

THE RESPONDING BEHAVIOUR OF
SOPHOMORE ENGLISH INSTRUCTORS
OF AAU TO STUDENT WRITING



A THESIS
PRESENTED TO
THE DEPARTMENT FOREIGN LANGUAGES AND
LITERATURE
INSTITUTE OF LANGUAGE STUDIES
ADDIS ABABA UNIVERSITY

In Partial Fulfilment of the Requirements
For the Degree of Master of Arts
in Teaching English as a Foreign Language

(TEFL)

By
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ACKNOWLEDGEMENTS

I am very much indebted to Dr. R.B.Hicks, my advisor, who has rendered me with an invaluable help while writing this thesis. Thanks to his unreserved suggestions, comments and criticisms, I have been able to reshape, reorganize and bring my work to its present shape.

I am also grateful to Mr. J. Atkins for his important suggestions when I was writing the proposal and the first two chapters of the thesis.

As usual, all my friends were very co - operative while I was conducting this study. Though it is difficult to list all here, I feel ungrateful if I don't mention the following: Bamlaku Mihret, Fantahun Ayele and Wondwossen Tamrat. They have always been at my side when I need their help.

Finally, I would like to heartfully thank Wro Debitu Mammo for typing the manuscript within a short period of time.

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A b s t r a c t

This study attempted to investigate, describe and analyze the responding behaviour of Sophomore English instructors of AAU to student writing. An investigation was made on what features of writing the instructors focus while providing feedback; at what stage they intervene to give feedback, and how their students react to the feedback given to them.

To achieve the purpose of the study, 12 Sophomore English instructors (66% of the total population) and 60 of their students (five from each instructor) were randomly chosen. The necessary data was collected from : (1) questionnaires administered to the instructors and the students, (2) 126 papers marked by the instructors, and (3) a seven hour recording of sample lessons.

Analysis of the data from these sources revealed that, while providing feedback, Sophomore instructors concentrate on low order concerns (e.g. mechanics, grammar) and rarely or never attend to high order concerns (e.g. organization, content). It was also found that instructors respond after students complete their writing tasks, and not before they begin to write or as they write. It was also observed that the instructors often use a narrow range of feedback techniques such as direct correction of errors. Students also employ very few strategies in handling feedback.

Based on the findings of the study, it was suggested that instructors reconsider their responding behaviour and thus focus on content level issues and organizational problems and, relegate their feedback to the different stages of writing, using a wider range of feedback techniques. The need to train instructors with more effective ways of providing feedback, and train students with various ways of handling their teachers feedback is the overall recommendation of the study.

CHAPTER ONE

INTRODUCTION

1.1 The Problem

In the teaching of writing, whatever the nature of the teaching may be, teachers are generally believed to play a vital role in helping students develop their writing skills. One of the important contributions teachers can make to the development of writing is the way they provide feedback to student writing. It is the belief of many teachers, researchers and theorists (see for example Brumfit 1980, Ziv 1984, Keh 1990, Raimes 1991) that responses given to what students write are of considerable help in developing the skill. Chaudron emphatically notes "only by means of providing feedback, receiving information about the effects of their writing on readers, can learners develop their skills in effective writing" (M.D, P.2).

The fact that teachers attach great importance to responses they give to their student writing is unquestionable. Perhaps because of their feeling that students improve their writing skill in accordance with the feedback with which they are provided, teachers have been found to spend a great deal of time responding to student writing. In L1 (first language) context, it is reported that teachers spend some 20 to 40 minutes on an individual paper (Sommers cited in Zamel 1985); in some L2 (second/foreign language) settings it

has been found that they spend even more time, nearly double (Cumming cited in Zamel 1985).

Attracted by the great deal of time teachers spend on responding, curious about the possible contributions teachers' response make to develop writing skill; and being inquisitive about the relative effectiveness of different techniques of feedback provisions, some researchers in L1 context (for example Searl and Dillon 1980, Ziv 1984) have conducted studies on teachers' responses to student writing. In L2 settings, too, similar studies (for example Zamel 1985, Semke 1984, Robb et al 1990) have been carried out.

Issues like: "How do teachers respond to student writing?", "What is the best method of responding to student writing?", "How do students react to the feedback they are provided?" were some of the focus of these studies.

Regardless of considerable time spent on responding to student writing; despite the claim that feedback provided to students would eventually improve writing skills; and irrespective of students' need to receive feedback from their teachers, research findings on the area (both in L1 and L2 domain) seem to indicate that feedback provision as currently practised is of limited instructional help. Teachers are reported to respond only to limited features of writing (for example spelling, tense, word forms).

Particularly, process-oriented researchers suggest that teachers respond only to what students produce and not to the various stages of their writing.

In spite of the relative emphasis given to responding to student writing by L1 and L2 researchers and educators, no study has yet been conducted in the Ethiopian context (be it in high school or higher institutes). Some three studies related to the teaching of writing in Addis Ababa University (Mammo 1981, Kiflemariam 1988 and Demeke 1990) have of course been done. But, none of them has investigated the responding behaviour of teachers to student writing. Nor did these studies investigate the effective way(s) of responding. The only related study is that of Wondwassen's (1992). However, it deals with oral classroom feedback behaviour of Grade 11 English teachers, not written feedback.

1.2. Importance of the Study

The absence of any study on teachers' responses to student writing is at least one reason for conducting this kind of research. It is also the researcher's hope that answers to be found to the questions raised (see 1.3) will have some important pedagogical implications for writing courses given to almost all second year students of our university in particular and to the teaching of writing at a higher level as a whole. On top of that, the study will have implications for developing teachers' awareness of

feedback techniques and therefore be relevant to future teacher education. In other words, as indicated in Kroll (1990), it is the belief of the researcher that such a study will guide writing teachers in making informed choices about appropriate pedagogical approaches of providing feedback on what students write.

1.3. Objectives of the Study

The purpose of this study will be to investigate, describe and analyse the responding behaviour of AAU Sophomore English instructors to student writing. To that end, the researcher will be trying to answer the following basic questions:

1. In the responses they give to student writing, what features of writing do the Sophomore instructors concentrate on ?
 - . Do they focus on what are known as Lower order concerns (e.g. spelling, tense) or High Order Concerns (e.g. meaning, organization)?
 - . Is there any kind of uniformity (similar pattern) in the way they respond ?
2. To what extent do teachers' responses contribute to promoting the major objectives stated in Sophomore English ?
3. Are teachers' responses part of the writing process or relegated to students' final draft (if at all

there is such a thing like a final draft) ?

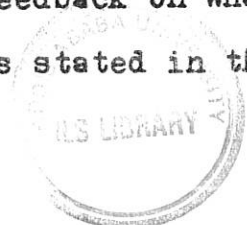
4. What are the reactions of students to responses given to them ?
5. Are there any pedagogical implications to be derived from the responses the teachers give ?

1.4 Definition of Responding to Student Writing

Provision of feedback is, in fact, referred by various names like "correction", "marking", "assessment," "evaluation" etc. Yet, as I believe that such terms are inadequate in denoting responses given to student writing, I have preferred a more convenient term - "responding to student writing." The term is here defined as a way of reacting to what students write verbally (orally or in a written form). The reaction can either be positive or negative. The term "feedback" will also be used as a substitute for responding to student writing.

1.5 A Few Words About Sophomore English Course

To have an overall idea about the Sophomore English course is necessary at least for two reasons. First, the target population of the current study are primarily teachers who offer this course and then students who take it. Secondly, one of the objectives of the study is to investigate the possible contribution of oral and written feedback on what the students write to promote the objectives stated in the course.



Generally speaking, the Sophomore English course is a one semester course given to second year degree students of AAU who successfully complete the Freshman English (101A and 101B). From the preliminary survey I have made, I come to understand that Solomon's (1991) "Writing for Academic Purposes" serves as a major guide line for the instructors and as a text-book for students. And it is this book that provides us with the necessary information we need to know about the course.

Though the three other major skills (i.e., reading, listening, speaking) and study skills (e.g. note-taking) are included in the course, the writing skill is the most emphasized skill. In broad terms, the course is aimed at meeting "the need of Ethiopian University students in developing their writing skills" (Solomon 1991:3). In other words, Sophomore English, as a final service course, hopes to equip students with the necessary writing skill so that they would be able to write well and meaningfully during their stay in the university and after graduation.

When they finish the course students are expected to:

- a) To write effectively the specific varieties of discourse needed within the students' subject areas including essays, exams, term papers and theses. .
- b) Write all general types of discourse - e.g. essays,

summaries, letters, reports and research papers that any graduate need to do.

- c) Express themselves effectively in writing using simple but logical and clearly expressed language on any matter of general interest.

(Solomon 1991:i-ii)

To achieve those objectives, under optimum condition, the students are required to produce about 24 paragraphs and eight essays. In a way paragraph building is given the first priority. In relation to marking the text for the Sophomore English course says little. Still, it is stated that both the teachers and students could be involved in correcting students' written work.

1.6 Organization of the Thesis

Aimed at investigating, describing and analysing the responding behaviour of AAU Sophomore English instructors, the current study is composed of five major parts. In the first part, the objectives of the study are set. Given in the second unit is a review of the available literature on responding to student writing. To accomplish the aims set, the research procedure outlined in the third and fourth chapters includes:

- i) collection of data on recordings, marked papers and student and teacher questionnaires;

- (ii) development of system analysis dealing with various types of feedback demonstrated by instructors; and
- (iii) analysis and discussion of findings.

The final chapter provides conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. The Product Approach and the Process Approach to Teaching Writing

The product approach and the process approach are perhaps the two most widely discussed orientations in the literature on the teaching of writing. In this study, most of the issues raised in the present chapter and to some extent in the subsequent chapters are discussed in relation to these orientations. For this reason, it is perhaps worth giving a brief definition of each.

2.1.1. The Product Approach

The product approach is an orientation whose primary focus is the end result of what students produce. In this approach, the teacher is concerned with teaching learners what the finished text should look like. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout, etc. are given the utmost priority. Controlled composition, guided composition and in higher forms logical construction and arrangement of discourse forms are common procedures of this approach.

2.1.2. The Process Approach

Broadly speaking, the process approach is an orientation



that puts more emphasis on the composing process than on the end result, i.e., the composition. As concisely summarized by Silva, the teacher's role in the process approach is:

to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying and rearranging ideas); and for editing attending to vocabulary; sentence structure, grammar and mechanics (1990:15).

Encouraging students to have a sense of purpose and audience while writing about a certain topic is another major task of the teachers who teach in line with this approach.

2.2 The Necessity of Feedback Provision to Writing

Among the possible contributions teachers can make to the development of the writing ability of their students are the responses they give to student writing. There seems to be a consensus among many researchers and theorists (for example Brumfit 1980, Ziv 1984, Chaudron 1985, Zamel 1985, Charles 1990, Hyland 1990, Keh 1990, Cox 1991) that feedback given to what students write is a valuable aid to the improvement of the skill. Pointing out that teacher-response is an essential part of the writing process, Hyland contends that feedback improves student writing significantly. For Brumfit, teachers' feedback, if done properly, is a teaching

strategy for developing student writing. To Zamel, responding to student writing is a valuable help if it is employed to involve students in redrafting what they write. According to Cox "assessment in writing is a process of encouraging students to play an active role in learning" (Cox 1991:142).

In spite of the general consensus among theorists, researchers, teachers and students that feedback on what students write is helpful in developing the skill, scholars engaged in the field vary significantly regarding various issues related to feedback provision. Some of these issues include: what is the best way of giving feedback ? Corrective or interactive feedback ? Positive or negative feedback ? Who should respond to what students write - teachers or peers ? When should feedback be provided - while the students write or after completion ? While responding, what features of writing should a responder focus on most : Low Level Concerns or High Level Concerns ?

Researchers and specialists of writing instruction greatly differ in answering these and other related questions. Perhaps, it is their significant difference that has made 'responding to student writing' a contentious issue or to use Raimes' term "a thorny issue." Further investigation of the issues raised in responding to student writing may perhaps give us a better picture of understanding the problem. Therefore, some of them will be examined below.

2.3. Some Basic Issues on Responding To Student Writing

2.3.1. When to Provide Feedback ?

The issue of 'when to provide feedback' is one of the major process-product controversies of writing instruction in general and responding to student writing in particular. In other words, it is a question of viewing feedback provision as a principal part of the whole writing process or not. For product-oriented scholars, the focus of writing is on "the end result of the composition process, that is the product of writing" (Hedge 1988:19). Ranging from setting writing tasks to responding to what students write, the proponents of the approach are primarily concerned with meeting a certain academic requirement. In relation to this, Horowitz (1986b) has this to say:

There is a specified ... range of acceptable writing behaviours dictated not by the individual (student writer) but by the academic community, and it is the responsibility of instructors to do everything in their power to ensure the student writing falls within that range (p. 789).

In product-oriented writing instruction, feedback is often given after students finish writing their papers. Consequently, writing teachers who teach in line with this orientation are reported to employ "error correction" and "written commentary" as their major techniques of providing feedback. "When a teacher responds in this manner," comments Ziv, "he or she assumes that students will learn

what good writing is from the comments and will thereby improve in future papers" (1984:362).

Yet, teachers' assumption that feedback given to the final version of a paper somehow helps the student to write better or more is very much challenged by process-oriented researchers. Process-oriented researchers and specialists in the teaching of writing in L1 context (for example Ziv 1984, Griffin 1982, Hairston 1986, Moxley 1989) and L2 context (for example Raimes 1983b, Zamel 1985, Cohen 1987, Cohen and Cavalcanti 1990) report that feedback provided after students finished writing is of very little pedagogical value to students. Such feedback, the scholars claim, is unproductive to students and time consuming and tedious to teachers.

The task of feedback provision in a product-oriented classroom, which is mainly directed toward students' final paper is shown (by Raimes 1983a:139) as:

Selection of topic	Preparation for writing and pre- writing activities	Writing	Rewriting, editing proof- reading	Teacher's marking of papers
-----------------------	-----------------------------------------------------------------	---------	--------------------------------------------	-----------------------------------

Contrary to the product-approach, the feedback model proposed by the process-approach views feedback provision as an integral part of the writing process. Ziv, one of the leading exponents of the approach, contends that "feedback

not integrally built into the writing process is of questionable value" (1982:364). Such claim of the approach seems to emanate from the way its advocates view "writing" itself.

According to the process orientation to teaching writing, writing is a recursive and a discovery process. Zamel, the other chief advocate of the approach, presents writing as a "non-linear, explanatory and generative process whereby writers discover and reformulate as they attempt to approximate meaning" (1983:165). In a related sense, Shaughnessy views writing as "a messy process that leads to clarity" (quoted in Hedge 1988:21). As can be expected, revision and cognitive multiple drafting are central to this orientation.

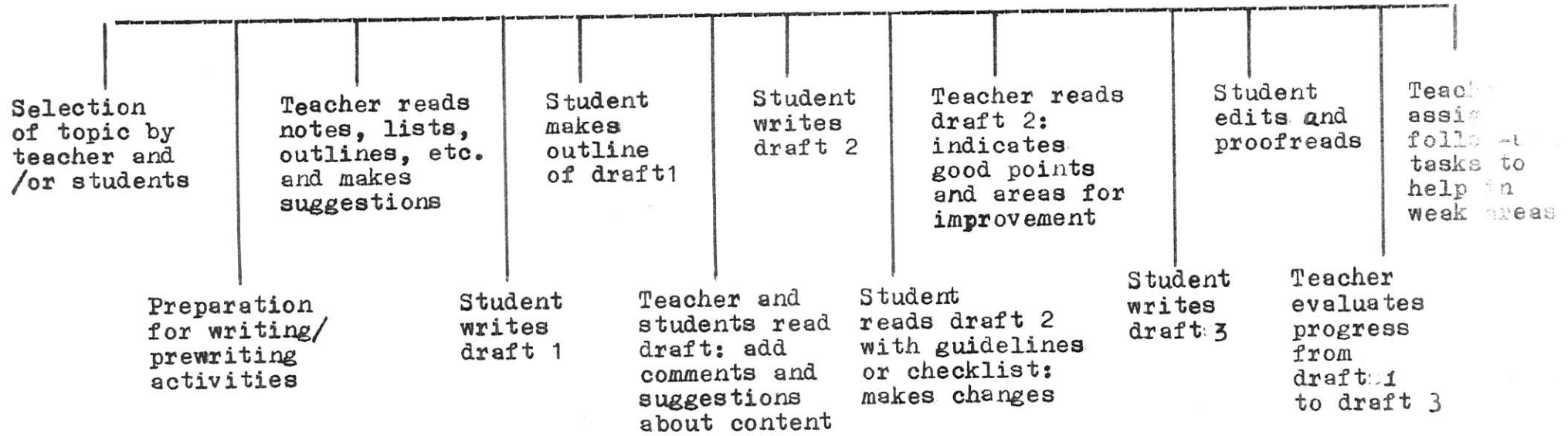
In the process-approach, feedback has a crucial place (Raines 1983a). "Feedback," notes Keh, "is a fundamental process of writing of the process-approach" (1990:294). As an integral part of writing, the responding is primarily concerned with involving students to produce multiple drafts and revise their drafts. Various L1 and L2 studies report that feedback which does not involve students in revision and multiple drafting is of little help for students to improve their writing skills.

In relation to this, Moxley, reviewing L1 studies of 30 years on responding to student writing, has this to report:

According to over thirty years of research students benefit from our responses to their writing only when we respond to several drafts. To transfer grading papers into a learning process, we must allow students to revise their work in light of our criticism. Otherwise, they tend to ignore our commentaries, nomatter how wise our response may be (1989:3).

