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A Study of How Students Perceive and Respond to Feedback in Their Revision in Korean EFL Context

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The present study investigated how Korean EFL students perceive their writing ability, feedback activity, and different types of feedback. It also explored how they respond to feedback when incorporating it into their revision. Sixty seven Korean EFL university students at between beginning and intermediate proficiency level who enrolled in the required English conversation 1 course participated in this study. During the course, four writing assignments were asked to be completed. Students were to experience teacher written feedback, student written feedback, and feedback through teacher-student conference, while revising their work. Data were gathered through pre- and post- questionnaire. The Paired Samples t-test was used for data analysis. It was revealed that Korean EFL students preferred teacher feedback, in either written or spoken form, to their peer students' and feedback given on the aspect of grammar to that on other aspects of writing. The findings conform to the educational value in that EFL Korean students would be able to benefit from participating in making multiple drafts in response to different types of feedback. The pedagogical implications for EFL instructors are described.

[perception on writing ability/feedback/revising attitudes/student's responses to feedback]

I. INTRODUCTION

Teaching writing to L2 students is considered one of the most difficult tasks for teachers. It requires teachers to devote a lot of time and effort to help students become a better writer. It is sometimes time-consuming for teachers to revise students' work when students bring poorly organized and written compositions. However, there seems to be a consensus around such a position that the primary goal of L2 writing classes is to assist

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L2 students to become fluent and independent L2 writers.

There have been some pedagogical changes in L1 and L2 writing. In the era of the product-oriented writing approach, the direction of teaching writing to students was to have students make a good composition with less errors or mistakes. A great change in L2 writing instruction has occurred since a few decades ago. That is, language learning has been considered to follow a gradual process during which learners' mistakes or errors are considered an inevitable part of the language learning process. For writing instructors, students' mistakes and errors could function as a lens through which teachers look into what L2 writers are trying to master, what difficulties they face, and what extra work they might need. In the process-oriented paradigm, teachers are expected to play more roles such as a facilitator, evaluator, coach, and interested reader in class (Chin, 2007). Providing feedback has become one of the vital stages that should be implemented in revision and student writers have greatly appreciated teacher's commentary (Ferris, 1995; Satio, 1994; Straub, 1997).

However, it has been reported that much current practice in teaching writing to EFL/ESL learners is in contrast with the assumption that the process approach claims. The EFL/ESL writers tend to identify writing and revising in L2 simply as grammar practices and believe that the priority in the process of composing and revising should be given to form rather than meaning. Hedgcock and Lefkowitz (1994) report that revision is conceived as an opportunity to correct ungrammatical expressions or words and that teacher's feedback with corrective input which emphasized grammar, orthography, mechanics, are more appreciated by L2 writers. The case of the Korean EFL writers is no exception. Ahn (1995) claims that the emphasis of teaching composition in Korea has been mainly placed on grammar rules and the production of grammatically correct sentences with little attention to teaching at a paragraph or discourse level. In addition, most Korean students, in general, perceive writing in English as hopelessly difficult when the kinds of writing tasks are given (Tyson, 1999). As Chin (2007) noted, it is often witnessed in English classes that the less-proficient L2 writers tend to consider writing stressful and boring due to lack of self-confidence and writing skills. Moreover, since there are usually too many students assigned in one class, student's work is returned not with the instructor's comments or feedback but with only grade, as a result, the students tend to feel hopeless and lose their confidence in writing.

There have been a number of studies which conducted on the effectiveness of feedback on EFL/ESL students' development of writing skills, but the findings have not conclusive (Diab, 2005). Research findings indicate that teacher's roles in providing feedback to their students' work are of importance to bring about changes in students learning behaviors (Dornyei, 2003). On the other hand, some research reports that teacher feedback does not seem helpful for ESL students to improve their writing

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(Hendrickson, 1980; Robb, Ross, & Shortreed, 1986; Truscott, 1996) and suggests that ineffectiveness of feedback may not lie in the feedback itself, but in the way feedback is delivered to students and how students apply feedback for their revision.

