocks, G. Jr. (1986b). The writers's knowledge: Theory, research and implications for practice. The teaching of writing (pp. 71-94). Chicago: The National Society for the Study of Education.
- Kehl, L. C. (1990). A design for a process approach writing course. Forum, 27, 10-12.
- Koch, C., & Brazil, J. M. (1978). Strategies for teaching the composition process. Urbana, IL.: National Council of Teachers of English.
- Lalande, J. F. (1982). Reducing composition errors: An experiment. Modern Language Journal, 66, 140- 149.

- Legum, S. E., & Krashen, S. D. (1972). Conceptual framework for the design of a composition program. Los Alamos, CA: Southwest Regional Laboratory for Educational Research and Development. (ERIC Document Reproduction Service No.ED 108 233).
- Lynch, C., Klemans, P. (1978). Evaluating our evaluations. College English, 40, 167-175.
- Moffet, J. (1970). Learning to write by writing. In G. Tater & E. P. J. Corbett (Eds.); Teaching high school composition (pp. 43-60). New York: Oxford University Press.
- Murray, M. D. (1980). Writing as process: How writing find its own meaning. In R. T. Donovan & B. McClelland (Eds.), Eight approaches to teaching composition (pp. 3-20). Urbana, Ill.: National Council of Teachers of English.
- Murray, M. D. (1984). Writing and Teaching for surprise. College English, 46, 91-98.
- Moss, B. (1988). Teacher change as experienced through implementation of a process writing approach. (Report No. CS 211 538). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. (ERIC Document Reproduction Service No. 299 571).
- Olson, L. D. (1990). The effects of news writing instruction in English composition I on the writing performance and attitudes of students. (Report No. CS 212 484). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 305 280).
- Onore, C. S. (1984). The transaction between teachers' comments and students' revisions: Catalysts and obstacles. ERIC Document No. 258 174.
- Perl, S. (1979). Unskilled writers as composers. New York University Education Quarterly, 10, 17- 25.
- Perl, S. (1981). Understanding composing. College Composition and Communication, 31, 363-365.

- Perl, S. (1983). Understanding composing. In J. N. Hays, P. A. Roth, J. R. Ramsey & R. D. Foulke (Eds.), The writers mind: Writing as a mode of thinking (pp. 31-45). Urbana, Ill.: National Council of Teachers of English.
- Pica, T. (1983). An interactional approach to the teaching of writing. English Teaching Forum, 14, 6-9.
- Proet, J., & Gill, K. (1986). The writing process in action. Urbana, Ill.: National Council of Teachers of English.
- Purves, A. (1984). The teacher as a reader: An anatomy. College English, 46, 259-265.
- Raines, A. (1983). Exploring through writing: A process approach to ESL composition. New York: St. Martin's Press.
- Raines, A. (1985). What unskilled ESL students do as they write: A classroom study of composing. TESOL Quarterly, 19, 229-258.
- Robb, T., Ross, S., & Shortreed, I. (1980). Salience of feedback on error and its effect on EFL writing quality. TESOL Quarterly, 20, 83-95.
- Searle, D. & Dillon, D. (1982). The message of marking: Teacher written responses to student writing at intermediate grade levels. Research in the Teaching of English, 14, 233-242.
- Semke, H. D. (1984). Effects of the red pen. Foreign Language Annals, 17, 195-202.
- Siegal, M. E. (1982). Response to student writing from new composition faculty. College Composition and Communication, 33, 302-307.
- Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. College Composition and Communication, 31, 378-388.
- Sommers, N. (1982). Responding to student writing. College Composition and Communication, 33, 148-156.
- Stallard, C. K. (1974). An analysis of the writing behaviour of good student writers. Research in the Teaching of English, 8, 206-218.

- Zamel, V. (1985). Responding to student writing. TESOL Quarterly, 19, 79-101.
- Ziv, N. D. (1984). The effect of teacher comments on the writing of four college freshmen. In R. Beach & L. S. Bridewell (Eds.), New directions in composition research (pp. 362-380). New York: The Guilford Press.