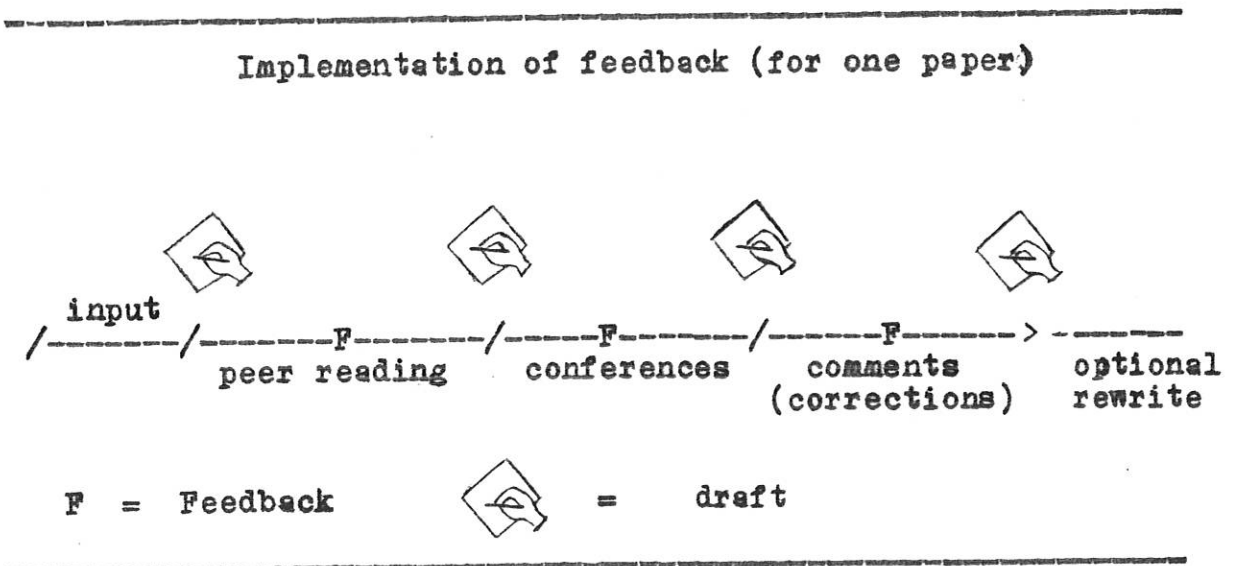
The works of L2 researchers in the field (for example Keh 1990, Charles 1990, Hyland 1990, Zamel 1985) are also in favour of the above recommendation.

In a writing classroom where feedback is considered to be an essential part of the writing process; in a composition class where the students with the help of the feedback they are given are believed to resee, reassess and shape their work; and in a writing context where the composing process is viewed as a collaborative effort of teachers and student, the process is represented as follows.



Taken from Raimes 1983a:140-141.

In a briefer model, Keh (1990:295) presents the writing process in the following manner:



Composition teachers who teach in line with the process-oriented approach are usually advised to provide interactive feedback that puts teacher and students in a kind of dialogue (Ziv 1984, Zamel 1985). Techniques of providing feedback recommended in this orientation include: conferencing, taped commentary, reformulation, written commentary and peer review. (For a discussion of techniques on responding to student writing, see 2.3).

The contention that feedback should be an integral part of the writing process and thereby lead to revision is not without opposition. Some educators (for example Horowitz 1986a, 1986b, Reid 1985) oppose the view on the ground that it is not applicable to most writing tasks in academic community of higher institutes. Criticizing the notion,

Horowitz points out that process oriented approach gives students a false impression of how university writings will be evaluated. Horowitz further notes that the pedagogical role of revision in helping students improve their writing is overstated. "Whether an approach which constantly emphasizes multiple revisions will eventually lead to a fluency that facilitates fast essay writing", he comments, "is an unanswered question" (Horowitz 1986a:142).

2.3.2 What Feature to Focus On?



"The major question confronting any theory of responding to student writing," notes Griffin, "is where we should focus our attention" (1982:299). Fathman and Whalley (1990) too concur. They note that "much of the conflict over teacher response to written work has been whether teacher feedback should focus on form (e.g. grammar, mechanics) or on content (eg. organization, amount of details)" (1990:178).

Prior to dealing with the issue in question, it may perhaps be worth discussing how researchers and theorists identify features of writing. Scholars in the field used different terms to denote different features of writing. And in some cases they attach different meanings to them. Keh (1990), for example identifies the features as Low Order Concerns (LOCs) and High Order Concerns (HOCs). What he calls LOCs are mechanical and surface level problems whereas HOCs mean features like development of ideas, organization and the overall focus of what students write. Using different

terms with almost similar meaning, Fathman and Whalley classify what students write into "form (e.g. grammar, mechanics)" and "content (e.g. organization, amount of details)". Like Fathman and Whalley, Taylor (1982) uses similar terms: "form" and "content". Yet, the meaning she attaches to this division, especially to form, is almost entirely different. For her, "content" is what the writer says - what the writer is trying to communicate. "Form", on the other hand is vocabulary, syntax, tone, formality and organizational patterns. Ziv (1984) too uses two categories: "macro" (conceptual and structural) and "micro" (sentential, lexical and formal conventions) levels.

Despite the variety of names given to different features of writing, Fathman and Whalley's (1990) classification of the features into form and content seems to be accepted by a lot of scholars (see for example Raimes 1983b, Zamel 1985, Allwright 1988, Keh 1990). The following discussion of features of writing is in line with this understanding.

Classifying features of writing that way, what we should then investigate is the issue of which feature to focus^{on} while responding: form or content? Irrespective of few discrepancies, the findings in L1 studies seem to indicate that teachers of writing should give more emphasis to content than to form (Ziv 1984, Griffin 1982, Lees 1979, Hairston 1986, Moxley 1989). Moxley, having reviewed the state of the art in 30 years, had this general recommendation to provide:

We (composition teachers) need to teach students that writing well means more than forming grammatically correct sentences. We can teach students that what they say is more important or at least as important as how they say it if we primarily respond to the substances and significance of their topics (1989:3).

Similarly, Fathman and Whalley report that the trend in first language writing is focusing more on content than on form. In L2 writing, the situation is not as simple as that at least for the reasons below: (1) L2 students, unlike their L1 counterparts, have to study the target language along with the writing skill; (2) the studies in L2 context on responding to student writing are relatively very limited; and (3) even the findings of these very limited studies are inconclusive. In particular, the issue of whether responding to form makes any difference in helping students to write better has become a very contentious issue.

(a) Responding to Form

Responding to form can generally be equated with various ways of error treatment on students' written work such as error correction, error location, error identification or commenting about errors. Mainly concerned with the aim of investigating the significance of error treatment in written work, some ESL researchers (for example Lalande 1982, Semke 1984, Robb etal 1986, Fathman and Whalley 1990) conducted experimental studies comparing different methods of feedback provision. The findings

of these studies were, however, reported to be inconclusive (Leki 1990, Fathman and Whalley 1990, Cohen and Cavalcanti 1990). "Focus on form in some cases appears to be effective in helping students to write better; in others it is not" (Fathman and Whalley 1990:180).

Some of the studies (see for example Cardelle and Corno 1981, Lalande 1982, Robb et al 1986, Fathman and Whalley 1990) seem to suggest that some kind of focus on form is helpful. In an experimental study, Lalande reported that students in his study group who were made to revise with the help of error code outperformed students in the controlled group who were just given direct correction by the instructor. In a more or less similar study, Robb's et al (1986) findings corroborated that of Lalande's. They found that locating students' errors was more important than simple overt correction. Fathman and Whalley also reported similar result. They concluded:

When teachers underline grammatical errors in students' texts, students showed significant improvement in grammatical accuracy. All students made fewer grammar errors in their composition (1990:187).

Contrary to these studies, others (for example Hendrickson 1978, Semke 1984) report that any kind of focus on form does not make any difference on improving student writing. Reviewing works on error correction, Hendrickson concluded that providing correct form in addition to noting errors had

no statistically significant effect on students' writing proficiency. In his detailed study, Semke (1984) compared four different methods of feedback provision and came up with almost similar conclusion. The study, among other things, reported that both direct and ⁱⁿdirect methods of error correction did not significantly increase writing skills. In addition to that, unlike the findings of Lalande and Fathman and Whalley, making students correct their errors with the help of error code was found to be "least effective interms of both achievement and attitude" (Semke 1984:82).

As can be understood in the discussion above, research findings seem to imply that error correction of form, especially direct correction, does very little to the improvement of students' writing skill. In spite of this, there is an intuitive sense among teachers and students alike that error correction is helpful (Hendrikson 1978, Woods 1989). Studies carried on professors' reaction to written works of non-native speakers (for example Santos 1988, Weir 1988) reveal that some errors on form have irritating effects and need to be corrected. Likewise, research conducted on students' reaction to different ways of written feedback (for example Radecki and Swales 1988) indicated that learners approved and expected correction of errors by teachers.

Thus, one may contend that error correction of form should to some extent be maintained at least in ESL/EFL writing settings. Even then, comprehensive error correction

appears to be discouraged. What we might aspire is for what Norrish (1992) calls "selective marking." In selective correcting, one may deal with errors affecting intelligibility, errors with high frequency, errors at a high level of generality, errors with stigmatizing and irritating effects, errors affecting a large number of students, and errors that have pedagogical effect (Cohen 1987:414-15).

(b) Responding to Content

At least in principle, most scholars appear to consent that responding to content is very helpful for students to write more or better. What differs scholars concerning content feedback seems to be the question of how to respond to it. In other words, the issue is closely linked with the process - product debate. For process oriented educators, feedback on content is useful if and only if it involves students in the process of revision and in producing multiple drafts. On the other hand, the product-oriented scholars seem to believe feedback given after students completed writing is helpful.

2.3.3. Some Practical Methods of Responding to Student Writing

The other major controversial issues in responding to student writing as indicated earlier are: (1) who should provide feedback ? and (2) how (in what way) should one

respond ? A separate discussion of these issues may give one a clear picture of each. Yet, it is the researcher's belief that the issues can best be dealt with in connection with a discussion of some practical classroom techniques of responding to student writing. At least for convenience sake, the question of who should respond will thus be discussed along with different ways of reacting to student writing. In this discussion it should be noted that terms such as "methods," "techniques," "strategies" and "ways" are used interchangeably. The literature reveals that scholars use different terms to refer to the same thing: ways of providing feedback.

Perhaps as the result of various researchers' and teachers' endeavour to find out the best way of responding to student writing, teachers of writing have now various ways of providing feedback at their disposal. As noted by Raimes, currently the ways are as many as the teaching methods of writing. In a way of outlining possible options of responding, Raimes describes that teachers:

Can correct errors; locate errors;
indicate the number of errors; comment
on form; make generalized comments
about content; make specific comments;
ask questions; make suggestions; emote
with comments; praise; ask students to
comment on the source of error ... or
ask L1 peers to reformulate the student
writing (1991:418-19).

And below is a brief review of some common ways of providing feedback to written work:

a. Error Correction

One of the most widely practised ways of responding to student writing in both L1 and L2 context is found to be error correction on learners' written work. The way teachers deal with students' errors of course varies. While some teachers correct almost all errors the students make, others deal with just some specific errors and leave the rest. Some other teachers just indicate or locate errors using some kind of symbols or code and leave the students to take care of them. In other words, as succinctly put by Robb et al (1986:83) "there seems to be no concensus on how teachers best react to student error" on written work.

One of the various ways of dealing with errors on written work is what Lalande (1982) calls comprehensive correction. While using this technique, teachers overtly correct all the errors made by students. The rationale behind this method is the notion that "the student does not improve his skill if he is not corrected" (Thompson cited in Lalande 1982:140). Comprehensive error correction is very much criticized by many researchers and theorists. Labelling such correction procedure as traditional approach, Byrne accuses it of being "time consuming for the teacher and discouraging to students" (1988:124). Likewise, Gwin (1991) and Allwright (1988) respectively condemn the method as "unproductive" and "spoon-feeding correction." Raimes (1983a) mockingly notes that comprehensive correction is tantamount

to rewriting the students' paper. The other common method of error treatment on written work is indicating or locating errors. This is usually done with the intention of helping student writers correct the errors by themselves. As noted by Byrne, this technique of indicating errors "is normally done by underlining^{or} circling the mistakes and using some kind of symbol to focus the attention of students on the kind of mistake they have made" (1988:125).

Teachers who indicate errors of different sorts in using symbols usually have checklist (marksheet or correction sheet) at their disposal. The type of checklist one uses may be quite different from a checklist used by another. While writers like Gwin (1991) recommend a correction sheet consisting of 14 items, Josephson (1989) recommends a marksheet with 59 items in it. Checklists containing 12 and 11 items are respectively reported in Raimes (1983a) and Byrne (1988).

As well as the use of such detailed checklists, it should also be noted that some teachers indicate errors by circling, underlining or writing some arbitrary abbreviations (Gwin 1991). For many writers (for example Zamel 1985, Allwright 1988) the function of a checklist is believed to be limited to editing "surface errors in syntax, lexis, spelling and punctuation" (Allwright 1988:105). The technique is thus accused of overlooking "more central issues of signposting, cohesion, information packaging and clarity of meaning" (Allwright 1988:105).

Advocates of the techniques known as *minimal marking* (for example Hyland 1990) can also be included in the group who locate errors. Yet, it should be noted that they support neither the idea of correcting mistakes nor favour the notion of indicating specific errors. Instead, they just locate errors by putting a cross (X) or more in the margin alongside the lines in which they occur.

b. Written Commentary

Providing written comments is the other major technique of responding which is widely practised particularly at higher levels. The written comments may be long or brief; general or specific; praise or criticism. Marginal comments such as "weak content", "not clear," "confusing" are examples of brief written criticisms. Suggestions or questions given in the form of a complete sentence like "can you tell me more?" "I too have experienced the something" "my home town is just as beautiful as yours" are instances of specific positive written comments. Some general comments which express a respondent's overall impression of a given piece of writing are almost part of written commentary.

Hasty marginal comments such as "not clear", or "word order" are discouraged by researchers like Raimes (1983a) and Zamel (1985). The researchers report that students find such comments vague and too general. Similarly, end comments (e.g. A few confusing parts, organization OK) which either

indicate an overall impression of a writer or deal with content related and organizational problems are said to be unproductive (Raimes 1983b: 143, Zamel 1985:91).

On the other hand, content specific responses which in one way or another encourage students to revise their work are favoured by many writers and researchers (for example Zamel 1985, Raimes 1983a, 1983b, Allwright 1988). Comments that emphasize the strength of a student writer are equally encouraged. In the words of Diederich "Noticing and praising whatever a student does well improves [his writing] more than any kind or amount of correction that he does badly" (quoted in Raimes 1983b:143). In a related argument, Knapp (1978:3) contends that students generally will remember praise "longer and ultimately be more motivated to learn because of it than if they received only negative comments." In one word, supportive comments such as "That is a good way to say it," "That is an excellent choice of words" are believed to be productive.

C. Conferencing

Conferencing is an example of what Keh (1990) calls "interactive feedback." It is a kind of discussion made between a student and a teacher about a student's written work. As an instructor discusses a given paper he can do a lot of things. He may, for example, ask the writer to clarify some points and encourage him to revise the paper. By directing the student's attention on some features of the written piece,

the teacher can alternatively make tactful corrections. At times, the teacher's comment may be restricted to praising the strength of the work.

Even though responding to student writing in the form of a one-to-one conference is strongly favoured by researchers like Knapp (1978), Searle and Dillon (1980), Scardmalia and Berita (1986) it too hasn't escaped some criticisms. Raimes, for instance, complains that it is "extremely time consuming and in some teaching situations just not practical" (1983b:145). Even then, its critics do not deny that a few minutes conference can be very productive and encouraging to student writers.

d. Taped Commentary

A taped commentary made in the absence of a student is another way of talking about his writing. Other than being a one-way communication, this technique is the same as that of making a one-to-one conference in its approach. Comparing it to the technique of giving written comments, its advocates, Hyland (1990), for instance, contend taped commentary is not time consuming. This technique is, however, impractical for countries with few recorders.

e. Reformulating

Reformulating is a relatively new technique of responding to student writing developed by proponents of the process

approach as a substitution for direct correction of students' written work. Generally, it can be defined "as an attempt by a native writer to understand what a non-native writer is trying to say and then to rewrite it in a form more natural to the non-native writer" (Allwright 1988:110). Nevertheless, as stated in Hedge (1988:159), reformulating can be employed by non-native teachers with native like proficiency, as well.

Teachers who use the technique are advised to primarily concentrate on writing features such as organization (coherence, cohesion, order) and meaning. Keeping the original intention of the student of the non-native writer is another motto of the advocates of reformulation.

Reformulation is claimed to be advantageous for: it allows students to compare what they attempt to write with a more acceptable version; it encourages students to discuss changes made in reformulated versions (Allwright 1988, Hedge 1988). Despite these merits, the technique is accused of being time consuming. Still, some experts are making less demanding adaptations like "the teacher's attaching a sheet to the original with several rewarded phrases and clauses the learner might want to consider when s/he receives the paper" (Celce - Murcia, 1991:472).

f. Peer Review/Peer Correction

The last but not least strategy of providing feedback to student writing is involving students in the process of responding to one another's papers. This technique is obviously employed vis-a-vis the strategies discussed earlier. Being provided with the necessary guidelines, students can (in groups, in pairs or individually) be made to correct, to locate errors, to reformulate, to talk about or give written comments on their friends' writings.

A number of researchers (for example, Brumfit 1980, Chaudron *et al.*, Norrish 1992, Manglesdorf 1992) contend that it is an effective way of providing feedback to student writing. A few of the claimed advantages of using the method are:

It is easier to see others' mistakes than your own: learners discover they can learn from each other; peer comment is generally less threatening than the teacher's; it can lead to the process of writing and rewriting; it can save the teacher's time and enable him/her monitor and answer particular problems (Norrish 1992:21).

2.4. Works on Learners' Reaction to Feedback on their Written Work

Partly because it is believed that students of writing are the beneficiaries of the feedback they are provided,

researchers have investigated students' reaction to the responses they receive from their teachers. L1 studies reviewed in Leki (1990), Hairston (1986), Moxley (1989), reveal that students do not generally seem to have positive attitude toward most of their teachers' response. Knoblauch and Brannon having surveyed the responding styles of L1 writing teachers presented this saddening report:

(1) Students often do not comprehend teachers response to their writing; (2) even when they do, they do not always use those responses and may not know how to use them; (3) when they use them, they do not necessarily write more effectively as a result (cited in Hairston 1986:120).

That L1 students rarely read and even discard low graded papers; that they generally hate teachers appropriation of their papers; and that they are particularly hostile to negative criticisms is reported in Leki's review (1990:61-62). Despite some scholars' claim (for example Ziv 1984, Hairston 1986) that feedback followed by subsequent revision is very effective, some students do not seem to attach the importance claimed to such kind of feedback. Citing the work of Freedman (1987), Cohen and Cavalcanti pointed out: "In a large survey of feedback in L1 writing, teachers were seen to favour giving feedback during the writing process, whereas the students preferred their teachers to respond to the final version" (1990:155).