More recently, more attention has been given to the importance of feedback, ways of providing and receiving feedback as well as the effect of feedback on students' writing (Lee, 2005; Noora, 2006). On the other hand, it was reported that the students' perceptions of and attitudes toward feedback have been neglected (Katayama, 2007). In English composition classes in Korea, student self or peer-revision has scarcely been integrated with the provision of teacher feedback. Moreover, little attention has been paid to how EFL writers perceive feedback, how feedback is delivered to students, and how students apply feedback for their revision. In order to make feedback useful and effective to students, it is necessary for EFL teachers to have a clear understanding of how students perceive writing experiences with feedback and how they incorporate feedback into their revisions (Hyland, 2003; Kepner, 1991, Chin, 2007). Thus, this study tried to investigate how L2 writers, proficient and less-proficient, perceive their writing ability, feedback activity, different types of feedback: teacher written feedback, student written feedback, and feedback from teacher-student conference, and how they incorporate feedback into their revisions.

In the light of the purpose of the study, the following questions were posed:

1. Do EFL students' writing experiences with feedback activities change their perception of their writing ability? If so, is there any difference between the proficient and less-proficient EFL students' perception changes in their writing ability?
2. How do EFL students respond to different types of feedback when they incorporate feedback in their revisions?
3. Which type of feedback is useful for EFL students to revise their work in terms of different aspects of writing?
4. What are EFL students' attitudes toward writing in English and feedback activity after completing this course?
5. How do EFL students perceive different types of feedback after completing this course?

II. REVIEW OF RELATED LITERATURE

Researchers have addressed the definition of feedback. For instance, Keh (1990) defines feedback as any input from reader to writer which provides information for

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revision. Schulz (1996) states that feedback serves as a general cover term for the information provided by listeners on the reception and comprehension of message among other similar terms such as correction and repair. Zamel (1982) asserts that teacher's proper feedback allows learners to confirm and disconfirm their interlanguage grammar and as a result, it facilitates learners' interlanguage development.

Various types of feedback that could be useful in EFL/ESL writing classes have been proposed by researchers and educators. The types are categorized into the followings: feedback content, feedback mode, and feedback provider. The feedback content includes form-focused feedback and meaning-focused feedback. The previous research (Ashwell, 2000; Fathman & Whalley, 1990; Fazio, 2001; Ferris, 1995; Kepner, 1991; Semke, 1984; Sheppard, 1992) focusing on the effectiveness of these two types of feedback resulted in having different findings. Feedback mode consists of written feedback, oral feedback (e.g., audio taped feedback, face-to-face feedback or teacher-student conference), and computer-mediated feedback. Among them, written feedback is the most commonly used, but it is mainly focused on error correction treatment as mentioned previously. Teacher-student conference for feedback holds some advantages as Kroll (1990) illustrates. Firstly, teacher-student conference session provides the teacher with opportunities to ask the writer's intended meaning. Secondly, it helps the teacher find whether his/her previous written feedback is well understood by the student. In addition, teacher-student conference increases one-on-one interactions which are beneficial for EFL learners. Computer-mediated feedback modes, such as word-processor and e-mail, which have been brought by recent technology development, are sometimes used.

Research findings indicate that teacher's roles in providing feedback to their students' work are of importance to bring about changes in students learning behaviors (Dornyei, 2003). The role of feedback has been emphasized by some other studies (Goldstein, 2004; Hyland, 2003; Muncie, 2000; Zamel, 1982). For example, Muncie (2000) points out that feedback is vital in helping L2 learners to improve their writing skills and a sense of reader awareness as well. Hyland (2003) also asserts that feedback provides writers with a sense of audience and promotes accuracy and understanding of written genres. As L2 learners' mistakes and errors have been perceived as a natural part of language learning, learners' mistakes and teacher's or peer's feedback to them have become of great interest to L2 teachers and researchers (Diab, 2005).

There has been a heated debate on the role of revision and feedback in L2 writing research. (Chaudron, 1983; Chin, 2007; Keh, 1990; Paulus, 1999). Chin (2007) investigated how EFL writers perceived English writing tasks and the teacher feedback. She reported that students paid the most attention to feedback on grammar on their written work since they considered grammar and vocabulary to be the main factors that

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determined good EFL writers. However, she suggested that teacher's feedback contributed to raising students' awareness of the importance of the content and revising process of multiple drafts. Ferris (1995) assessed the direct effects of teacher feedback on ESL students' revisions and reported that teachers' commentary led to concrete and effective revisions. Ferris pointed out that teacher's longer and text-specific comments were a more influential factor for major changes in students' written work than shorter and general comments.