"Exams are unfair and do not serve a useful purpose"
discursive essay (at least 100-150 words)

UNNECESSARY EXAMS

In my opinion exams are unnecessary and all
(1) of the are silly things (2) for (3) people. Usually
this kind of people who always takes an examination.
not in fact that is the fault of the educational

system. In our country, I can easily say that is a
big problem. I want to illustrate (1) myself continued
my education for eleven years (2) Then I finished
my education. I (3) to enter university exam.
But I couldn't. Then I asked the question to
myself. If I am not successful how (4) I
finished my eleven years of education. If I am successful
why I couldn't be successful in the exam. For this
reason exams are unfair. In my opinion people
who finished his eleven years of education (5) enter
the university because many people's
lives depend on these exams. A few years
ago educational system was like as I wanted.
In addition today a lot of people (6) this
system. Our minister must find the solution

this problem. (7) I think education is most important thing
(8) for people cultural development. This necessary
(9) development. (10)

UNNECESSARY EXAMS

In my opinion exams are unnecessary and I think exams are silly things for a lot of people. If you asked me why exams are necessary, I can easily say these things. Many people's lives depend on these exams. If these people couldn't manage in the exam, their lives get into worse.

In fact that is the fault of the educational system in our country that is a big problem and must be solved by our minister as soon as the possible time. To begin with education is the most important thing for cultural and economical development. In our country educational system must be changed because it has a lot of useless section. Most important section is exams. Exams are unfair, this can't be disguised, because a lot of people think like that. For example, people should depend on the exams. When the people finished their education, they must be successful. A few years ago educational system was like as I wanted. However today it's too different. I hope in the future exams are change to the line as I wish.

Abdullah

LIFE IS A RACE

At first sight, most people spend a big effort for a purpose. This purpose is a good education. According to most students, there are two exams useful & useless.

A high school student and elementary student have to take difficult exams. These exams are difficult and unfair. So, most students are bored and are under stress. Examination system is wrong and unfair in our education. Besides, we have a lot of students and there is no ^{what do you mean?} system that we use.

These difficult exams are unfair. It has bad questions and limited time. Also, guided composition exams do not serve a useful purpose. The students are bored with the difficult exam in Turkey. So, they are under stress and tired. Students have to take examinations because teachers don't have another examination system to use.

Exams generally improve learning. They help us not only to test our learning but also recognize our handicaps and unlearned parts of the material. Even though, I think that exams are unfair and represent a difficulty in life, there is no better alternative to the present system.

Although

one

(180)

this is not the
of the better.

✓

best choice it is

FRDA < SAT/C1

ERDAL

LIFE IS A RACE

At first sight, most people spend a big effort for a purpose. This purpose is a good education. According to most student, there are two exams useful & useless.

A high school student and elementary's student have to take difficult exams. These exams are difficult and unfair. So, most students are bored and are under stress. Examination system is wrong and unfair in our education. Besides, we have a lot of students and there is ^a wrong system that we use.

The difficult exams are unfair. It has bad questions and limited time. Also, guided composition in exams do not serve a useful purpose. The students are bored with the difficult exam in Turkey. So, they are under stress and tired. Students have to take examinations because teachers don't have another examination system to use.

represent a difficulty in life, there is ~~as~~
better alternative to the present system.
Although, this is not the best choice

Exams generally improve learning. They help us not
only to test our learning but also, to recognize
our handicaps and unlearned parts of the material.
Eventhough, I think that exams are unfair and
it is one of the better. ERDAL

LIFE IS A RACE

At first sight, most people spend a big effort for a purpose. This purpose is a good education. According to most student, there are two exams: useful & useless.

A high school student and elementary's student have to take difficult exams. These exams are difficult and unfair. So, most students are bored and are under stress. Examination system is wrong and - unfair in our education. Besides, we have a lot of students and there is ^a wrong system that we use.

The difficult exams are unfair. It has bad questions and limited time. Also, guided composition in exams do not serve a useful purpose. The students are bored with the difficult exam in Turkey. So, they are under stress and tired. Students have to take examinations, because teachers don't have another examination system to use.

represent a difficulty in life, there is no ⁸⁵
better alternative to the present system.
Although, this is not the best choice
it is one of the better.

Exams generally improve learning. They help us not
only to test our learning but also, to recognize
our handicaps and unlearned parts of the material.
Eventhough, I think that exams are unfair and