Recently in L2 context, too, some researchers (for example Cohen 1987, Radecki and Swales 1988, Cohen and Caualcanti 1990) carried out studies on students' reaction to teachers' feedback. Some of the focus of these studies were questions like: what are students' attitude toward the feedback they receive ? What are their preferences? What do students do as a result of the feedback they get ?

Generally, the result of these studies, unlike that of the L1 domain, appear to show students' positive attitude toward teachers' responses specially to correction. One of the leading studies with regard to student reaction is that of Cohen (1987). In that survey, Cohen asks some 217 college students to describe the type and focus of feedback they got and demonstrate the kind of strategy they used to handle feedback. As the study revealed, 80 per cent of the respondents paid thoughtful attention to correction given to them implying that L2 students are not as hostile as their L1 counterparts in their reaction to teacher feedback. Yet, Cohen's students' preference to feedback on vocabulary, content and organization, which was reportedly lacking, appears to reveal that there is a misfit between what students need and what teachers do while responding.

In the work of Radecki and Swales, too, a more or less similar result was found. Surveying the attitudes of 59 ESL students they have come up with the conclusion given below:

Most of the students reported positive or at least neutral reaction upon receiving a heavily marked paper whatever the nature of the marking. They declared that they would read the comments and even expressed satisfaction that their teacher had marked their papers (1988:357).

In short, as reported in Leki, (1990) L2 students seem to approve of teachers' comments on their errors but show "lack of interest in teacher reaction to the content of their papers" (p. 63). That students of writing are more interested in their grades than anything else is noticeable in both L1 and L2 writing.

2.5. Works on the Feedback Provision of Teachers of Writing

Studies conducted on responding to student writing can generally be divided into two: experimental and descriptive studies. Basically, the first type of study is concerned with finding the best type of feedback and/or method of providing feedback. Citing the review of Knoblauch and Brannon (1981), Leki reports that different L1 researchers conducted studies:

Contrasting responses of praise with criticism; contrasting the effect of oral responses with that of written responses; contrasting end commentary with side comments; contrasting copious response with brief response; contrasting only error with response to content; contrasting outright correction of error with naming of errors and with offering rules; contrasting explicit suggestion for change with implicit suggestion (1990:61).

The conclusion Knoblauch and Brannon arrived at after reviewing a number of experimental studies is, however, discouraging. They concluded that none of the above ways of providing feedback made significant improvements on student subsequent writing (cited in Leki 1990).

In L2 domain, too, some researchers (for example, Lalande 1980, Cardelle and Carno 1981, Semke 1984, Robb et al 1988, Fathman and Whalley 1990) conducted more or less similar kinds of experimental studies. As indicated earlier, the findings of these studies are inconclusive. Some corroborate what Knoblauch and Brannon report; others don't. Contrasting some four ways of providing feedback (comments only, correction only, correction with comments, students' corrections) Semke concluded that none of the four ways had a significant effect on improving students' writing. "Results of this study," Semke recorded, "indicate that student progress is enhanced by practice alone" (1984:195).

On the other hand, findings of other studies (for example Cardelle and Carno 1981) show that some ways of providing feedback are better than others. In an experimental study designed for 80 students ^{taking} two Spanish courses, Cardelle and Carno compared four different ways of providing feedback (praise, criticism, criticism plus praise, no feedback). The results of their study indicated that:

(a) written comments would positively effect Spanish performance, (b) salient error conditions would produce higher levels of performance than suppressed error conditions; and c) the highest overall level of performance would result in the salient error constructive feedback condition (1981:259).

The second type of study, descriptive study to which the present study belongs is dedicated to describing what and in what way writing teachers respond. For collecting data, researchers conducting descriptive research may use instrumentations such as questionnaires, interviews, marked papers and think aloud protocols. Compared to the various experimental studies on the issue in question, the number of descriptive studies in both L1 and L2 domain are reported to be limited. Especially, studies which describe and investigate teachers' actual responses are reported to be very few both in L1 and L2 settings (Ziv 1984, Zamel 1985).

Descriptive studies conducted both in L1 and L2 context indicate discouraging results about the responding behaviour of writing teachers. Some reviewers (see for example Moxley 1989, Leki 1990) stated that most L1 writing teachers fail to respond in meaningful ways. —After examining papers marked by 35 teachers at two different universities, Sommers (1982:52) is, for instance, reported to have discovered that "most teachers comments are not text-specific and could be interchanged, rubber stamped from text to text" (cited in Moxley 1989:4).



That most writing teachers pay more attention to editorial concerns such as spelling, tense than content level issues is another major finding. Applebee who made a large scale survey on how 135 highschool writing teachers gave feedback is for example reported to have found that "87.7% of routinely indicated mechanical errors" (cited in Moxley 1989:4).

A few L2 descriptive studies which investigated the responding styles of ESL writing teachers appear to corroborate the findings of L1 studies. One among these few studies is the one conducted by Zamel, one of the leading authorities in ESL writing instruction. After investigating and analyzing some 105 marked papers by 15 teachers, Zamel came up with the following conclusion:

ESL writing teachers misread students texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content specific comments or offer specific strategies for revising the text (1985:86).

Cohen and Robbins (1976) also reported that they found their own responses to students' papers to be vague and contradictory. Studies which attempted to look into teacher's written feedback from students' point of view (Cohen 1987, Cohen and Cavalcanti 1990) showed that teachers' feedback was

mainly on surface level features. In one word, the feedback behaviour of both L1 and L2 writing teachers as currently realized appears to be ineffective.

Researchers dissatisfied with the current feedback behaviour of teachers of writing were not, however, limited just to showing the ineffectiveness of their responses. They also suggested some better ways of responding. Below is a list of the most important recommendations as summarized by Moxley (1989:1).

- (1) Provide "formative" as opposed to "summative" evaluation, i.e., give content specific comments.
- (2) Require multiple drafting.
- (3) Place students in small groups and teach them to evaluate each other's work.
- (4) Avoid "appropriating" students texts and simplifying students' roles to that of army privates.
- (5) Play the role of the students intended audience.
- (6) Encourage students' revision to be an opportunity to clarify and discover one's meaning.
- (7) Avoid overburdening students with advice by identifying only one or two patterns of errors at a time.
- (8) Praise positive attributes in each paper.

(9) Avoid excessive use of abstract formulaic text book language such as "edit for efficiency."
"transition."

(10) Omit grades on individual papers. Instead use the portfolio approach.

Some critics of the process approach like Horowitz (1986a) do not accept some of the above recommendations (for example omitting grade, multiple drafting) on the ground that they are unrealistic to writing situations for academic purposes.

In the Ethiopian context no study (experimental or descriptive) has yet been conducted on responding to student writing. It can, however, be said that to some extent Mammo's (1981) and to a great extent Wondwossen's (1992) work are related to the present study. In his study, Mammo had collected data from some 157 essays written by 3rd and 4th year students for the course Advanced composition and attempted to classify and analyse errors committed in those essays. Among other things, Mammo found, not surprisingly, that students made a lot of errors in grammar, style, spelling, punctuation and handwriting.

Wondwossen's study, the more relevant work to the current research, was aimed at investigating the oral feedback behaviour of Grade 11 English teachers. In his study, Wondwossen was able to find out that his subjects spent quite

a considerable portion (29.2%) of class time providing oral feedback. None the less, the study suggested that the teachers were unsuccessful in their provision of feedback for (among other things) they used "narrower range of feedback;" they showed "stringent demand for grammatical accuracy;" and they did not involve students in an active manner.

Largely based on the works of feedback provision to student writing already reviewed, and partially on the basis of the related works in Ethiopia, the present study attempts to investigate the responding behaviour of Sophomore English instructors in AAU. Though this study, as a descriptive study, has a lot to share with works reviewed in many ways, it is different in some other ways. In almost all the studies reviewed, either the oral or written feedback of teachers is examined. The present study, however, looks into written and oral responses of instructors using marked papers and video recordings respectively. The study's attempt to describe teacher's written responses using a relatively new and detailed model description is hoped to be a small contribution to the existing body of literature.

CHAPTER THREE

THE DESIGN OF THE RESEARCH

3.1. Subjects

There are two groups of subjects for this study: 12 Sophomore English instructors (66% of the total population) and 60 of their students taking the Sophomore English course in the 1992/93 academic year. The instructors were chosen primarily on their willingness to participate in the research project. Nevertheless, with an intention of giving a representative sample, teachers who gave the course to students from different faculties and department were included. The 60 students were randomly selected. I then checked that they were willing to take part in the project.

3.2. Techniques of Data Collection

Basically, the major sources used to collect the data for this study were: (1) teacher questionnaire, (2) student questionnaire, (3) video recording of sample lessons, and (4) marked papers returned to students.

3.2.1. Teacher Questionnaire

A teacher questionnaire containing 19 items was designed and distributed to 12 instructors. The items of the questionnaire were divided into two major parts: (1) general

information and (2) questions related to feedback. The first five items included under the heading "General information" had to do with the personal data about the sample instructors. The five questions were set with the belief that factors such as teachers' work load, specialization, and the number of students they teach in a class may have an impact on the way they respond to student writing.

In the second part of the questionnaire, an attempt was made to get the instructors' report about their feedback behaviour when responding to student writing. To that end, instructors were asked about the type of feedback techniques they employ (e.g. peer correction, written commentary); what features of writing (e.g. mechanics, content) they concentrate on; and about their attitude to marking as a whole (For full version of the teacher questionnaire, see Appendix-II).

It should, however, be noted that the chief purpose of the teacher questionnaire as well as the student questionnaire was to reinforce the data found from marked papers and video recordings of sample lessons. Note that all 12 questionnaires distributed to instructors were returned.

3.2.2. Student Questionnaire

A student questionnaire consisting 14 items was designed and distributed for 60 students. The student questionnaire looked into the feedback behaviour of teachers from the

students' point of view. In other words, the student questionnaire was basically aimed at investigating students' reaction to feedback they get from instructors. The student questionnaire had two kinds of items; items related to teachers' actual feedback (items 1-7) and items linked with the provision of feedback as a whole. The first 7 items attempted to find out what type of feedback students prefer; what type of feedback they concentrated on; and what type of strategies they employed in handling feedback. The next 7 items (items 8-14) attempted to find out about students' preferences in error correction, teachers' intervention in the process of writing, etc. (For a complete version of the student questionnaire see Appendix - I).

Note that 52 of the questionnaires distributed were returned.

3.2.3. Video Recording

The video recordings of sample lessons were primarily aimed at looking into the oral feedback behaviour instructors exhibit in their writing class. The other reason for using the video recording was to detect oral feedback by the students say in the form of peer review/peer correction. Originally, it was planned to video two sample lessons from each of the 12 participants writing lessons. None the less, that was not possible for two reasons. Number one, most of the participants, though willing at the beginning of the

project, later declined to be recorded. Unfortunately, they had perhaps, considered what I was trying to do as some kind of supervision or evaluation. Some other instructors, for one reason or another, were not recorded because their students as well as the other university students were in a series of strikes during the time arranged for recording. Consequently, only five of the 12 participants were recorded. While three of them were recorded for almost an hour each, the other two were videoed for two hours each. And that gave us a 7 hours of recording. For describing and analyzing the data from the recorded lessons, no model of description was developed. It was, however, attempted to give a general assessment of the oral feedback vis-a-vis the major categories developed for the data from marked papers. Extracts from the transcribed recording for each teacher are appended (see Appendix IV).

3.2.4. Marked Papers

The marked papers collected from the randomly chosen students constituted the principal data for this study. That was simply because the papers collected would serve as major sources for investigating the written feedback given to what students write in their Sophomore English course. At the beginning of the study, I intended to collect 180 papers (3 from each of the 60 students). That was not possible because some of the students lost their papers or refrained from giving them in. As a result only 126 marked papers

were collected. The papers included any three essays composed in or out of class. Marked papers were not collected from the students of three instructors (I7, I8 and I10). I did not collect from instructor 8 (I8) because he did not mark the student papers. To compensate for this, I8 was recorded for two hours while giving oral feedback. Marked papers were not collected from the students of I7 and I10 for their students went on strike during the collection of the papers.

Note that extracts from papers marked by the instructors are appended (see Appendix-~~III~~).

The following table provides summarized information about the subjects and the data collected from them. Included in the table are: the list of the instructors and students who returned questionnaires, the list of faculties and the departments where the instructors teach and where the students belong, the number of marked papers collected from students and the approximate number of hours for the recorded sample lessons.

Table A: General Information about Subjects and the Data Collected

Instructor(I)	Faculty	Dept.	No.of students who returned questionnaires	No.of marked papers	Recorded lessons /per hour/
I1	Social Science	History	5	15	-
I2	" "	SOSA	5	15	1
I3	Education	Edu.Adm	5	15	1
I4	"	Bus.Edu	4	12	-
I5	"	EPSY	4	12	1
I6	Business & ECO	Accounting	5	15	-
I7	" "	MTPA	5	-	-
I8	Technology	Pre-Engi	-	-	2
I9	"	"	4	12	-
I10	"	"	5	-	-
I11	Library Sci.	Lib.Sci.	5	15	-
I12	Law	Law	15	15	2
Total 12	-	-	52	126	7

3.3. Model of Description

To date, at least as far as I know, only two L1 researchers (Searle and Dillon 1980, Ziv 1984) have attempted to develop a taxonomy for describing and categorizing teachers' written feedback to student writing. Consisting of six major categories (assessment, evaluation, instruction, audience, moving beyond and general comment), Searle and Dillon's model deals only with written comments provided by teachers. As can be understood from the names of the categories,

Searle and Dillon's taxonomy is mainly aimed at describing the teachers' role while responding to what their students write. In other words, the model attempts to answer the question 'what role does a teacher of writing play while providing written feedback?': Instruct ? Evaluate ? Assess ? or what ?

A close scrutiny of Searle and Dillon's model may reveal that it is characterized by one serious weakness. Preoccupied with classifying teachers' written comments and the role they play while responding, the model does not attempt to classify (describe) correction of specific errors which is one of the daily routines for most teachers of writing. Direct or indirect correction of errors with the use of error code, checklist or abbreviations is completely excluded from the model.

The other model developed by Ziv (1984) consists of three major categories: explicit cues, implicit cues, and teacher correction. Compared to Searle and Dillon's model, Ziv's taxonomy seems to be relatively detailed. Still, the model is not without its limitation. As the model was basically developed to categorize the author's own written responses to the writings of some six research participants in a case study, the sub categories it contains are rather limited. Besides, the focus of the taxonomy is on written comments that involve students in producing multiple drafts. Vis-a-vis error correction, it says very little.

Developing a relatively more detailed and balanced model of description was thus one of the major task of this study. (In a way it can be said the model presented here is developed on the basis of the two models discussed and contains elements lacking in them). Consequently, a model consisting of two major categories has been developed. The two categories are: (1) Category I - written feedback to low level features of writing (e.g. mechanics, grammar) and (2) category II - written feedback to high level features of writing (e.g. content, organization). Whereas category I identifies various types of written feedback to features of writing such as mechanics, grammar and choice of words, Category II contains different written responses to aspects of writing like content and organization.

Category I and Category II have in turn four and three sub-categories (feedback types), respectively. "Direct Correction," "Indirect Correction," "Written Comments" and "Ignore" are the four sub-categories for Category I. Similarly, "Explicit Cues," "Implicit Cues" and "General Written Comments" are the three sub-categories that come under Category II.

Direct correction, the first sub-category of Category I, has generally to do with simple provision of correct form(s). Included under this sub-category are smaller sub-categories like "substitute," "delete," "rearrange" and "add."

The second sub-category, Indirect Correction, is generally linked to making students discover right form(s) by themselves. In a way it is an implicit correction. It consists of smaller sub-categories such as "indicate-identify," "indicate-locate," "indicate-not identify" and "indicate-relate." The third sub-category "ingore" does not have further sub-divisions. Written comments, the fourth sub-category of Category I, deals with provision of direct or indirect written comments and clues on surface features of student writing.

What Ziv calls "Explicit Cues" is the first sub-category of Category II. "Explicit cues are those in which," notes Ziv, "the teacher indicates to the student exactly how he or she might revise a paper or points out a specific error" (1984:368). Smaller sub-categories that come under Explicit Cues are: "substitution," "rearrangement," "elaboration," "extension" and "deletion." Implicit Cues, the second sub-category of Category II, is about written comments "in which the teacher calls attention to a problem, suggests alternative directions for the student to pursue, or questions the student about what he or she has written" (Ziv 1984:369). Classified under this sub-category are "substitution," "addition" and "deletion." The third sub-category of Category II, General Written Comments, is linked with the provision of an overall impression of a teacher to what a student has written. The smaller sub-categories indicated under it include: "praise," "criticism" and "grade."

Note that a description as well as an example is provided for each of the smaller categories in the tables attached. It should, however, be noted that all the examples given to description of smaller sub-categories are not necessarily from the data collected. For some of the categories lacking in the data, example has been taken from the literature. In such cases, the source is indicated. It is hoped that a close observation of the taxonomy attached would make the reading of the fourth chapter easier.

3.4. Frequency Count of Written Feedback

To try and quantify teachers' written feedback is dearly difficult and in some cases arbitrary. In spite of this, I have attempted to indicate the general magnitude of teachers' written feedback in relation to the sub-categories identified. This is done vis-a-vis the following frequency terms: "Mostly," "Frequently," "Sometimes" and "Rarely".

- 1) Mostly: An instructor is said^{to} be using a certain type of feedback, say "delete", mostly if he/she uses it in 75-100%^{of} the marked papers.
- 2) Frequently: An instructor is said to be using a certain type of feedback frequently if he/she uses it in 50 - 75%^{of} the marked papers.
- 3) Sometimes: An instructor is said to be using a given type of feedback if he/she uses it in more

than 25-50% of the marked papers.

- 4) Rarely: An instructor is said to be using a certain type of feedback rarely if he/she uses it in less than 25% of the marked papers.

Note that the frequency count of feedback types used by the sample instructors is given in Appendix IV along with the extracts ^{from papers} marked by the respective instructors.