Some studies have examined the effectiveness of teacher feedback through the comparison of peer feedback (Conner & Asenavage, 1994; Ferris, 1999, 2004; Huntly, 1992; Leki, 1991, Zhang, 1995). Fartousi (2012) attempted to investigate the impact of peer revision and teacher-integrated revision on writing skills of international school students in Malaysia. He made comparisons with three revision groups: the teacher-student revision group, the peer revision group, and the No-revision group. The study resulted in showing a beneficial role of teacher-involved revision with direct and indirect feedback, but having no effect of peer group revision on the writing skill competency. Some other studies have tried to discover what kinds of feedback L2 learners prefer to get when revising their drafts (Hedgcock & Lefkowitz, 1994; Leki, 1991) and how they perceive the feedback. Yang (2011) analyzes students' perceptions about two different types of feedback: direct and indirect feedback. Yang (2011) also looked at three areas, affective domain, learning strategies, and learning outcomes, to investigate their preferences about feedback. Based on the outcomes from questionnaire with 50 students and interviews with 10 participants, the results revealed that direct feedback was efficient for students' affective domain such as confidence, security, interest, and motivation and both direct and indirect feedback were helpful to understand learning strategies involved in writing processes. However, the participants felt that indirect feedback was more beneficial for them, considering learning outcomes. This study suggested that teachers should consider students' self correction abilities, so teachers should provide appropriate types of feedback without ambiguity when giving feedback.

A relatively small number of studies have paid attention to how feedback was incorporated into student's revision, and how they perceived feedback (Mendonca & Johnson, 1994). Cohen (1987) did a survey study with L1, FL, and ESL students to investigate how students incorporated teacher feedback into their subsequent drafts. Students reported that they paid great heed to teacher responses about grammar and mechanics, as well as comments regarding content, organization, and vocabulary. However, it was also reported that teacher's too general and short comments which were given in the form of single words or short phrases would cause students to have trouble interpreting them. Previous research on students' responses to feedback in writing has

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revealed that L2 students prefer form-focused feedback to content-focused feedback, teacher feedback to peer feedback, and indirect error correction to direct error correction. There are researchers who believe in giving corrective feedback to students to improve their accuracy (Hyland, 2003; Lee, 1997; Leki, 1991). For example, Leki (1991) did a survey on ESL students' attitudes toward error correction in writing and what was the best way for teachers to give error feedback in L2 writing. The results showed that the students perceived that accuracy was more important than fluency and they wanted to get comprehensive error correction by teachers, rather than having selective error feedback. Leki (1991) found that there was a gap between teacher's perceived necessities and students' perceived needs for the improvement of their writing competences.

However, some studies underscored the importance of feedback on grammatical error correction. For example, Schulz (1996) warned that ESL/EFL writers and instructors tend to be too obsessed with linguistic accuracy and that emphasis on grammar in teaching writing has nothing to do with the quality of writing. Bartram and Walton (1991) argued that non-native teachers tend to treat student's written work with less grammatical errors as a better one. Hamouda's (2011) study investigated Saudi EFL students' and teachers' preferences and attitudes towards written error corrections.

Kim (2009) examined 29 Korean graduate students' perception changes toward teacher and peer feedbacks in L2 writing while they were taking a process-oriented writing course. Pre- and post-questionnaire surveys were conducted along with post-interview sessions with 2 participants. The results revealed that the participants did not show any significant changes in their perception. It was assumed that the small number of participants involved in this study could account for such results. However, teacher feedback was consistently preferred over peer feedback. Feedback was considered to be important for working on their following drafts to be revised in terms of organization and content of written work. He pointed out the ineffectiveness of simple error correction, stating that the benefits of error corrections did not extend to a student's following writing task and error corrections would not lead to long-term writing improvement. It was suggested that self-directed feedback could be the most effective form of feedback which would have benefits for the revision process (Paulus, 1999).

To round up, the previous studies have mostly paid attention to the investigation of the effects of corrective feedback on errors and showed varying positions. In addition, although different types of feedback have been suggested by studies, teacher's feedback is the most favored by student writers.

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III. METHOD

1. Participants and Procedure

This study involved 67 Korean university students who enrolled in English Conversation I classes at a university located in Gyeonggi Province. Most students were sophomores, except for three juniors and two seniors. Students had already taken two English requirement courses in their freshman year before taking this course. The students had two 75 minute classes each week. The participants' English proficiency levels were assumed based on the TOEIC scores they submitted at the beginning of the course. The students' TOEIC scores ranged from 235 to 680 and those scores were what they got from the MOCK TOEIC tests conducted at this school within the last six months. The average TOEIC score was 465. The students whose TOEIC score was below 465 were considered less-proficient students and those above 465 were considered proficient students respectively. Based on the results of the pre-survey, it was revealed that most students have hardly experienced with writing in English on their own or even through classes and only a very small number of students had chances of making multiple drafts in response to feedback (see Table 1). As seen in Table 3, it seemed that the participants had little confidence in writing an essay or formal letters in English, whereas, they showed better confidence in writing informal letters or short memos before taking this course.

TABLE 1

Frequencies of Response (in %): Students' Previous Writing Experience

Items	Frequency of response N (%)				
	1 SD	2 D	3 N	4 A	5 SA
I often write in English.	29 (43.3)	29 (43.3)	6 (9.0)	0	3 (4.5)
I have ever taken an English composition class.	23 (34.3)	25 (37.3)	8 (11.9)	8 (11.9)	3 (4.5)
I have ever experienced in making multiple drafts in response to feedback.	28 (41.8)	20 (29.9)	11 (16.4)	8 (11.9)	0 (0)

1 = strongly disagree; 2 = disagree; 3 = neither agree not disagree; 4 = agree; 5 = strongly agree

The English Conversation I course was a required class and was designed to develop students' general English proficiency with a communication orientation both in speaking and in writing. Throughout the course, students were asked to make four English compositions with 4 to 5 paragraphs each particularly as writing assignments

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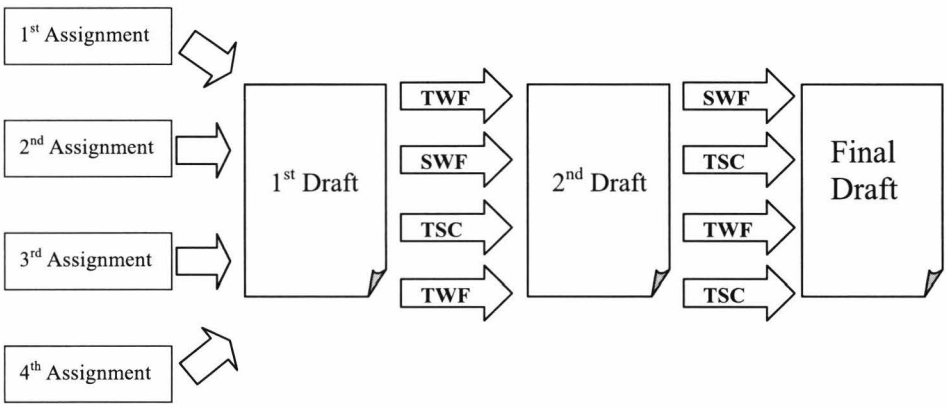
including the course requirements. Topics were chosen among the writing task topics provided in the course textbook, *Q: Skills for Success 2*, Reading and Writing from Oxford University Press. Students were guided to revise their draft at least twice in reference to feedback before completing their final draft. Types of feedback used in this course were either written feedback from the instructor or their classmate, or spoken feedback during teacher-student one-on-one conferencing. At the end of the course, student's written work including all drafts was submitted for course grading. Figure 1 illustrated how different types of feedback were implemented in this study.

FIGURE 1

Ways of Implementing Different Types of Feedback



TWF= Teacher Written Feedback; SWF=Student Written Feedback; TSC=Teacher Student Conference

Before the first writing assignment was given, the class had the orientation about the writing assignment including the revision process. The writing assignment and the revision process were completed as homework. The class time was only used for the orientation about the writing assignment and the revision process. The topics of four writing assignments were: "Describe a trend in clothes, shoes, or jewelry in your country.", "What is trend?", "Why is it popular?"; "Why is it important for a business person to understand another culture when traveling?"; "What qualities do you have that can help you when working with a group of people?"; "What are some of the advantages of buying new things instead of fixing old things?" They were chosen from the course text book. Students were instructed to do the revision process including the following steps: the feedback for the first draft was mainly focused on the content and the feedback for the second one was for mechanics, grammar, vocabulary use.