A TAXONOMY OF WRITTEN FEEDBACK TO STUDENT WRITING
Category I: Feedback on Surface Level Features

TYPE	DESCRIPTION	EXAMPLE
1. DIRECT CORRECTION 1.1 Substitute	Teacher substitutes part of the student's work with a more acceptable or appropriate form.	They don't ^{tell a} talk ^{to} lie for any body.
1.2 Delete	Teacher crossout unacceptable, inappropriate form, word, phrase or sentence.	Capital punishment is a punishment by death against a murderer by shooting or hanging up the murderer.
1.3 Rearrange	Teacher rearranges part of the student's work in a more acceptable or appropriate manner.	Thanks to his ^{being} <u>(not)</u> a student one ...
1.4 Add	Teacher adds words or phrases lacking in student's work	The biggest market locally ^{buying} as 'Gimbo Gebeya' is for ^{cer} cere and households materials

TYPE	DESCRIPTION	EXAMPLE
2. INDIRECT CORRECTION	Teacher indicates an error and identifies the type of error with a code, a symbol or abbreviation.	Addis Ababa is the <u>town</u> in which I live.
2.1 Indicate-identify		
2.2 Indicate-locate	Teacher indicates an error by underlining or circling allowing the student to self correct, i.e. teacher does not specify type of error.	The student's background also <u>have</u> influence on studies in University level.
2.3 Indicate-not identify	Teacher indicates error with a certain mark (e.g. a cross /X/) allowing the student to locate identify and self-correct.	We appologize for the X inconveniency. It was all X because certain reasons that things turned out that way X We did sent a driver to the X airport but it broke on the way. (Hyland 1990)

TYPE	DESCRIPTION	EXAMPLE
2.4. Indicate-relate	Teacher indicates an inconsistency of use of form with an arrow allowing the student to self correct.	The guy (was) a surprisingly short, perhaps a bit taller than half metre. His body (is) thing
3. IGNORE	Teacher intentionally or unintentionally ignores certain error(s) in the student work.	The girl whom I have introduced with you is my step sister. (N.B. the error ignored is wrong use of preposition: "with" instead of "to").
4. WRITTEN COMMENTARY	Teacher comments intending that student deletes a word or phrase.	S: He has so many parts about him that could turn a female on.
4.1. Explicit Cues		T: The words 'about him' are unnecessary in the sentence and make it sound awkward. In your rewrite, I suggest you delete "about him" so that the sentence reads "He has so many different parts that could turn a female on" (from Ziv 1984).
4.1.1. Delete		

TYPE	DESCRIPTION	EXAMPLE
4.1.2. Substitute	Teacher comments intending that the student substitute a word or a phrase.	S: Juveniles are thirty percent of the population but they constitute almost fifty percent of the crimes in the United States. T: It does not make sense to say that "juveniles constitute crimes." Try using "commit" or "are responsible" and see what different meanings are conveyed when you substitute one of these words for the one you have written. (from Ziv 1984).
4.2. Implicit cues: 4.2.1 Delete	Teacher provides implicit comments intending that students delete a word or a phrase.	S: Most of the middle class citizens moved out of this area and moved to other places. T: "and moved:" This is awkward (Ziv 1984).

TYPE	DESCRIPTION	EXAMPLE
4.2.2 Substitute	Teacher provides implicit cues intending that student substitute a word or a phrase with a more appropriate or acceptable form.	S: Although the mode of life in my college was different from the life I was leading before, it did not take me more than two weeks to adjust myself with the prevailing conditions at college to find new colleagues. T: Colleagues are persons working together, not living together.
4.3. Praise	Teacher praises part of the student work.	That is an excellent choice of word.
4.4. Criticism	Teacher criticize part of the the students work suggesting deletion or substitution.	Watch tense!

Category II: Feedback to Global Features

TYPE	DESCRIPTION	EXAMPLE
1. Explicit Cues	Teacher comments intending that student make a major conceptual change.	Student writes a paper in which she discusses her imagination to cope with the monotony of riding the subway everyday. One of her final line is: S: "The faculty of the mind to conjure up adventures in order to deal with the monotony of routine is fascinating." T: You could expand your essay with (1) as your central idea and use the subway as one example. Other monotony course may come to mind, (1) refers to the sentence "The faculty of mind ..." (Ziv 1984)
1.1 Substitution		
1.2 Rearrangement	Teacher comments intending that the student rearrange paragraphs	Student writes a paper about his composing process and has a paragraph near the end of the paper about when he writes his essays. T: You should put the last paragraph near the beginning where you set the scene for your composing process. (Ziv 1984)

TYPE	DESCRIPTION	EXAMPLE
1.3 Elaboration	Teacher comments intending that the student elaborate an idea or ideas.	<p>S: Student has written one general idea that life in his home town is very expensive but has failed to provide adequate examples to support the idea.</p> <p>T: Teacher suggests that the student need to give additional examples to show life in his home town is that expensive.</p>
1.4 Extension	Teacher suggests that the student extend his essay.	<p>The student's essay "the person whom I admire most" lacks a concluding paragraph.</p> <p>T: Teacher comments, "I think you should add a last paragraph summarizing the qualities of the person you admire."</p>
1.5 Deletion	Teacher suggests the student cut part of a paragraph or paragraphs that are not pertinent to the central idea.	<p>T: Please delete the last three sentences in your second paragraph.</p>

(Ziv 1984)

TYPE	DESCRIPTION	EXAMPLE
2. Implicit Cues 2.1 Addition	Teacher comments intending that student elaborate his or her ideas.	Student writes a paper in which he compares life to a game of monopoly. She does not give enough examples to make her analogies vivid to the reader. T: You apparently like to use analogies in your writing which is a good technique. Somehow this paper is a little abstract. Perhaps some concrete examples for your generalization would help. (Ziv 1984)
2.2 Substitution	Teacher suggests that student substitute an introduction, conclusion etc.	Student writes a paper on the isolation of people experience in New York City. Her concluding paragraph is about the suicide rate in this country. T: Do you think your conclusion follows logically from the ideas you discuss in the body of your paper ? (Ziv 1984)

TYPE	DESCRIPTION	EXAMPLE
2.3 Deletion	Teacher implicitly suggest that student delet part of his work which is not pertinent to the main idea.	Do you think the second three sentences in your concluding paragraph directly relate to what you have said earlier ?
3. GENERAL COMMENTS 3.1 Praise	Teacher provides his or her overall impression of student's work in the form of praise.	Good content ! Well organized.
3.2 Criticism	Teacher provides his or her overall impression of student's work in the form of criticism.	Poor content ! Ideas mentioned not fully developed.
3.3 Grading	Teacher grades student's work using letters or figures.	B, $\frac{10}{15}$, Cont. 5 Lang. 6 Org. $\frac{4}{15}$ = $\frac{15}{25}$

CHAPTER FOUR

RESULTS AND DISCUSSION

As pointed out in the introductory chapter, the main purpose of this study was to investigate, describe and analyze the responding behaviours of the sample Sophomore English instructors to student writing. To that end, the following basic questions were raised:

i) In the response they give to student writing, what features of writing do Sophomore English instructors concentrate on ?

ii) Are instructors' responses part of the writing process or are they relegated to students' final draft ?

iii) To what extent do instructors' responses contribute to promoting the major objectives stated in Sophomore English course ?

iv) What are the reactions of students to responses given to them ?

This chapter intends to answer these research questions. This is done with the discussion and analysis of the data obtained from questionnaires for students and teachers, marked papers and video recordings. For the sake of convenience, the results gathered are discussed in three parts:

1. Students' reaction and their strategies in handling feedback.

The focus of this part is on the students. That is simply because students are thought to be immediate beneficiary of the feedback they get. Consequently, students' reaction to marked papers as well as to some specific feedback types are examined. Moreover, the strategies they employ to handle teachers' feedback are considered.

2. Teachers and their responses to students' written work.

Since investigating the feedback behaviour of teachers is the central concern of this study, the second part basically discusses the actual written and oral feedback the teachers give. With the belief that some general information about teachers (i.e., their teaching load, specialization and number of students in a class) might have a bearing on the way teachers respond, a discussion related to this factors is also included.

3. Teachers' and students' attitude to different types of feedback.

The third and final part of this chapter presents a brief discussion about the attitude of teachers and students to feedback as a whole. Naturally, the attitude people have towards what they are doing has an impact on what they do. People with a positive attitude towards what they perform are

very likely to do things successfully. And the reverse may be true. Although to a limited scale, it is with the aforementioned common sense that an assessment and a discussion on teachers' and students' feeling is made.

4.1. Students' Reaction and Strategies in Handling Feedback

Investigating students' reaction to the feedback given on what they write is one among the various studies conducted in relation to the significance of responding in the teaching of writing. The importance of teachers' written feedback is often judged in connection with how students react to it. If the students' reaction to the teachers of writing as found in the works of Radecki and Swales (1988) is positive, feedback is thought to be effective. If, on the other hand, the students' reaction is negative as in the study of Hayes and Daiker (cited in Cohen 1987), feedback provision is considered a waste of time and effort.

In this study, the purpose of the student questionnaire was partly to find some information on how Sophomore students react to their instructors' written feedback and in what way(s) they handle their teachers' responses on what they write.

4.1.1. Students' General Reaction to Their Marked Papers

Items 2, 6, and 9 of the student questionnaire were set to elicit some general information about students' reaction

on their marked papers. Naturally, students' reaction to teachers' feedback begins with reading or not reading marked papers. With this regard, the results in this study are encouraging. As indicated in the table below, a great majority of them (86%) claimed that they reread all or most of the papers they got back. This conforms with Cohen's (1987) finding. In his study, Cohen found that 81% of his subjects reread either all or most of their essays. The attention paid to teachers' correction (31% = all, 44% = most) is not discouraging either. Compared to the frustrating report of some works (for example Hayes and Daiker 1984, cited in Cohen 1987) in which it was found that most of the students see their grade and discard the papers, the degree of attention paid by students in this study is quite satisfactory.

Table I - Students' Reaction to Teachers' Feedback

Items	Respondents							
	All		Most		Some		None	
	No	%	No	%	No	%	No	%
1. How much of the essay did you reread when you got it back ?	24	46	21	40	7	14	-	-
2. How many of the teachers' correction did you give thoughtful attention to ?	16	31	23	44	13	25	-	-

In item 9, students were asked what they looked at first

when they got their papers marked. Whereas most of the students (73%) answered they saw the grade first, a few of them (17%) responded they saw corrections. Still a few others (10%) said they looked at general written comments. This in fact seems to suggest students attach great importance to their grades. Given that most of the teachers frequently give grades to students' papers, the students' priority to grade is to be expected.

4.1.2. Students Reaction to Some Specific Feedback

The purpose of items 10-11 of the student questionnaire was generally to obtain students' overall reaction to some feedback types like grade and correction. The table below contains the items and the responses of the students.

Table II. Students' Reaction to Error Correction and Grade

Items	Respondents		
	Like it	don't like it	indifferent
10. What is your reaction to a paper with only a grade on it?	11 (21%)	37 (71%)	4 (8%)
11. What is your reaction to marked papers with corrections every one or two lines?	24 (46%)	24 (46%)	4 (8%)
12. What is your reaction to specific errors?	45 (86%)	6 (12%)	1 (2%)

In this study students' reaction to error correction, though not very clear, appears to be negative. As shown in Table II, a great majority of the respondents (86%) expressed approval of correction of only specific errors. On the other hand, an equal percentage of students (46%) showed positive as well as negative reaction to heavily marked papers. This seems a bit contradictory. Nevertheless, students' general remarks (in item 14) about marking in general showed dislike of heavy error correction especially toward mechanical errors. One student has for example said "I wish my teacher would over look silly mistakes like spelling and punctuation." The fact that 73% of the respondents disliked a paper with only a grade on it seem to imply that students in this study are not concerned only with grades but need some kind of feedback as well. That is a good sign.

4.1.3. Students Reaction to Features of Writing

In the fourth item of the students questionnaire, I have attempted to find out the degree of attention students paid to teachers feedback on different features of writing. The table below indicates the results.

Table III. Students Attention on Different Features of Writing

Item If you gave attention to the teachers' comments how much attention did you give items involving	Respondents							
	a lot		some		little		none	
	No	%	No	%	No	%	No	%
1. Mechanics	30	58	8	15	10	19	4	8
2. Grammar	28	54	17	33	7	13	+	-
3. Vocabulary	20	38	22	42	9	17	1	2
4. Organization	30	58	9	17	8	15	5	10
5. Content	21	40	13	25	8	15	10	19

As shown ^{in the} table above, the majority of the respondents (58%) reported that they paid a lot of attention equally to mechanics and organization. The reason why they paid much attention to mechanics appears to be clear for it more or less corroborates what teachers were reported to do. Students higher attention on content and especially on organization is, however, somewhat surprising. In table VIII, it is noted that only 17 respondents (33%) said that their teachers comments gave a lot of attention to organization. In the above table, however, 30 respondents (58%) said that they paid a lot attention to this feature. There is a sizable difference between the two reports. The seemingly exaggerated report of the students is perhaps attributable to the high value they attach to organization. Or it can be seen as a reflection of what they would like not what they actually get.



4.1.4. Students' Strategies to Handle Teachers'

Feedback

In the discussion above we have noted that the students claimed that they reread almost all their marked papers and they paid thoughtful attention to teachers corrections. We have also noted the degree of attention they paid to different features of writing. One may, however, wonder how they make use of teachers correction or comments. Or in Cohen's terms what "strategies" they employ to handle the teachers' feedback given to those features. It was with this question in mind that item 5 of the Student questionnaire (with a little adaption of the strategies identified by Cohen and Cavalcanti 1990) was designed.

Like that of Cohen and Cavalcanti's subjects, the majority of the students (65%) reported that they frequently made a mental note of teachers' comments. The use of other strategies seem to be distributed from "frequently" to "never". Still, it can be said, next to "making a mental note," the strategies reported to be used with a relatively higher degree were:

- (1) "identifying points to be explained" (F = 29%, S.T = 46%),
- (2) "referring back to previous composition" (F = 25%, S.T = 48%), and
- (3) "consulting a grammar book" (F = 21%, S.T = 50%).

Table IV - Students' Strategies to Handle Teachers'

Feedback

Students' Strategies	Respondents							
	Frequently		Sometimes		Rarely		Never	
	No	%	No	%	No	%	No	%
a. Making a mental note	34	65	13	25	5	10	-	-
b. Listing errors by type	4	8	13	25	23	44	12	23
c. Arranging errors by type	5	10	6	12	24	46	17	33
d. Identifying points to be explained	15	29	24	46	10	19	3	6
e. Asking for teacher explanation	9	17	19	37	14	27	10	19
f. Referring back to previous composition	13	25	25	48	10	19	4	8
g. Consulting a grammar book	11	21	26	50	11	21	4	8
h. Rewriting								
i) Only incorporating teacher's comments	4	7	11	22	20	38	17	33
ii) Revising and expanding	5	10	11	21	17	33	19	37
i. Not doing anything.	3	6	4	8	10	19	35	67

As can be understood from the table above, there are two extremes in the way students employ strategies to handle teachers' feedback. On one extreme, a great majority of them made mental note of their teachers' written feedback; on the other hand, an insignificant portion of them used the strategy of "re-writing." Practically, making a mental note of teachers' responses is next to doing nothing. It is very unlikely for the students to benefit

by just making a mental note of the feedback they get from their teachers. At the same time, the act of re-writing which could have at least involved students in a more productive task is almost totally lacking. It can thus be argued that students know very little or nothing of what to make of the written feedback from their teachers. Perhaps they consider teachers marking as an ordeal that ends their writing activities. This in turn is a result of teachers' feedback being relegated to the students' finished product and not to the process of writing.

4.2. Teachers and their Responses to Students' Work

It is obvious that the primary aim of the current research is to investigate the kinds of treatments teachers offer to their students' written work. To achieve this, teachers' and students' questionnaires and video-recordings have been employed. It has thus been possible to find out basic information about teachers, the written and oral feedback types they provide, and the general techniques and specific types they employ.

4.2.1. Basic Information about the Sample Teachers

Items 1-5, Items 6-8 and Items 11-16 in the Teachers' Questionnaire were basically designed to collect the necessary data in relation to teachers' experience, load, area of specialization, the number of students they teach in ^a class, and the general practices they follow before students embark on the task of writing. Accordingly, the following results have

Table V: General Information about Sophomore Teachers

Instructor (I)	Teaching Experience for this course (in years)	Specialization	Weekly Teaching Load (Credit Hours)	Number of students taught in a class
I1	10	Literature	21	40
I2	1 sem	TEFL	6	32
I3	2	TEFL	21	35
I4	4	TEFL	5	40
I5	6	TEFL	15	35
I6	1 sem	TEFL	9	35
I7	6	Literature and TEFL	12	45
I8	12	Language and Literature	15	40
I9	1 sem	-	15	40
I10	1 sem	-	21	40
I11	1 sem	TEFL	13	25
I12	3	TEFL	21	40

As previously stated, the attempt to elicit some general information about the sample instructors was done to find out if the factors in the table above will have some influence on the responding behaviour of instructors.

Although nine of the sample teachers have specialized in English language teaching, their experience in teaching the course is limited. Almost half of the teachers have taught the course only for a semester. In addition to other courses

they teach, three of the sample teachers (I₁, I₂, I₄) also teach the course for three sections; five of them give the course for two sections. The number of students taught in most of the classes is 35-40. While giving in class writing assignments, it is very unlikely that teachers would be able to give the necessary feedback to all of their students. To use one of the sample teachers' words, "sometimes there are too much [many students] in a class, so the marking is killing."

The other observable feature in Table 1 is teachers' overload. With regard to this one instructor commented: "Due to much overload and number of students in a class, it is impossible to clearly point out students' errors."

Although the consideration of the above factors was basically made to see if they could have a bearing on the feedback behaviour of the teachers, the striking resemblance between teachers in the treatment types they used (as discussed in 4.2.2.3 and 4.2.2.4) belied the assumption.

True, in the task of feedback provision to student writing, teachers' role begins when or if they decide to give writing assignments. This is simply because responding to student writing presupposes providing writing assignments. In this study it was found that all except one of the teachers frequently gave assignments. This was done by using Items

6, 7 and 8 in the teachers' questionnaire. The cited instructor said that he gave in class assignments frequently. The other instructors said they frequently gave both in class and out class writing assignments. This, of course, implies that the instructors have the possibility of using various ways of providing feedback. In addition to giving writing assignments, all the instructors also reported that they frequently gave written as well as oral feedback to what students wrote. Teachers also said they usually made a note of students' errors for subsequent class discussion.

Teachers were also asked if they involve students in producing drafts or not; and when they intervene to give feedback. The data collected with regard to these factors by using items 11-13 in the teachers' questionnaire is summarized in the table below.