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2. Instruments and Data Collection

The following instruments were used to gather data in this study:

1) The pre-questionnaire including 8 question items (see Table 1 & 3) were developed by the researcher in order to get the participants' background information regarding their previous English writing experiences and their perception about their English writing ability. The survey was written in Korean and administered during the first class session.

2) The post-questionnaire survey written in Korean designed by the researcher was conducted during the last class session. This part included 27 question items: items 1-5 (see Table 3) were about participants' perception on their writing ability, feedback activity, items 6-20 (see Table 7) were about participants' revising attitudes in response to feedback after they had experienced writing in English. Those 15 question items were specifically used to explore participants' revising attitudes regarding different features of writing, such as the organization, content, grammar, vocabulary choice, and mechanics. Items 21-24 (see Table 8) were about students' attitudes toward writing in English and feedback activity after this course, items 25-27 (see Table 9) were about participants' perception on different types of feedback after this course.

Responses of the 8 items from the pre-questionnaire survey, and items 1-20, and 25-27 from the post-questionnaire survey had a 5- point Likert-scale from 1 (strongly disagree) to 5 (strongly agree). Likewise, items 21-24 were offered on a 5-point Likert-scale: Teacher Written feedback (5), Peer Written feedback (4), Teacher-Student Conference (3), All of them were helpful (2), None of them was helpful (1).

3. Data Analysis

The Paired Samples t-test was employed to analyze the data of the pre- and post surveys. Cronbach's coefficient alpha was used to ensure the reliability of the question items. The internal consistencies were 0.88 for EFL students' previous writing experience and their perception on writing ability, 0.89 for participants' perception on the effect of writing experiences with feedback activities on their writing ability, 0.85 for participants' attitudes toward writing in English and feedback activity, 0.92 for participants' revising attitudes in response to teacher written feedback, 0,94 for participants' revising attitudes in response to peer written feedback , and 0.96 for participants' revising attitudes in response to teacher-student conference.

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IV. RESULTS

1. Do EFL students' writing experiences with feedback activities change their perception of their writing ability?

Results of questions regarding participants' writing experiences with feedback activities could change their writing ability were presented in Table 2 and 3. The participants' perception was compared before and after taking this course. There was a statistically significant difference in terms of the participants' perception on their writing ability before and after the course. As seen in Table 2, the mean score of the students' perception was significantly improved, increasing by 1.57, from 2.15 to 3.72.

TABLE 2

Results of the Paired t-test for Overall EFL Students' Perception on Their Writing Ability

	M	N	Std. Deviation	t	Sig.
Pre-	2.15	67	.79	-17.32	.000
Post-	3.72	67	.58		

Table 3 illustrates question items and frequencies of students' responses of their perception on their writing ability. In terms of participants' confidence in writing in English, the majority of students (79.2%) believed that they hardly wrote well before participating in this course, but as seen in Table 3, it can be assumed that students' confidence in English composition has somewhat changed. With regard to their confidence in writing different kinds of writing, students' responses showed more improved confidence in different kinds of writing than before. However, they seemed to have more confidence in writing informal letters and short memos than in writing in essay and formal letters.

TABLE 3

Frequencies of Response (in %): EFL Students' Perception on Their Writing Ability

Items		Frequency of response N (%)				
		1 SD	2 D	3 N	4 A	5 SA
I think I write well in English	Pre-	26 (35.9)	29 (43.3)	11 (16.4)	1 (1.5)	0
	Post-	11 (16.4)	15 (22.4)	40 (59.7)	1 (1.5)	0

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I think I can write an essay in English.	Pre-	24 (35.8)	28 (41.8)	10 (14.9)	4 (6.0)	1 (1.5)
	Post-	1 (1.5)	15 (22.4)	26 (38.8)	20 (29.9)	5 (7.5)
I think I can write informal letters (e.g. e-mail or pen pal) in English.	Pre-	20 (29.9)	19 (28.4)	18 (26.9)	8 (11.9)	2 (3.0)
	Post-	1 (1.5)	7 (10.4)	21 (31.3)	32 (47.8)	6 (9.0)
I think I can write formal letters in English.	Pre-	30 (44.8)	30 (44.8)	5 (7.5)	1 (1.5)	1 (1.5)
	Post-	0	18 (26.9)	37 (55.2)	11 (16.4)	1 (1.5)
I think I can write short memos in English.	Pre-	5 (7.5)	14 (20.9)	27 (40.3)	20 (29.9)	1 (1.5)
	Post-	0	3 (4.5)	17 (25.4)	36 (53.7)	11 (16.4)

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

Students' responses were analyzed to see if there is any difference between the proficient and less-proficient EFL students' perception changes on their writing ability. Table 4 provides results of the proficient EFL students' perception change after they had English writing experiences with feedback activities. There was a statistically significant difference in terms of the perception change on their writing ability between pre- and post-surveys. As seen in Table 4, the mean score of the proficient EFL students' perception was significantly improved, increasing by 1.45, from 2.37 to 3.82. This result implies that the proficient EFL students' perception on their writing ability can be improved if they have chances to write in English in conjunction with feedback activities.

TABLE 4

Proficient EFL Students' Perception on Their Writing Ability

	M	N	Std. Deviation	t	Sig.
Pre-	2.37	34	.82	-10.84	.000
Post-	3.82	34	.55		

Table 5 illustrates results of the less-proficient EFL writers' perception change after they had writing experiences with feedback activities. There was a statistically significant difference in terms of the perception change on their writing ability between pre- and post-surveys. As seen in Table 5, the mean score of the

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less-proficient EFL students' perception was significantly improved, increasing by 1.68, from 1.94 to 3.62. This result implies that the less-proficient EFL students' perception on their writing ability can be improved if they have chances to write in English in conjunction with feedback activities.

TABLE 5

Less-Proficient EFL Students' Perception on Their Writing Ability

	M	N	Std. Deviation	t	Sig.
Pre-	1.94	33	.70	-14.06	.000
Post-	3.62	33	.60		

In comparison with the mean scores of the proficient and less-proficient EFL students' perception changes, the mean score of the less-proficient EFL students' perception change is slightly higher than that of the proficient EFL students' perception change (see Table 4 & 5).

2. How do EFL students respond to different types of feedback when they incorporate feedback into revisions?

Questions were posed to find out how the participants' revising attitudes were in response to teacher's written feedback, peer's written feedback, and feedback from teacher-student conference. Table 6 presents overall students' responses to different types of feedback. That is, by comparing the means of the participants' responses, it is resulted that the participants responded to the teacher's written feedback the most, the teacher-student conference the next, and the peer's written feedback the third.

TABLE 6

Descriptive Overall Students' Responses to Different Types of Feedback

Types	N	M	Std. Deviation
Teacher Written Feedback	67	4.02	.73
Student Written Feedback	67	3.07	.79
Teacher-Student Conference	67	3.87	.79

3. Which type of feedback is useful for EFL students to revise their work?

The participants' perception of which type of feedback was helpful for revising different aspects of writing, such as organization, mechanics, contents, grammar,

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vocabulary use was examined. As seen in Table 7, the participants considered that teacher written feedback was helpful for revising grammar the first (85.1%), for revising organization the second (79.2), for revising mechanics the third (77.6), for revising vocabulary use the fourth (74.6), and for revising contents the fifth (58.6). In terms of peer written feedback, about half the students took a neutral position that their peer feedback was neither helpful nor unhelpful for revising all five aspects of writing involved in this study. In response to teacher-student conference, the participants considered that teacher-student conference was helpful for revising the grammar aspect the best (73.1%), for revising organization the second (68.7%), for revising mechanics the third (67.2%), for revising vocabulary use the fourth (64.2%), and for revising contents the fifth (55.2%).