Table VI. Teachers' Intervention and their Involvement of Students in Writing Drafts

Item 11. Do you involve students in writing different drafts when they write about a particular topic ?					Item 13. When do you often intervene giving feedback to what your students write ?										
		Item 12. How many drafts you make them write ?			While they are planning	While they are writing	After they complete writing								
Yes	No	One	two	three or more				No	%	No	%				
No	%	No	%	No	%	No	%	No	%						
9	75	3	25	4	33	5	42	-	-	2	17	-	-	10	83

Asked whether or not they involved learners in the process of drafting, the great majority of teachers, contrary to the researcher's expectation, answered in the affirmative. As may be seen from the data, five of the respondents said they required their students to produce two drafts while writing about a topic. Looking at what teachers say here from the recent development of the teaching of writing which encourages multiple drafting, one might say the practice is quite encouraging. Results from the marked papers, however, show quite a different picture. A close picture of marked papers (see Appendix III) indicates that most of the teachers, far from involving students in producing multiple drafts, hardly focused on features like content and organization.

Thus, it is possible to say that the response of the respondents that they involved students in producing drafts appears to be an exaggerated report. In giving such a response they were perhaps reporting what they think they should do, not what they have been doing. The following additional response of one instructor to items 10 and 11 is perhaps a genuine representation of the case:

When I give students writing assignments it is mostly for the purpose of evaluation. In the course of the class discussion, however, they are repeatedly told about the importance of rewriting. I assume, therefore, what the students give me the discussion in practice (SIC). But I must admit that few students make use of lectures.

Another important issue sought by Item 11 in the teachers' questionnaire was when teachers intervene in offering feedback. As may be seen in Table VI, most of the instructors (83%) intervened after completion of writing and a very few of them (17%) said they intervened during the planning stage. Surprisingly, none of the respondents said they intervened during the writing stage. One may in fact wonder what the teachers do while providing in class assignments. Just sit stand and wait till the students finish? Very likely. And this was what was observed from the lessons recorded (see Appendix IV. I3, I5).

4.2.2. The Provision of Written Feedback

To reiterate, the main purpose of this research was to identify the specific types of responding behaviours Sophomore English teachers exhibit. In the researcher's opinion this ranges from the general techniques that these teachers employ to handle feedback to the specific types of treatments they offer. The discussion below dwells on this.

4.2.2.1. General Techniques Employed

Item 9 in the teacher questionnaire (specifically b, c, e and h) was used to elicit the techniques teachers use in responding to student writing. The result is reported below.

Table VII. Written Feedback Techniques Used by Teachers

Written Feedback Techniques	Respondents							
	Frequently		Sometimes		Rarely		Never	
	No	%	No	%	No	%	No	%
Correcting errors in writing	6	50	6	50	-	-	1	8
Indicating errors using symbols, codes, etc.	4	33	3	25	1	8	4	33
Giving written comments	8	67	1	8	2	17	-	-
Giving grades	8	67	2	17	-	-	2	17
Peer correction	3	25	5	42	3	25	1	8

That the teachers dominated the practice of feedback provision is noticeable in Table 3. While 8 teachers reported to be frequently giving written comments; only three of them replied that they frequently used peer correction. That the great majority of the teachers (67%) gave grades to what students wrote seems to suggest the instructors' are very interested in evaluating the students' work, not in helping them to resee/revise the papers. A sense of testing rather than teaching is noticeable here.

Responses given to the first two items in the table may show that Sophomore instructors prefer a direct way of treating errors. Whereas almost all the respondents replied that they either frequently or sometimes corrected errors, only 7 of them said they indicated errors with codes, symbols, etc.

As has been pointed out, most of the teachers directly corrected students' work. It might thus be essential to look at the specific types of treatments provided to students' work and the emphasis teachers give to various features of writing.

4.2.2.2. Emphasis Given to Various Features of Writing

Before embarking on the task of specifically looking at the treatment types used by teachers, it was thought necessary to elicit the kinds of emphasis teachers and students say are given. This procedure will indicate what teachers say they do, what they actually do and what the students say is done. The following table shows the results obtained.

Table VIII. Teachers' and Students' Perception of Emphasis Given to Various Features of Writing

Features of Writing	Respondents															
	Teachers								Students							
	a lot		some		little		none		a lot		some		little		none	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Mechanics	4	33	3	25	5	42	-	-	28	54	12	23	9	17	3	6
Grammar	6	50	5	42	1	8	-	-	19	37	18	34	13	25	2	4
Vocabulary	4	33	8	67	-	-	-	-	14	27	19	37	15	29	4	7
Organization	9	75	3	25	-	-	-	-	17	33	12	23	19	37	4	7
Content	9	75	3	25	-	-	-	-	10	19	13	25	19	37	10	19

As previously stated, one purpose of the teachers' questionnaire was to find out what features of writing the teachers say they focused on while providing feedback. The above table clearly shows the picture. All of the respondents, though not equally, said they paid attention to the five features identified. Features of writing reported to receive the highest attention from teachers were: organization and content; nine of the 12 respondents replied that they paid a lot of attention to both of these features. In contrast, almost all the teachers claimed that the feature they gave the least attention to was mechanics.

If one has to depend on teachers' responses, it may be concluded that they are in conformity with the current trend: paying more attention to high-level than low-level features. However, students' answer and the actual practice of teachers (as observed in the discussion about data obtained from students' marked papers) go against this observation.

Students' responses, while against the claim made by teachers, seem to corroborate the findings of other studies (Zamel 1985, Cohen 1987, etc). According to students, mechanics and grammar were features given relatively higher attention. In contrast, less importance was attached to features like organization and content. 54% and 37% of the respondents said a lot of teachers' feedback focused on mechanics and form respectively. On the other hand, sadly enough, a

considerably portion of the respondents (56%) said either few or none of their teachers' comments dealt with the content of their essays. This is actually confirmed when we look at the specific treatments teachers' employ on the marked paper.

4.2.2.3. Feedback on Surface Level Features (Category I)

4.2.2.3.1. Direct Correction

As shown in chapter three, the sub-categories of Category I are "Direct Correction," "Indirect Correction," "Written Commentary" and "Ignore". Among these four categories "Direct correction" was found to be the only technique used by all of the nine instructors from whose students the papers were collected. In spite of that, the extent and frequency of the technique varied from instructor to instructor. The majority were noted to use it mostly or frequently. Instructors who used direct correction with a relatively higher frequency were I1, I2, I6, I9 and I12. On the other hand I3, I4, I5 and I11 were found to be using the technique with a relatively lower degree and frequency (See Appendix III).

Common among the instructors who used "Indirect Correction" with lower frequency was that they have all specialized in TEFL. There, however, appears to be no common element among the instructors using "Direct Correction" with a higher degree and frequency. Rather than the commonness, the difference

among them (at least in relation to specialization) is more apparent. Whereas I9 reported to have no specialization, I1 reported to have been trained in literature. On the other hand, I2, I6 and I12 reported that they were TEFL specialists (see Table V).

Of the smaller sub-categories identified under "Direct Correction", "Substitute" appears to be the most frequently used technique. "Delete" is also the other frequently employed strategy in relation to direct correction. "Rearrange" and "Add" were, however, used with a relatively lower degree and frequency (see Appendix III).

4.2.2.3.2. Indirect Correction

In comparison with Direct Correction, Indirect Correction appears to be used with minimum degree and frequency. As shown in Appendix III, almost all the teachers seem to be acquainted with an indirect way of dealing with errors. However, very few of them made use of the technique. The teachers' failure to use the technique may be discussed in relation to the subsequent sub-categories identified under "Indirect-Correction."

The first sub-category under Indirect Correction is Indicate - Identify. Among the nine instructors whose written feedback was investigated, only three of them (I4, I5 and I11) were observed using this indirect way of dealing

with students' work. Despite the similarity of these instructors in their use of error codes, they were observed to be using different symbols. This is, of course, quite acceptable. As long as their students understand the codes, they may use whatever code they wish (Norrish 1992). The three teachers also varied in the extent they used Indicate-Identify. Unlike I4 and I5, I11 appeared to be highly dependent on this technique.

Even though it was noticed that only three teachers frequently used "Indicate-Identify," it should be noted that almost all other instructors, though, inconsistently, used the technique while dealing with students' errors in spelling (see for example Appendix III Extractes 2, 12, 32).

That may in fact suggest that there is a desire on the part of the instructors to use "Indicate-Identify." Their failure in using the technique might be ascribed to their ignorance of error codes.

Though with a lesser frequency and extent than "Indicate-Identify," some five instructors were observed to be using "Indicate-locate." Except I3 and I4 who used it with higher degree, the other three instructors (I2, I5 and I11) were noticed employing this sub-technique not very frequently.

Compared to the two techniques discussed above, the

use of "Indicate-relate" and "Indicate-not identify" was noted to be even more limited. Practically, none of the instructors used "Indicate-not identify." That might be because none of them know about it. If any of the instructors had known how to use this technique, he/she could have used it at least on one occasion. Unlike "Indicate-not identify," "Indicate-relate" was observed to be used at least in four situations by three teachers (see Appendix III Extract 18, 39, 43, 44).

4.2.2.3.3. Ignore

Ignoring surface level errors on students' written work seems to be a strategy used by most of the instructors in this study. The use of this strategy does not, however, appear to be intentional, i.e., with the aim of concentrating on higher level features like content and organization. Inconsistency on the part of the instructors seems to be the possible explanation for their ignoring errors (see Appendix III Extract 3, 11, 27, 32, 48).

4.2.2.3.4. Written Commentary on Surface Level Features

In the literature on student writing, giving feedback on form through written commentary is reported to be one of the most widely practised technique (see for example Ziv 1984, Raimes 1983a, Raimes 1983b, Fathman and Whalley 1990).

Contrary to the reported common practice, the instructors surveyed in this study were found to be giving written comments of this kind on very rare occasions. Almost all types of comments under the sub-category of "written commentary" were practically non-existent. Praise such as "That is a good choice of word" was totally lacking. The same can be said of criticism on form. Except for a few occasional comments like "watch tense," "few grammatical errors" by two instructors (I1 and I4), criticism on form was absent. Likewise, "Implicit Cues" and "Explicit Cues" as understood by Ziv (1984) were not there either. These kinds of cues were used in very rare occasions (see Extracts 12, 34).

4.2.2.4. Written Feedback to High-Level Features

Category II

With an intention of classifying and describing written feedback on content-level issues and organizational problems, three sub-categories, viz "Explicit Cues" "Implicit Cues" and "General Written comments" were identified. Under these sub-categories, smaller sub-categories were also included. The investigation of the marked papers, however, revealed that the teachers' written feedback on content and organization were too limited to be described in relation to the sub-categories identified under Category II.

Of the nine instructors, whose marked papers had been

investigated, it can be said that only three instructors (I1, I2 and I5) showed a relatively higher degree of concern on the meaning and overall structure of what the students wrote. I1 and I2 almost always gave end comments on almost all the papers they marked; I5 gave comments on more than half the papers he marked. On the other hand, the other instructors rarely or never gave written comments on the features under discussion. If it is argued that giving grades and general comments of praise and/or criticism is responding on high-level features, it was observed that most of the instructors frequently gave grades and some of them gave grades along with praise like "good," "very good," etc. Only 3 out of 12 teachers gave comments and these were of very limited type.

Practically almost all the comments provided by I2 and most of the comments provided by the other two instructors (I1 and I5) are similar to comments found in the works of Sommers (1982) (cited in Moxley) and Zamel (1985). The comments can be grouped under the third sub-category of Category II i.e., feedback on high level features. Below are some examples:

Relevant Ideas

Good content and organization.

An excellent piece of work,
Fekade, of all things I appreciate
the originality of your writing
very much.

Organization of ideas rather poor.
Rather brief and deals with the
generalities.

The outline is good but the paragraphs are sketchy. Ideas rarely mentioned and hardly explained.

Fine but doesn't read smoothly meaning is not clear at places, cause of length of sentences.

In comparison with most of the teachers, who gave little or no attention to the content and organization of what their students wrote, the effort of these three instructors is worth-noting. By providing comments of the above type, the instructors might be able to give their students the impression that they are concerned about what the students attempt to communicate. That the comments are vague, abstract and in some cases conflicting (see the last example) is, however, undeniable.

Feedback types identified under the first and second sub-category of Category II (Explicit Cues and Implicit Cues) were practically non-existent. Only one instructor, though in a prescriptive manner, quite often demonstrated text-specific comments of the following type:

Mostly concentrated on informing about the hero. State the qualities you admire in the hero (see also Appendix Extracts 4, 7)

Prescriptive as the comments of the above kind seem to be, it is more beneficial than comments like "Ideas merely mentioned and hardly explained." For learners of writing,

the former does at least give a clearer direction on what to do and pinpoint what is wrong. Unfortunately, however, only one of the nine teachers whose marked papers have been investigated were noted to be employing this particular strategy.

4.2.3. The Provision of Oral Feedback

Among other things, one thing that this research has made clear is that in addition to written feedback teachers also use oral feedback.

To investigate teachers' oral feedback behaviour some items in the teacher questionnaire (Item 9a, d, g) and most importantly video recordings of five lessons were made. The results are discussed below.

4.2.3.1. Oral Feedback Techniques Used by Teachers

The general oral feedback techniques identified in the study are given in the following table.

Table IX. Oral Feedback Techniques Employed by Teachers

Feedback Techniques	Respondents							
	Frequently		Sometimes		Rarely		Never	
	NO	%	NO	%	NO	%	NO	%
Correcting error orally	3	25	8	67	1	8	-	-
Conferencing (discussing papers with students)	2	17	5	42	4	33	1	8
Taped Commentary	-	-	-	-	-	-	12	100

A comparison of the result in the above table with the written feedback made by teachers reveals that very few teachers use oral feedback to react to the written works of students. However, the researcher was able to witness that all of the sample teachers who were video-recorded used oral feedback. The researcher imagines that in some cases this strategy may be used as a substitute for the time and labour consuming written feedback. This informed guess could be ascertained by looking at the amount of time spent on the feedback and by considering the juncture at which it is, given (see Appendix IV, I8).

Among the general techniques identified in Table 4 only 2 teachers said they used conferencing (discussing papers with students) frequently. This technique, which can be used in a situation when teachers give in class writing assignments,

was not noticed in any of the sample lessons recorded (see Appendix IV). This may be due to the large number of students in class which doesn't actually allow the use of this technique extensively.

A quick glance over the above table also shows that none of the instructors used "Taped Commentary." Although the qualities of taped commentary are discussed by some (for example, Moxley, 1989, Keh 1990) the data found about the use of the strategy is hardly surprising. Considering their teaching load and the number of students they have in class, it would be too idealistic to expect teachers to use this technique. Added to that, it is very unlikely for most of the teachers to be cognizant of the provision of taped commentary.

4.2.3.2. Reports From the Video Recordings

The video-recordings show that almost all of the teachers use oral feedback. Surprisingly, teachers also show unanimity on when they use oral feedback. They use it after students have composed, i.e. on the final product. Only one teacher (i.e., I2) gathered and or commented on students ideas or allowed other students to supplement, adjust or comment. (see Extracts 1-11).

There is also a resemblance among teachers in the procedures they follow when they offer oral feedback.

After students are given some time to compose, teacher ask them to read aloud their statements or paragraphs. This is followed by the teacher's comment which is sometimes accompanied by the act of writing students' statements on the blackboard. The latter is usually done to attract students' attention to the specific type of mistake made by the individual student or to give other students the chance to correct. This act, however, is a rare occurrence in the data obtained (see Extract 23).

It is obvious that in this kind of feedback it would be difficult for teachers to pin-point the error made by the students with perfect accuracy (as might be possible in the case of written comments). The teacher has no chance to go over the work of the student and might simply act on what he feels about it the first time he listens to it. Some teachers ask students to repeat their utterances in order to avoid this problem (see Extract 22). But still, one can say that some errors may go uncorrected due to the limitation of the strategy itself.

When teachers give their oral comments, whether it's direct or not, it is most often on the grammatical error in students work (see Appendix - IV,13) only in rare occasions are students praised for the content of what they write. Almost every lesson is a testament to this; every correction begins with a discussion on a specific grammatical error and

ends by correcting it. Teachers keep mute about the general content of students work. They do not offer students the chance to see what their language errors may mean viz-a-viz the content of what they write (see Extract 12, and 22-25)

The above behaviour is highly observable specially in one case (see Appendix - Iv I8) where the class changes into a kind of law-court and the defendant (the student) has to offer his answers and explanations to the judge (the teacher) who finally passes the verdict. Not with standing the feeling that this might create in students (the feeling that they are still haunted by 'Grammar') - and this is actually confirmed by student perception of teachers' emphasis on features of writing (see table-VIII) and by the actual treatments sample teachers gave - it turns the class into a place where students read their works only once and remain idle; or do other things for the rest of the class time.

The provision of correction (especially the provision of correction to grammatical errors) is frequently accompanied by interruption (see Appendix IV, I3, I4, I8). Students are interrupted in their mid-sentences and are asked to repeat the utterances that contain the error or are immediately offered the correction. This is a frequent act which in one case receives direct opposition from a student who asks the teacher not to interrupt him and give him the chance to finish his sentence. The following extract may show this.

S - Cock of the walk

T - Who ?

S - Cock of the walk

T - I can't hear. Say it clearly

S - Cock of the walk

T - Say it again

S - Cock of the walk

T - How do you spell it ? Tell me.

S - C - o - c - k

T - C - o - c - k - cock of the walk like this ?

S - Yeah

T - What does that mean ?

S - Let me read.

When teachers ask students to repeat their statements, they seem to create confusion. This is because they do not indicate to the students why they need the repetition. Is it because they didn't hear it or because they want to show up students' errors ? (see Appendix IV All except I 12).

Perhaps in their bid not to discourage students, some teachers repeat students' statements with change (offering the correction) and pass on to the next task. This is done without calling students' attention to the kind of mistake made. The emotional side of this act is understandable. However, whether students benefit from it remains open to question for students have no way of checking whether they have made mistakes or not (see Appendix IV, I3 and I4).

In some cases teachers simply accept various ideas from student's and do not comment on anything or they don't tie ideas together, leading students to decide for themselves (see Appendix IV, Extract 17).

In some cases when peer - correction is initiated the focus still falls on correcting grammatical errors (see Appendix IV extract 23). Students are invited either to locate errors made by individual student and/or are asked to correct or modify the statement. In only one case (see Appendix IV - I12) does peer - correction go beyond this stage and involve most of a class. In this one case the focus is on content. Students were asked to explain, adjust, change or defend their line of argument. In no instance were students asked to reform their grammatically incorrect sentences. And the teacher never interrupts students interaction unless he deems it necessary that the students' discussion shouldn't lose direction. Every student is accountable to whatever he says or presents as his point of argument. This might be a good indication that we (as teachers) may have a lot to learn from how our students correct each other's mistakes (see Appendix IV, Extracts 26-31).

The other type of comment observed in the study is praise. Almost all of the teachers (see all Appendices) use it. Although teachers do not pin-point the strength or which part of the statement/paragraph specially needs praise, they invariably use this strategy either to commend the student

himself (see extract 10) or to acknowledge the correctness of the utterance (See Appendix IV, Extracts 3, 5, 6, 8, 22) It has also been noted that error-free sentences (interms of grammar) usually receive this kind of treatment (see Appendix IV - I3, I4 and I8).

This is true of both oral feedback and to a limited scale written feedback and is possibly the most positive finding of this study.

4.3. Teachers' and Students Attitude and Preference on Responding to Student Writing

In the preceding sections of this chapter, I have attempted to show what the Sophomore instructors' actual and written feedback looks like. I have also tried to indicate how students react to the feedback they receive. What follows logically from that is a discussion on what both teachers and students think of feedback provision as a whole.

4.3.1. Teachers and Students Attitude on the Benefit of Feedback

From the teachers point of view, the feedback they give to students is helpful for learners to improve their writing skill. In item 17 of the teacher questionnaire, instructors were asked if they thought their feedback was helpful, and all of them answered in the affirmative. Even then, some teachers expressed their doubts about the students use of the feedback they receive. One of the instructors has

remarked: "They [students] don't look at correction or learn from it. They repeat the same errors." In a more cautious way, another instructor reinforced that. "Although I think the feedback I give will help them," he noted, "students don't seem to make use of it." Considering the use of the limited strategies of students to handle feedback, the instructors' concern with the students' failure to make use of feedback is plausible.

Despite their unanimous feeling that feedback is helpful, they vary in their attitude toward marking. In the 18th item of the teacher questionnaire, instructors were asked about their general attitude to marking. Two teachers (8%) said they liked the practice; the others expressed either indifference (41%) or dislike (41%). Seeing their teaching load and their use of very limited techniques of routine type (e.g., direct correction), such a response is not surprising.

In their attitude to the benefit of feedback, students seem to be in agreement with their teachers belief. Asked whether they found marking helpful, the great majority of them (88%) gave a positive response. Related to this is students' preferred priority for the focus of teachers' feedback. The 13th item in the student questionnaire elicited in what order of importance students want their teachers to concentrate while providing feedback. The results are indicated below.

Table X - Students' Preferred Priority for the Focus of Teachers' Feedback

Features	Respondents										Grand Total value	Av To va
	5*		4		3		2		1			
	No	Total value	No	Total value	No	Total value	No	Total value	No	Total value		
1. Mechanics	4	20	4	16	3	9	11	22	30	30	97	
2. Grammar	8	40	11	44	19	57	11	22	3	3	166	3.19
3. Vocabulary	2	10	4	16	14	42	20	40	12	12	120	2.31
4. Organization	18	90	20	80	8	24	5	10	1	1	205	3.11
5. Content	20	100	13	52	8	24	5	10	6	6	192	3.69

*Nos 5, 4, 3, 2, 1 refer to the value allotted to each feature.

As indicated in the table above, the preferred order seem to be organization (3.94), content (3.69), grammar (3.19), vocabulary (2.4) and mechanics (1.87). (Note that the feature with the highest figure is the most preferred one).

The above preferred priority goes in line with what teachers claimed as to what they do in class. As previously discussed, teachers said they give much attention to high-level features. In practice (as found out from the student questionnaire and marked papers), however, these features are given the least attention. It might thus be possible to say that in the process of feedback provision, there appears to be a misfit not only between what the students want their teachers to do and what their teachers do, but also between what the teachers themselves intend to do and what they actually do.

In the 8th item of the student questionnaire, students were asked when they best liked their teachers of writing to give them feedback. Where as the majority of the respondents (56%) expressed preference for feedback given to them after they finish writing, a considerable number of them (38%) chose feedback while planning. And a very few of the respondents (6%) showed preference for feedback given while writing. That the majority of the respondents preferred feedback after completion and a very few of them chose feedback during actual writing is not strange. It can be attributable to their orientation; normally they happened to see their teachers

giving feedback after completion of writing: as indicated earlier, 84% of the teachers reported that they frequently gave feedback after their students completed writing papers. What looks unusual is the students' preference at the planning stage of writing. Not only does this seem again to indicate a misfit between what students want and what teachers do, but also appears to suggest that students have a problem getting started.

In general, when we see the attitude of teachers to marking they seem to find themselves deep into the quagmire of indecision. On the one hand, they don't like it, on the other, we see them as heavy markers. But one thing is clear: although they may not be able to say how, most of them agree on the benefits of feedback.

Students on their part prefer to have marking - marking where more attention is given to high-level features. However, unfortunately, teachers attach more attention to low-level features. This is more unfortunate when we think of what teachers want to do and what they actually do.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study has attempted to investigate, describe and analyze the responding behaviour of AAU Sophomore instructors to student writing. Though the study was mainly aimed at investigating the written and oral feedback of instructors, it also tried to look into the students' reaction to the feedback they are given. In other words, the feedback behaviour of the teachers was also examined from the perspective of students. For that reason, the study had two sets of subjects: 12 instructors and 52 Sophomore students.

To achieve the purpose of the study, the necessary data was collected from questionnaires administered to instructors and students, marked papers and recordings of sample lessons. Among other things, the study has revealed that almost all Sophomore instructors believe the feedback they give help their students improve their writing skill. That was demonstrated by the time and effort the instructors spent on providing oral and written feedback. They often gave assignments and frequently marked them. They also provided oral feedback on what students wrote.

Although they exert much time and effort on responding to student writing, it appears that the Sophomore instructors: frequently respond to very limited features (i.e., mechanics, grammar); employ limited strategies (for example direct

correction); and never involve students in producing multiple drafts. In addition, their students do not seem to make use of the feedback given by their instructors. This being the general observation of the study, in specific terms, the following conclusions are made:

5.1. Conclusions

5.1.1. Teachers concentrate on low order concerns and give little or no attention to high level concerns.

The data collected from the marked papers revealed that almost all the teachers' responses fitted the first two sub-categories of Category I: "Direct correction" and "Indirect correction." Few instructors (I1, I2 and I4) were found to respond to features of content and organization in the form of written commentary. Analysis of the video recordings also showed that in their oral feedback, the instructors exhibited a similar behaviour. Of the five teachers whose lessons have been investigated, only one teacher (I12) showed concern about what the students say (see Appendix IV, Extract 26-31). That the teachers focussed on surface level features and overlooked content level issues was also reported by students (see Table IV).

5.1.2. There is a mismatch not only between what the teachers do and what their students wish them to do, but also between what the teachers intend to do and what they actually do.

In this study, students want their teachers to focus on organizational problems and content level issues (see Table X):

teachers also claim to be concentrating on these same features (see Table IV). Analysis of the teachers actual feedback has, however, revealed quite the opposite picture.

5.1.3. Sophomore instructors appear to employ very limited techniques of responding to student writing. Correction of students' errors orally or in the written form is the dominant method. Techniques like peer correction, reformulating, written commentary, conferencing, etc., are used on rare or no occasions. In relation to error correction, it has also been found that:

- i) the teachers frequently use and prefer "direct" correction to indirect correction.
- ii) teachers dominate the practice of error correction (in both oral and written form).

5.1.4. Factors like specialization, teaching load do not seem to affect the way teachers respond. Irrespective of differences in their specialization and teaching load, almost all the teachers seem to provide feedback in more or less a similar manner (for example, focus on surface level features, use corrective feedback).

5.1.5. While providing feedback, most of the Sophomore instructors (84%) intervene after the students complete their writing tasks. The majority of the students (56%) seem to approve of this pattern. Still, a considerable number of students (38%) would like their teachers to intervene during

the pre-writing stage.

5.1.6. Instructors appear to give positive feedback while responding orally; when giving written feedback, however, very few instructors praise the students' written work. In either cases, the teachers' positive feedback is restricted to general praise words like "V. good, Good."

5.1.7. Students have positive attitude towards teachers' feedback. The great majority of the students (88%) reported that they found teachers' 'marking' helpful. Even though, it has been noted that the students use a very limited strategy (i.e., making a mental note) to handle feedback (see Table IX).

5.1.8. Seeing the teachers' pre-occupation with surface level features like mechanics and considering the instructors' negligence over the students' attempt to communicate something, it is concluded that the teachers feedback has little to do with the objectives of Sophomore English - an ambitious course. (For the objectives of the course see 1.5).

5.2. Recommendations:

On the basis of the above conclusions, the following recommendations are forwarded.

5.2.1. Obviously learning to write is more than producing grammatically correct sentences, punctuating properly and spelling appropriately. Students are also expected to learn

to say things clearly, logically and organize their ideas meaningfully. This is especially true of writing instructions at a higher level like Sophomore English course. To help them learn these things, Sophomore instructors, as opposed to what they seem to be currently doing, are thus advised to pay attention to what students are trying to communicate and to the way they structure their ideas.

5.2.2. Even if corrective feedback (in the form of direct-correction) may have some pedagogical role to play depending too much on it may not be as productive as desired. On the contrary, it may be boring to teachers and frustrating to students. Teachers of writing need to use less time consuming ways of directing students' errors (e.g. using error codes, symbols).

5.2.3. Teachers of writing need not always be pre-occupied with students errors alone. In other words, as satirically put by Hairston, they should not be equated to policemen "who lurk in the shadows waiting for people to make mistakes so they can punish them for it" (1986:122). They need also be able to indicate what is good in students' work. As common sense tells us, praising students' work is likely to have a motivational effect on students' further writing performance.

5.2.4. Responding just to the final work of students writing is reducing the role of instructor to that of a judge.

True, academic realities of university course require students to complete certain writing tasks in a given time. Writing exam essays are one of these instances. In preparing students for such tasks, the teachers' intervention to the finished product is justified. Writing exam essays is not, however, the only writing academic requirement of higher institutes. Students are also expected to write term papers, reports, senior essays. In such cases, it is recommended that teachers intervene before the students begin to write, while writing and give them some help. In doing so, the teachers may play a role of "consultants, assistants and facilitators" (Zamel 1985:96) and thereby involve students in the act of rewriting and redrafting. One may think of this kind of feedback provision as time consuming. But why not? Sometimes, time consuming efforts of such kind may result in long lasting effect.

5.2.5. In some situations (as observed in this study) teachers of writing have to teach a lot of students and consequently respond to their written work. In such cases, assuming sole responsibility for a teacher to provide feedback may be time consuming and boring. Under such circumstances teachers need to encourage students to share responsibility by correcting one another's work. By involving students in the act of peer correction not only they minimize their work pressure but also help students enjoy the benefit of peer

correction already suggested in the review.

5.2.6. The reason why teachers concentrate on very limited features of writing, why they assume the role of a judge and why they use very limited range of techniques while responding may be partly due to lack of orientation to do otherwise. The mismatch between the teachers' intention and the actual performance noticed in this study may partly be attributable to the teachers' ignorance of the current trends on the area in question. The need to raise teachers' awareness on more effective ways of responding to student writing is thus highly commendable. Linked with this is the need to train students with a wide range of strategies for handling feedback. This is, of course, closely associated with encouraging students to "learn how to learn". If we as teachers, in stead of giving spoon feeding kind of lectures and corrections, let our students take responsibility for what they learn, we are likely to help them learn successfully.

5.2.7. The final point to be made as a major point of recommendation is the need for further research on the area of investigation. As pointed out in the earlier chapters, studies on feedback provision to student writing in ESL/EFL setting are scare; in the Ethiopian context practically non-existent, the current study is just a small beginning. Arriving at conclusions based on research may not, however, be safe. The more research we have, the more reliable our conclusions would be, and the stronger our recommendations.

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APPENDIX I

Student Questionnaire

Dear Students:

The questionnaire attached here is designed for research carried out on student writing. Hence, the researcher kindly requests you to give your frank response. Your co-operation in responding to the questionnaire will be of considerable help to the success of this study and subsequently it may be used to improve the quality of Sophomore English Instruction in Addis Ababa University.

N.B. Please feel free to give your answer in Amharic for those questions which need written answers.

Your co-operation will be greatly appreciated.

Thank you for your time

Getnet Tizazu

I. Direction:

Please think of the last Sophomore English essay(s) that your teacher corrected and returned to you. You will be asked questions about what you did with this feedback from the teacher. Please answer as honestly as you can. (Please mark with a tick (✓) through except when the question required written response.)

1. How much of the essay did you reread when you got it back?

- a. all of it _____ c. some of it _____
b. most of it _____ d. none of it _____

2. How many of the teacher's correction did you give thoughtful attention to ?

- a. all of them _____ c. some _____
b. most _____ d. none _____

3. To what extent the teacher's comments deal with:

	<u>a lot</u>	<u>some</u>	<u>little</u>	<u>none</u>
a. Mechanics (spelling, punctuation)	_____	_____	_____	_____
b. Grammar	_____	_____	_____	_____
c. Vocabulary	_____	_____	_____	_____
d. Organization	_____	_____	_____	_____
e. Content	_____	_____	_____	_____
f. If any other specify	_____	_____	_____	_____

4. If you gave attention to the teacher's comments how much attention did you give items involving:

	<u>a lot</u>	<u>some</u>	<u>little</u>	<u>none</u>
a. Mechanics (spelling, punctuation)	_____	_____	_____	_____

	<u>a lot</u>	<u>some</u>	<u>little</u>	<u>none</u>
b. Grammar	_____	_____	_____	_____
c. Vocabulary	_____	_____	_____	_____
d. Organization	_____	_____	_____	_____
e. Content	_____	_____	_____	_____
f. If any other specify	_____	_____	_____	_____

5. If you did anything about the teacher's feedback, indicate how frequently you did any of the actions below:

	<u>Frequently</u>	<u>Sometime</u>	<u>Rarely</u>	<u>Never</u>
a. Making a mental note	_____	_____	_____	_____
b. Listing errors by type	_____	_____	_____	_____
c. Arranging errors by type	_____	_____	_____	_____
d. Identifying points to by explained	_____	_____	_____	_____
e. Asking for teacher explanation	_____	_____	_____	_____
f. Referring back to previous composition	_____	_____	_____	_____
g. Consulting a grammar book	_____	_____	_____	_____
h. Rewriting:				
i) only incorporating teacher's comments	_____	_____	_____	_____
ii) revising and expanding	_____	_____	_____	_____
i. Not doing anything	_____	_____	_____	_____
j. If any other specify	_____	_____	_____	_____

6. Were there any teacher comments that you did not understand?
If so, what were they like (e.g. "Be more precise here")
Please specify or give examples.

7. In general, did you find the marking
- a. helpful _____
 - b. Irritating _____

II. Direction

Below are questions about your general attitude
about teachers' responses to student writing.
Please answer as genuinely as possible.

8. When do you best like your teacher to give you feedback
on what you write ?
- a. While planning _____
 - b. While writing _____
 - c. After completion _____
9. When your work is returned to you marked, what do you
look at first ?
- a. the grade _____
 - b. corrections _____
 - c. general written comments _____
10. What is your reaction to a paper with only a grade on it ?
- a. I like it _____
 - b. I don't like it _____
 - c. I don't mind _____

11. What is your reaction to marked papers with corrections every one or two lines ?
- a. I like it _____
 - b. I don't like it _____
 - c. I am indifferent _____
12. What is your reaction to only specific and important errors ?
- a. I like it _____
 - b. I don't like it _____
 - c. I am indifferent _____
13. Which of the following aspects of your essay do you want your teacher to concentrate on and correct ? Please rate them (1-5) according to the order of importance you believe is appropriate by writing "5" to the most important and "1" to the least.
- a. Mechanics _____
 - b. Grammar _____
 - c. Vocabulary _____
 - d. Organization _____
 - e. Content _____
14. Other comments on the way your essays have been marked.

APPENDIX II

Instructor Questionnaire

Dear Instructors:

The questionnaire attached here is designed for research carried out on student writing. Hence, the researcher kindly requests you to give your frank responses. Your co-operation in responding to the questionnaire will be of considerable help to the success of this study and subsequently it may be used to improve the quality of Sophomore English Instruction in Addis Ababa University.

Your co-operation will be greatly appreciated.

Thank you for your time

Getnet Tizazu

Direction

Please read the following questions and answer them as genuinely as possible. (Please mark with a tick (✓) except when the question requires written responses.)

A. General Information:

1. What is your area of specialization ?

2. For how long have you taught Sophomore English ?

3. Which other courses, if any, do you teach ?

4. What is your total teaching load (both regular and extension) currently ?

5. On average how many students do you teach in a class in this course ?

B. Questions Related to Feedback

6. Do you often give writing assignments ?

a. Yes _____ b. No _____

7. If you do what kinds of assignments do you often give ?

a. In class assignment _____

b. Out class assignment _____

c. both _____

8. How often do you respond to what students write (either orally or in writing)?

a. Frequently _____ b. Sometimes _____

c. Rarely _____ d. Never _____

9. If you use any of the following ways of providing feedback show how often you use each:

Ways of providing feedback	Frequently	Sometimes	Rarely	Never
a. Correcting errors orally				
b. Correcting errors in writing				
c. Indicating errors using symbols, codes, etc.				
d. Conferencing (discussing papers with students				
e. Giving written comments				
f. Peer correction				
g. Taped commentary				
h. Giving grades				
i. If any other please specify.				

10. While responding to your students' papers how much

	<u>a lot</u>	<u>some</u>	<u>little</u>	<u>none</u>
a. Mechanics (spelling punctuation)	_____	_____	_____	_____
b. Grammar	_____	_____	_____	_____
c. Vocabulary	_____	_____	_____	_____
d. Organization	_____	_____	_____	_____
e. Content	_____	_____	_____	_____
f. If any other, specify	_____	_____	_____	_____

11. When do you often intervene giving feedback to what your students write ?
- a. While they are planning _____
 - b. While they are writing _____
 - c. After they complete writing _____
12. Do you involve students in writing different drafts when they write about a particular topic.
- a. Yes _____
 - b. No _____
13. If you do, how many drafts you make them write ?
- a. One _____
 - b. Two _____
 - c. Three or more _____
14. How often do you make a note of your students' errors ?
- a. Frequently _____
 - b. Sometimes _____
 - c. Rarely _____
 - d. Never _____
15. While marking students' papers what do you prefer to mark with ?
- a. A pen _____
 - b. A pencil _____
16. If you have any colour preference while marking what colour do you prefer ?
-
17. Do you think your responses to what students write will help them improve their writing ability ?
- a. Yes _____
 - b. No _____
18. Generally what is your attitude to marking ?
- a. I like it, _____
 - b. I find it boring and tiresome _____
 - c. I am indifferent _____
19. Other comments on the way you give feedback to what students write:

APPENDIX III

Extracts from Papers Marked by the Instructors

Extracts from Papers Marked by Instructor 1 (I1)

Categories/
Sub-Cat.
Identified

Responses

Extract - 1

I/1.4/1.1

The major festivals in Ethiopia are so ^{many} ~~much~~ but with the major Easter and Christmas are the most ^{famous ones}. Let us see one by one.

I/ 1.4

Extract - 2

I/ 2.1

My home town was established before the railway ^{sp} riched Addis Ababa.

I/ 2.1

Extract - 3

I/ 1.1

^AAt that times the children Expected that Every body who lived in the house ^{would} ~~is~~ rise in alarm and fly at the guilty hero.

I/ 1.1/3

Extract - 4

II/ 1.3

You could have included one more paragraph telling why you picked on this astronaut as a hero and the qualities that make this man a hero.

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 5</u>
II/3.1	Good content and organization.
	<u>Extract - 6</u>
II/3.1/3.2	Facts are relevant to the topic. Choice of words and few grammar errors, i.e., sentence construction.
	<u>Extract - 7</u>
II/2.1	You did not give your personal reasons why you consider Menilik a hero.

Frequently of Feedback Types Used by I1

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. Substitute	Mostly
1.2. Delete	Mostly
1.4. Add	Frequently
2. Indirect Correction	
2.1. indicate-identify	Rarely
3. Ignore	Sometimes
II/1. Explicit cues	
1.3. Elaboration	Sometimes
2. Implicit cues	
2.1. Addition	Frequently

<u>Feedback Types</u>	<u>Frequency</u>
3. General comments	
3.1. Praise	Mostly
3.2. Criticism	Frequently

Extracts from papers Marked by Instructor 2 (I2)

Categories/
Sub-Cat.
Identified

Responses

Extract - 8

I/1.1 Further more, University students participate in different activities outside the regular academic work.

Extract - 9

I/2.2 Hence some students have interest in modernization, fashioned way of clothing, and hair cuts of some other students

Extract - 10

I/1.1 To make clear the matter let us take two families family A and B. Family A be a household of a merchant (trader) and family B a house hold of a farmer.

Extract - 11

I/3 If I were the president of this country I would have declared the population policy not tomorrow but today at this hour.

Categories/ Sub-Cat. Identified =	Responses
	<u>Extract - 12</u>
I/2.1	Student: Although the mod of life in ^{sp} <u>may</u> college was different from the life I was leading before, it wouldn't take me more than two weeks to adjust ^{myself} my self with the prevailing conditions at colleges and to find new *colleagues.
I/4.1.2	Teacher: *Colleagues are persons <u>working</u> together not living together.

	<u>Extract - 13</u>
II/3.1	It's a very good piece of work. Your contents and their development are particularly impressive.

Frequency of Feedback Types Used by I2

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. Substitute	Mostly
1.2. delete	Frequently
1.3. rearrange	Rarely
1.4. add	Sometimes

<u>Feedback Types</u>	<u>Frequency</u>
2. Indirect correction	
2.1. Indicate-identify	Rarely
2.2. Indicate-locate	Rarely
3. Ignore	Sometimes
4. Written commentary	
4.1. implicit cues	Rarely
II/3 General comments	
3.1. Praise	Mostly
3.2. Criticism	Sometimes

Extracts from Papers Marked by Instructor 3 (I3)

Categories/ Sub-Cat. Identified	Responses
---------------------------------------	-----------

Extract - 14

- I/1.1 Finally, my father-in-law believes that travelling by bus is a sign ^{of poverty} ~~for~~ ~~poorness~~.
- I/1.2 Since he is a wealthy person he doesn't like to be considered (as a) poor by others.

Extract - 15

- I/2.2 After we ran [?] 15½ kilometres apart from the lion, I became very tired. But my friend now became strong and strong.

Categories/ Sub-Cat. Identified.	Responses
	<u>Extract - 16</u>
I/1.4	But we want water; no water is available. I asked ^{to give us some water?} one women. She gave us. We drank and start our jorney talking about the mountain.
	<u>Extract - 17</u>
II/3.1	V. Good, Keep it up !

Frequency of Feedback Types Used by I3

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Sometimes
1.2. delete	Frequently
1.3. add	Rarely
2. Indirect correction	
2.2. Indicate-locate	Mostly
3. Ignore	Sometimes
II/3 General Comments	
3.1. praise	Frequently

Extracts from Papers Marked by Instructor 4 (I4)

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 18</u>
I/2.4	Doro-wet is <u>one of</u> the delicious Ethiopian Cultural <u>foods</u> . Good 'doro-wet' making is a tiresome process
	<u>Extract - 19</u>
I/2.1	It also seems that the government allocates some budget around this area as there are council houses which are ^{prep.} ented for diplomats, ^{SP} foreigners etc.
	<u>Extract - 20</u>
I/2.1	It has different avenues ^r named by different names, by different personalities, roads, buildings, hotels which ^v gave a good feature for the town.
	<u>Extract - 21</u>
I/2.2	Mr. Jones was short but the ^e plumpness gave <u>him surprisingly thin legs</u> .
	<u>Extract - 22</u>
I/3 I/2.2	Street beggars are different to get sympathy. A mother <u>sleeps</u> her little baby in a cold and hot weahter.
	<u>Extract - 23</u>
I/1.1	On those ^e days, plenty of beggars are coming from all directions, <u>sitting</u> <u>lining</u> on the way to the church where that particular holiday is celebrated.

Categories/ Sub-Cat. Identified	
	<u>Extract - 24</u>
I/1.2	There are many dealers who sell ^(s) goods in the form of wholesale and retail.

Frequency of Feedback Types used by I4

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Sometimes
1.2. delete	Sometimes
2. Indirect correction	
2.1. Indicate-identify	Frequently
2.2. Indicate-locate	Frequently
2.3. Indicate-relate	Rarely

Extracts from Papers Marked by Instructor 5 (I5)

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 25</u>
I/1.1/1.2	As soon as they begin the ^{classes} class, they <u>should</u> have to take notes and they are expected to visit the freshman library at least
I/1.2	twice a week to get information ^(s) .

Extract - 26

I/2.1	Another <u>resone</u> for the <u>fail</u> of students in the universities is lack of planning.
-------	------------------------------------------------------------------------------------------------

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 27</u>
I/3	But when I came in the university and when I continue my education, I became aware of their characters.
	<u>Extract - 28</u>
II/2.3	I doubt if I would readily agree with your labelling of "polite," "neutral," etc.
II/3.1	Still the language is fine. Is the aggressive teacher agreeable or not ?
II/2.1	Who is worse the aggressive or the neutral ? - not answered.
	(N.B. The student wrote an essay about university teachers).
	<u>Extract - 29</u>
I/2.2	After the examination the vacation followed, at this time students are going to refresh <u>worder</u> ing here and there.
	<u>Extract - 30</u>
II/3.2	Rather brief and deals with generalities.

Frequency of Feedback Types Used by I5

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Rarely
1.2. delete	Rarely
2. Indirect correction	
2.1. Indicate-identify	Frequently
2.2. Indicate-locate	Frequently
3. Ignore	Sometimes
II/2. Implicit cues	
2.1. addition	Rarely
2.2. deletion	Rarely
3. General comments	
3.1. praise	Sometimes
3.2. criticism	Sometimes

Extracts from Papers Marked by Instructor 6 (I6)

<u>Categories/ Sub-Cat. Identified</u>	<u>Responses</u>
	<u>Extract - 31</u>
I/1.1	The Iceland has a total area of 39,756 square miles, About 1% area is devoted to agriculture, about 25% ^{of the land is} grass-land and vegetation.
1.2	
1.2	
	<u>Extract - 32</u>
3	Feitawrari H/Gigrgis was also known for his Intrigues. Because he was able to over throw Lij Eyasu and brought Empress Zawditu to the throne and appoint Regent and <u>successor</u> ^{Sp. u. ag} to the throne
1.4/2.1	
4	

<u>Categories/ Sub-Cat. Identified</u>	<u>Responses</u>
------------------------------------------------	------------------

Extract - 33

II/3.1/3

Very good !. You could have dwelt more on the striking features of Habte Ghiorgis.

Extract - 34

S: Natural disasters which are beyond human control such as flood, war, fire, etc also cause poverty.

I/4.2.2

T: Is this a natural disaster or are you talking about wild fire ?

Frequency of Feedback Types Used by I6

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Mostly
1.2. delete	Mostly
1.4. add	Frequently
2. Indirect correction	
2.1. Indicate-identify	Rarely
3. Ignore	Rarely
4.2 Implicit cues	
4.2.2. Substitute	Rarely
II/1 Explicit cues	Rarely
II/3. General comments	
3.1. praise	Sometimes

Extracts from Papers Marked by Instructor 9 (I9)

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 35</u>
I/1.1	Although he is busy with his studies, he ^{can be} <u>is</u> very active politically
	<u>Extract - 36</u>
1.4	Dessie was ^{heavily} affected by ^{the} natural disaster and continuous was of the northern parts of the country.
	<u>Extract - 37</u>
1.1 1.2/1.4	Capital punishment is ^{the highest punishment} a measurement which ^a had been given to the criminal makers
	<u>Extract - 38</u>
II/3.2	You have to support either argument. Yo are sitting in a fence.

Frequency of Feedback Types Used by I9

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Mostly
1.2. delete	Mostly
1.4. add	Frequently
II/3. General comments	
3.2. criticism	Rarely

Extracts from Papers Marked by Instructor 11 (I11).

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 39</u>
I/1.1 1.4	Methers-in-law in our society decide the fate of the young in marriage. ^{Together with their} They are <u>responsible with their</u> husbands ^{they} to nominate the future husband or wife of their son or daughter.
	<u>Extract - 40</u>
I/2.1/2.4	An ordinary ^{s/p} guards ^c <u>have</u> many characters which <u>differ</u> them from other workers.
	<u>Extract - 41</u>
I/2.1	One of the most important thing that ^c <u>make</u> them similar is their ^{N.A} <u>intelligence</u> to [?] <u>ge</u> ^s bride from <u>gusts</u> who come for several ^{s/p} purpose.
	<u>Extract - 42</u>
I/1.1 I/1.1	^G generally one country must have educated persons and experts to develop. They are the real ^{origin} <u>source</u> of modernization and civilization.

Categories/ Sub-Cat. Identified	Responses
<u>Extract - 43</u>	
I/2.4	One cannot tell whether he is angry of not for his eyes are devoid of any <u>expression</u>
	He doesn't talk much. But then he doesn't really need to, <u>for his eyes</u> <u>seem to say it all.</u>

Frequency of Feedback Types used by I11

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1 substitute	Sometimes
1.4 add	Sometimes
2. Indirect correction	
2.1. indicate identify	Mostly
2.2. Indicate-locate	Sometimes
2.4. Indicate-relate	Rarely

Extracts from Papers Marked by Instructor 12 (I12)

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 44</u>
I/2.4	The guy <u>was</u> surprisingly short, perhaps a bit taller than half metre. His body <u>is</u> thin in contrast he has a large head.
	<u>Extract - 45</u>
I/1.1	The ^{It} day was Monday. It was around 5:00 pm. I was with my two boy friends, Abebe and Bekele.
	<u>Extract - 46</u>
I/2.2	And <u>latter</u> as we wanted to take rest, we sat down under a big tree found there.
	<u>Extract - 47</u>
I/1.1/1.3	The man, the shortest in height of everybody I know is ^{him} he . Thanks to his <u>being</u> <u>not</u> a stout one, he would have had ^{was saved from having} the shape of a basket-ball.
	<u>Extract - 48</u>
I/3	The most striking thing I remember of him is the poise in his heart. I can never forget his <u>confidential</u> walking style among people which resembles that of ancient warlords I used to see in the movies.
I/1.1	→ wrong meaning

Categories/ Sub-Cat. Identified	Responses
	<u>Extract - 49</u>
II/3.1	Excellent !

Frequency of Feedback Types Used by I12

<u>Feedback Types</u>	<u>Frequency</u>
I/1. Direct correction	
1.1. substitute	Mostly
1.2. delete	Mostly
1.3. rearrange	Sometimes
2. Indirect Correction	
2.2. indicate-locate	Rarely
2.4. indicate-relate	Rarely
3. Ignore	Sometimes
4.1 Implicit cues	
4.1.1. delete	Rarely
II/3. General comments	
3.1. praise	Frequently

APPENDIX IV

Extracts from the Recorded Lessons

Instructor 2's (T2) Lesson

Extract 1

- S- The possibility of getting a job
T - Yeah (writes on BB) xx ehm
S - The chance of employment outside governmental offices.

Extract 2

- T - (T writes on BB) right you have some more to add ?
S - Some more, Yes - en --- well - - - there are few eh - - -
graduate students.
T - (Writes on BB) There are a few graduates already in the
field and you think that you will have a better chance
of every thing there.

Extract 3

- T - Tesfu . . . Redi . . . You've something to say ?
Look at the list here and don't tell me the points that
you think are here.
S - The development of sociology in order to solve social problems.
T - To solve social problems
S - Social problems which are basic to . . . //
T - alright to solve (writes on BB) when you write you have
to specify the problem
S - This include lack of opportunities //
T - Such as
S - Lack of job opportunities
T - That's right - - - eh

key: xxx - unintelligible (Hearing) // - interruption (x2) - repeated same word/sentence

- S - Prostitution
T - Such as the problem of (writes on BB)
S - XX
T - (goes on writing) right //

Extract 4

- T - OK. Alagar
S - Lack of humanitarian love
T - Yeah humanitarian love ? Is that the way ? Should [write it ?
S - Activities of humanitarian.
T - Yeah lack of humanitarian feelings //

Extract 5

- T - eh - - - what else do you have ?
S - Experience in studying human behaviour
T - Yeah (writes on BB) curiosity to study human behaviour . . //

Extract 6

- T - Do you have some more to add to the list ? Do you think the ones you have here are enough ? Seyoum
S - already - - - mentioned but to add something to solve the society problem. Crime
T - Yeah and we have it some where.
S - Number 3 //
T - To solve the existing social problems such as the problem of finance, institution, housing problem XX hospitals and problems related to the patterns of the distribution of education and here you have some problems related to crime eh ?

Extract 7

- S - Motivation from reading a book
T - about
S - Social society
T - That's right XX human behaviour XXX you have here is the motivation has come from reading (writes on BB) book and other materials - - - and so you have
S - For your academic performance
T - (writes on BB) with an experience in the university or with a related background

Extract 8

- S - better of social perception
T - That's right (writes on BB) expecting social xx

Extract 9

- T - eh . . .
S - XX Education

Extract 10

- T - Kassahun
S - To study more about nature
T - To study more about nature. He actually belongs to a different category. That's why he talks about nature
S - (Laughs)
T - (writes on BB) well, to study more about nature eh - - -
S - XX For instance soil, climate and all these are used for human beings.

T - Yeah .. alright .. . Actually there are the motivation of those who have already joined the department or have a programme of joining departments.

Extract 11

T - And those who are coming from the department of Accounting have many more interesting motivations than we have on the board. It has to do more on Finance. Yeah.

S - The interest to join business world.

T - The interest to join

S - Business world

T - Business world (writes on BB) eh ... too general

S - The widening of the business in the country

T - (writes on BB) the field of study is widely used in the society - eh . . .

S - XX

T - To help the country to invest capital more meaningfully if that is what you have

S - The rest are XX

T - Ok ... just look at the points on the board and gather these concepts which you think are more relevant to your work and more the points you think are not as such seriously requirements to your point and then bring these points using suitable coordinations. I mean ~~wriet~~ **organizing your ideas.** Group the points into different paragraphs and then develop your paragraph. You don't have to take all of the points that are on the board. Take as few as you think are important to your work.

Instructor 3's (I3) Lesson

Extract 12

- T - Give one example of each of the figures of speech we have here . . . yes . . . (T goes round the class) (T goes to individual students and gives comments which are not loud enough to be heard) ...
Well for simile now ... let's see some of your examples (x2) eh ...
- S - Addis Ababa is as a beautiful girl decorated on the holiday.
- T - A.A. is like a beautiful girl... eh ...
- S - decorated on the holiday
- T - O.k. decorated on a holiday so she says A.A. is like a girl (X2) decorated on a holiday. What's she comparing here by the way ? what's she comparing here ?
- S - The city of A.A. //
- T - O.k. the city of A.A. with
- S - a girl
- T - or with^a beautiful girl. Do they have the same nature ?
(x2) well, actually no, one is a big city, a city like A.A. and the other one is a person, isn't it ? What does she say ?
She says that A.A. is ok, I mean ... A.A. is like a girl decorated on holidays means A.A. looks like a girl decorated for a holiday ... So she compares a girl with A.A. ... //

Extract 13

- T. any other example, an example for metaphor ...
- S - Your brother has strength of a lion
- T - Ok " " " " " (x2) what're we comparing now ? We're comparing strength that a person has with that of a lion. Well, they're two different things but they've similar things that brings them
better //

Extract 14

- T - Personification
S - XX
T - Louder please louder
S - XX
T - The newly born hotel
S - The newly born hotel ... it's personification
T - The newly born hotel is ... well ... eh ... this is not
a good example .. //

Extract 15

- T - any other example of personification
S - The angry rain destructed the roof
T - The angry and destructed
S - The angry rain destructed the roof of the house
T - So the angry rain destructed the roof of the house.
So you tell us that the angry rain or roof destructed
or destroyed the roof or the whole thing .. //

Extract 16

- T - And finally irony
S - The varieties of college food are
T - " " " " " " eh
S - XX
T - Or we can put it probably in a different way, the college
provides varieties of food let's say that you can't have
from each type from each item let's say XXX you're
telling us that there are lots of varieties of foods
different kinds provided or supplied at lunch or dinner
time let's say so ... what does it express ... It expresses
you have lots of choices, options, of which you chose

but is that the situation ? Is this what you want to say ? well actually no. What he wants to say is something opposite. Isn't it ? You mean here that there is only one food served and no other alternative XX that's all, so, you have now infact an irony in which he expresses his feeling in an opposite way so ... let's call it a day and we'll continue with the others next time.

Instructor 5's (I5) Lesson

Extract 17

- T - Hurry up ... the fourth ... point of argument (reads the book) what did you decide here
- S - XX
- T - Sorry
- S - It's a point of opinion
- T - It is a point of opinion alright ... yes
- S - emotional language
- T - " " ehm ... alright
- S - factual and logical
- T - It's factual and logical
- S - emotional language
- T - emotional use of language, which words are you referring to when you say emotional
- S - XXX
- T - Which exactly are the words ... emotional
- S - Sympathetic
- T - Sympathetic and responsible. Yes ...
- S - I said emotional
- T - Which words

S - The second sentence of it tells about Kebede, Kebede is not XXX convince others

T - Possibly those words ... sympathetic ... yes XXX
Do you think a person cannot be sympathetic and responsible just because he drinks, The second argument ... Can it be possible ?

S - No. x

T - So it's the whole argument XX a problem
It's based on a wrong premise (x2) B's argument. The conclusion is a natural outcome of that premise.

Extract 18

T - Ok ... let's go to (T reads the book) XXX What's it ?

S - Logical

T - Ok logical ... yes

S - logical

T - eh ... alright I think it's logical ...

Extract 19

T - Now I want you to go to exercise 2

(T reads instruction) may be we look at the first there you look at them ... say whether you agree or disagree and then say why ... Hurry up. What do you understand by the first sentence ? You should be able to XXX the meaning before you agree or disagree ... you write down your reason for agreeing or disagreeing.

(T goes round the class) ok you can look for someone who has a different XX from yours and discuss your point Hurry up. If both of you have the same reason there is no reason why you should talk to each other.

(Students go on discussing their points)

(Teacher calls student with different point, to sit with other)

Extract 20

- T - We go to the next XXX (T reads book) I think he's right, I think he's wrong you say. Look for someone with a different view.
- S - (students on a lively discussion but not loud enough to be transcribed)
- T - (T reads the book) so you agree ? Is that true ?
- S - It's wrong
- T - Why is it wrong or why do you disagree ?
- S - XXX
- T - Are you XX sure that XX learning for knowledge
- S - XXX
- T - Ok now you did a Geography of Ethiopia when you were first year. So you think about the knowledge you gained from that course ? Now that you're in a different department. Do you really think about Geography or Freshman note?
- S - Yes
- T - Do you try to look at things - - -remember what XXX or use it.
- S - XXX I have some information about geography XXX I remember XXX
- T - So you don't want to part with it. You want knowledge to be with you always
- S - If possible
XXXX (SS laugh)

Extract 21

T. Yes ...

- S - Most students in this university they graduate without grasping the content of the subject matter. So I believe they're striving for their grades than not rather working for the knowledge of the subject matter. So these two things are contrary. Very very few students may be working for their knowledge but I believe it's contrary. They work for their grades not for the knowledge they're going to get.
- T - Ok (X2) you (X2) can think about that, If you have different views you can discuss that other times as well . we have to stop here.

Instructor 8's (I8) Lesson

Extract 22

- T - Ok we just finished practising on description and what we're doing now is definition (writes on BB) Ok ... yesterday we had ... some samples of definition which we have to finish ... discussing in class definition and then supposed to write ... or ... let's continue with yesterday ... volunteer anybody who'd like to read ... yes ... you're supposed to correct something from yesterday's reading.
- S - Yes
- T - Have you done something with (XX) ok go ahead
- S - Street girls
- T - again
- S - Street girls
- T - Ok. street girls
- S - Street girls are prostitutes who stand or walk on streets to attract sleeping partners for money, usually when night begins to fall because of its disgracefulness by day

- T - Ah ... but (XXX) ... ok .. read it again (x2) let's hear
- S - Street girls are prostitutes who stand or walk on streets to attract sleeping partners for money, usually when night begins to fall because of its disgracefulness by day.
- T - What does it stand for? we said it is a pronoun what's its antecedent ? What's the noun this it stands for ?
- S - Stands for the act of standing or walking
- T - You didn't put it that way (x2) you put it as a noun form ... in a noun form ok put it in a noun form then you can use the pronoun its, you have to put it in a pronoun form that's why I asked you to think about it and to read the thing again. If you use a pronoun then you've to have an antecedent and there's no antecedent in your sentence.
- S - Street girls are prostitutes who stand or walk on streets to attract sleeping partners for money, usually when night begins to fall because of the disgracefulness of standing in the street by day.
- T - Ok. much better now .. yes ... ok.
- S - This woman usually have poor backgrounds so they lead XXX sub-human XX in order to live for they have no other means of livelihood. Moreover, customers have the authority to treat them in any way they like. In short, street girls are women who earn money by having sex with anyone who'll pay for it.
- T - Ok good.

Extract 23

- T. Ok - Desalegn ... Asfaw ... yes
- S - A propaganda (X)
- T - eh ?

S - A propaganda

T - prop~~a~~ganda (correct pronunciation)

S - Yeah

T - Propaganda

S - A propaganda is the technique of influencing human action by the manipulation of representation

T - by the manipulation of ?

S - representations

T - representations

S - It's the effort directed towards securing public support for an opinion or policy. Political parties, presidents use different propagandas to be elected by the people, communist propagandas try to preach the people that a communist society is the best society. In short, a propaganda is a special pleading

T - . . . wow xx ... go back to the sentence back

S - It's the effort directed toward securing public support for an opinion or policy.

T - Alright

S - Political parties and presidents use different propaganda to be elected by the people

T - Yes

S - Communist propagandas try to preach the people that a communist society is the best society

T - Yes

S - In short

T - eh ... something missing there .. transitional expression is missing ... when you talk about, is propaganda only about communism or communist propaganda ... is it the only kind of propaganda we have ?

S - No

T - So ... ~~What~~ what should be done ? What should he say ?

S - For instance

T - eh ?

S - For instance

T - For instance ... for example, yes, so you've to say
for example

S - For example, communist propagandas try to preach the
people that a communist society is the best society.

T - Yes

S - In short a propaganda is a special pleading or arguing
for one's own out looks.

T - Ok. Yes

Extract 24

T - Yes

S - Cock of the walk

T - Who ?

S O Cock of the walk

T - I can't hear, say it clearly

S - Cock of the walk

T - Say it again

S O Cock of the walk

T - How do you spell it? Tell me

S - C - o - c - k

T - C - o - c - k. Cock of the walk ... like this

S - Yeah

T - What does that mean ?

S - Let me read

T - Ok (X2) I don't understand. I have no idea of what it is, so, I should be able to get it from your definition Ok.

S - First of all the concept of this phrase's meaning is dependent upon the word cock. That is when a cock walks in a group it acts as an arrogant, superior to the others. Therefore cock of the walk means an individual that dominates a group or a situation especially over bearingly or it means a rather boastful gentleman in a high collar.

T - You've finished

S - Yeah

T - Now I get the idea of what cock of the walk means

~~Ex-xxxxxxx~~ else ...

Extract 25

T - Who else ... yes ... Give me your name

S - Get a n

T - Yes

S - Marriage

T - what ?

S - marriage

T - marriage ... very interesting ... Are you married ?

S - yes

T - Then you're an authority. So, we believe what you're going to say is your own.

S - marriage is a mutual

T - . . . ma () mutual

S - The mutual relationship of husband and wife when both reach a state of being married. They decide to live together till their death

T - To

S - their death

T - They decide ... what ?

S - to alive together

T - eh (X3) to live ... They decide to live together, yes .

S - Till their death, love and happiness are their tools of life. The main [haim] of both

T - The main ...

S - [haim] of both

T - The main aim of both Ok

S - Is a founding and maintaining a happy family, they decide to live together regardless of wealthy, beauty, intelligent and social value

T - Again. They (x2) decide

S - They decide to live together

T - Regardless of

S - Wealth //

T - eh ... eh ...

S - Their wealthy

T - wealthy is the adjective

S - Their wealthy

T - wealthy is the adjective you want a noun, what's the noun of wealthy ... wealth ... regardless of wealth,

S - beauty, intelligent - and

T - intel ...

S - intelligent

T - intelligent is adjective you want noun what ? ... what

S - intelligence

T - intelligence --- now . . . read it again (X2) please
Read that sentence again

S - They decide to alive ... to live together //

T - Oh ... there (X2)

S O to live together regardless of wealth

T - /Oh ! What happ^ened/

S - {Writes on ~~t~~extbook) wealthy

T - /come on please !/

S - regardless of wealthy

T - regardless of

S - wealthy

T - wealthy ... yes wealthy

S - beauty, intelligence

T - beaut^y ... yes ... beauty

S - and social value

T - social value ... Yeah it again please correct it now

S - They decide to alive together regardless of wealthy //

T - "What happened to you ?/

S - They decide to live

T - to live together again

S - regardless of wealthy

T - (laught^er - students)

S - wealthy (2) regardless of wealth

T - regardless of wealth

S - beauty, intelligence and social value

T - Now read it again, now this time correctl^y

S - They decide to alive together (laughter - class)

T - Now ... read it again ... yeah

S - They decide[;] to live together

- T - Now ... give^{me.} let me see the word where is it ?
(Teacher checks the exercise book and writes sth)
so you read the paper as you have it there
- S - They decide to live together regardless of wealthy
beauty ... (laughter - class)
- T - XXX
- S - wealthy (x2)(student scratches his ear) they decide
to alive together ... they decide to live together
(hesitation) regardless of their wealth, beauty intelligence
and social value
- T - Ok
- S - and so on but love
- T - and so on
- S - but love
- T - Oh no you cannot (x2) this kind XXX they decide to live
reg. of XXX that's the end of the stop ... eh I mean
the sentence - read it again
- S - They decide to live together regardless of wealth,
beauty, intelligence and social value //
- T - Full stop --- Full stop there XXX continue
- S - Their marriage is with or without a formal ceremony.
It depends on their feeling without any social or
individual interest
- T - Their marriage
- S - Their marriage is with or without a formal ceremony.
It depends on their feeling without any social or
others ... other individual interest
- T - No their marriage may be with ... may be ... they
maybe married with
- S - a formal ceremony
- T - a formal ceremony, yes.

S - It depends (X2) on their feeling without any social or other individual interest

T - Ok

Instructor 12's (I12) Lesson

Extract 26

T - Ok. very excellent on both sides but let's start with the audience first ... questions from the audience and then if we have time we can continue. I don't know how long we can continue we've almost consumed all of the time ... yes

S - My question is addressing to those groups who are speaking in favour of knowledge

T - Specifically to which person

S - To Zebene

T - Ok

S - Specially in market economy most of the investors may have knowledge or level of education that is less than or lower level of education. After your graduation you ... you'll go to them to be employed or you beg them to be employed. How could you see this? In this case the priority of money comes. I'd like you to say something on this.

T - Try to give very short answers XXX

S - As I have already tried to explain knowledge is a means of money so that ... because you know it's because I have learnt how would I just ask of I wasn't learnt how would I just ask them employ to give me that .stil that the priority is knowledge not money ... Have you got ?

Extract 27

T - Other questions ?

S - My question is led to Ato Legesse. As a group and as a champion of money, can you tell us how do you get this mystery of money ? How do you differentiate between money and paper ? Isn't it by means of learning which is one way of acquiring knowledge ? what's your opinion on this ?

S - Actually we're not denying the existence of knowledge. But what we denied is where is it ? Can you show us ? What's mind ? it's something we cannot concretely ... eh ... recognize or see it. So it is in that way that we're approaching this problem. But when we come to money it's something concrete something which measures value. Everything on this earth is measured in terms of money according to our theory

T - I think your answer is a bit contradictory you say you don't deny the existence of knowledge and then you said where is it (x2)

S - We're not denying the existence, yes. But is it in our heart or mind ... something like that. If you go to the countryside they say *an plogon ar met* something like that. He has lost his memory or his remembering power. So they think that they're thinking by the..in the hearts they don't even think of the mind. If I don't have heart also I cannot think I'd immediately stop thinking.

S - But how do you get this mystery of that knowledge and mind .. the difference between knowledge and mind without knowledge.

S - What ... we have to divide what we call knowledge as a modern way of knowledge and the traditional way of

knowledge. The primitive man didn't have the knowledge that you have today but he knows how to use money. If you go to a farmer he knows the knowledge of money. He can respond to the clicking of coins just as I told you on my introduction.

Extract 27

- T - Ok. Let's not make it an argument in the first place, so you answer when asked ... so more questions.
- S - My question is to ... and he said that all men have a great desire to money than knowledge starting from womb to tomb. I think you said like that how can you answer my question? I didn't set my question. My question is how can unborn child or an embryo is interested to use money ?
- S - Ok - Thank you for your question. I was trying to mention that even the child in his mother womb to be proper and healthy boy, his mother has to have sort of money to protect herself from damaging her embryo in her womb. If she work hard or if she is labour worker that means it's XX or it's the womb feats. If she works very hard and hazardous works he might be ... he/she might be hurted that ... in that case I can say that human being it's the desire of human being from womb to tomb ... If I take ... even if you don't take this womb ... tomb, If you take the infant of 3 or 4 week infant or children ... if you throw or, If they hear the sound of the coins they feel something, Don't you know that ? How I don't know I fully answered the question.

Extract 28

- S - My question is to Mebratu again you said that if a man gets injured he can get the remedy if and only if he has

the money. I'd like to hear ~~what~~ your answer would be on that men on previous days may have been hurt ... may have faced any sort of injury meaning before the creation of the so called money and does that imply that or your statement implies that all men who were injured before the creation of money expired ? or how can you judge the thing ?

S - I didn't get your question.

S - Ok I'll try to simplify it, you've said that for a man to get a remedy for his injury he has to have money, you've said this And //

S - I said if he is in eminent accident or in eminent danger to have his life immediately

S - Yeah, that's right, I've understood it. And men of all those days meaning before the creation of money have been hurt for too long. Does that mean that all of those people have died of it ?

S - No. I mean in the case of transplantation science created the instruments or the material to substitute the infected body organs. For example, if the man is in an infected lung to replace his lung if it is dangerous or it leads to death to immediately save or cure his life only if he has money; if he hasn't money he can't buy.

Extract 29

T - Ok don't you have questions to the other group, It shouldn't be only XXX yes, Tefera

S - I want to forward my question to samuel. you quoted that knowledge is undefinable . I don't know from where you got but here it's already been criticized that knowledge

is not created as a separate being, It's dependent on man and we can't see knowledge (X2) it is an idea, what we can see is its products. How do you see this?

S - That means we can't define knowledge

S - Eventhough we can't define and see knowledge we can see at least its products or our world is a product of knowledge.

S - We can sense its product but we cannot define it

S - Can't knowledge be represented by its products ?

S - But the product XXX of it ? I think for me that product is not a product. For example if you've seen the products of knowledge there are advantages and disadvantages products. For example, as a human, I'm not concerned about the Mars XXX or about Armstrong walking on the moon But as a human being I remember the days of millions of people in Heroshima and Nagasaki. They're the product of knowledge. How do you see that ?

S - You're pausing the question what I'm asking you

S - O'k the product differs. For me the product is not product it's disadvantage. For another person it may be an advantage, it may be a product. For me it is not an advantage

T ① Any other questions.

S - I think the ultimate knowledge is God or the ultimate reality. God creates man by his knowledge ~~on~~ ~~with~~. How do you see it ?

S - How can you prove that there's God ?

S - I think the ultimate God is ... I believe in God who creates me and you can not deny or you cannot make allegations against this creation. Therefore you said

that that you know something. If you deny it, you know something about God. How do you know it ?

S - I don't believe ... for example let's take ... There's an onion, we both taste it, you taste it in another way and I taste it in another way. How can you say that there is knowledge ?

S - Isn't it a knowledge that you have said it now ?

S - Yeah, ~~lambda~~ now, sorry. For me there is no God ... no ultimate reality, on what is ultimate reality to be based when my perception and your perception are not equal. How can't be reconciled ?

Extract 30

T - Let's give the chance XXX there ... yes ... Taddesse

S - Ok. My question is to Samuel, you've said that money XXX the starts of people in society or it is the basic criteria for the division of society. But when we turn our eyes to the legal sphere, a division is made based on having or having not knowledge. For example a person. Can make or can enter into a judicial act if he uses his knowledge properly or he's said to be able to use his knowledge. And this is I think the basic division made in society. How do you see this ?

S - Is everybody a lawyer ? That's for lawyers. Lawyers take account of knowledge. But the layman doesn't know the law. He just looks at the material world of the person. Ask any layman and he'd say that somebody is rich, somebody is poor. He wouldn't say that he has knowledge, he is a legal person or not. But for us ... you are a lawyer and you may think that knowledge is the basis of the division. The reality is not like that. It's other wise.

- S - But his ignorance couldn't help him. Everybody is assumed to know the law.
- S - Yeah, because the law demands that people know it, otherwise if people don't know it how can you prove it? .. then ok ignorance cannot be an excuse. But how many of us know the law? Do we know the law?
- S - You may not know the law. But if you are not capable of entering into a judicial act you are not able and your ignorance couldn't help you.
- S - Every act is a judicial act. The law regulates only one thousandth of our acts. You're starting from the exception and making generalization//
- S - Ofcourse, if there is one exception, if there is one false you cannot generalize and make or get a true statement
- S - Well, you're arguing in favour of knowledge. Is there any theory which has no exception?
- S - I'm not arguing in favour of knowledge. I'm asking a particular question. There's a thing which is not clear for me and I'm asking you to clarify it.
- S - What's it?
(laughter)

Extract 31

- T - Ok the last question
- S - My question is does the fact that we limit ourselves to cafe food in any way show that the priority of money? //
- S - I didn't say //
- S - Because as to me the fact that ... the fact we joined University indicates that we Came XX knowledge.

- S - Is that only to be limited with cafe food ? But let me answer for your question. I think I simply related this question with the notion that the need for money is the nature of man and we're not in shortage of knowledge, why don't you take last year graduates who're begging for piece of breads, they have knowledge but they don't have money to buy that piece of bread.
- T - Right ... I think it is XXX as usual. So I don't have to say any different thing.
- S - Do you get any time just to comment on our ...
- T - I wish we had time. But we've run out of time two hours already consumed ... I wish we had all the time in the world but we don't. So I ... I have a belief that everybody here is going to make a very nice lawyer I see the potential of a lawyer ... great lawyer in everybody in the class. Thank you very much.