TABLE 7

Frequencies of Response (in %): Participants' Perceptions on Types of Feedback and Aspects of Writing

Items	Frequency of response N (%)				
	1 SD	2 D	3 N	4 A	5 SA
TWF was helpful for revising in terms of organization.	2 (3.0)	1 (1.5)	11 (16.4)	33 (49.3)	20 (29.9)
TWF was helpful for revising in terms of mechanics.	2 (3.0)	0	13 (19.4)	35 (52.2)	17 (25.4)
TWF was helpful for revising in terms of contents.	1 (1.5)	4 (6.0)	23 (34.3)	24 (35.8)	15 (22.8)
TWF was helpful for revising in terms of grammar.	2 (3.0)	1 (1.5)	7 (10.4)	30 (44.8)	27 (40.3)
TWF was helpful for revising in terms of vocabulary use.	2 (3.0)	1 (1.5)	14 (20.9)	27 (40.3)	23 (34.3)
SWF was helpful for revising in terms of organization.	3 (4.5)	17 (25.4)	30 (44.8)	14 (20.9)	3 (4.5)
SWF was helpful for revising in terms of mechanics.	0	19 (28.4)	32 (47.8)	14 (20.9)	2 (3.0)
SWF was helpful for revising in terms of contents.	3 (4.5)	16 (23.9)	28 (41.8)	18 (26.9)	2 (3.0)
SWF was helpful for revising in terms of grammar.	3 (4.5)	13 (19.4)	32 (47.8)	13 (19.4)	6 (9.0)
SWF was helpful for revising in terms of vocabulary use.	2 (3.0)	21 (31.3)	30 (44.8)	9 (13.4)	5 (7.5)
T-S C was helpful for revising in terms of organization.	2 (3.0)	1 (1.5)	18 (26.9)	30 (44.8)	16 (23.9)

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T-S C was helpful for revising in terms of mechanics.	2 (3.0)	1 (1.5)	19 (28.4)	27 (40.3)	18 (26.9)
T-S C was helpful for revising in terms of contents.	2 (3.0)	0	28 (41.8)	24 (35.8)	13 (19.4)
T-S C was helpful for revising in terms of grammar.	1 (1.5)	1 (1.5)	16 (23.9)	28 (41.8)	21 (31.3)
T-S C was helpful for revising in terms of vocabulary use.	2 (3.0)	0	22 (32.8)	26 (38.8)	17 (25.4)

1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree
TWF = Teacher Written Feedback; SWF = Student Written Feedback; T-S C = Teacher-Student Conference

4. What are EFL students' attitudes toward writing in English and feedback activity after this course?

Participants were asked to respond to the questions to know how their attitudes toward writing in English and feedback activity were after they became involved in English writing with feedback activity. As indicated in Table 8, the majority of students (92.5%) responded that they want to take an English writing class if it is offered in the future, but less students (61.2%) answered that they would continue writing in English on their own respectively. Most students (94%) answered that feedback activity was essential for the improvement of their writing ability and 80.6% of the students responded that they want to have more opportunities to write in English with feedback activity.

TABLE 8

Frequencies of Response (in %): Students' Attitudes toward Writing in English and Feedback Activity after Taking This Course

Items	Frequency of response N (%)				
	1 SD	2 D	3 N	4 A	5 SA
I want to take an English writing class if it is offered in the future.	0	2 (3.0)	3 (4.5)	49 (73.1)	13 (19.4)
I will continue writing in English on my own.	0	2 (3.0)	22 (32.8)	26 (38.8)	15 (22.4)
I think, it is essential to have feedback activity to improve my writing ability.	0	2 (3.0)	2 (3.0)	25 (37.3)	38 (56.7)
I want to have more opportunities to write in English in conjunction with feedback activities.	0	2 (3.0)	11 (16.4)	29 (43.3)	25 (37.3)

1= strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

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5. How do EFL students perceive different types of feedback after this course?

Table 9 presents how participants perceived different types of feedback when they revised their work in response to feedback. Teacher's written feedback was considered the most helpful for the improvement of participants' confidence in writing in English and feedback from teacher-student conference was the second helpful factor. Next, for the question that which feedback the participants trusted in the most, half the students answered that they trusted in the teacher's written feedback the most and 37.3 % of the students thought that they trusted in feedback from teacher-student conference. The next question was to know which feedback the participants thought was the most initiative factor for their writing motivation. 32.8 % of the students responded that feedback through teacher-student conference was the most initiative for their writing motivation, 20.9 % answered teacher's written feedback, and 17.9 % stated student's written feedback.

TABLE 9

Frequencies of Response (in %): Students' Perception on Different Types of Feedback after Taking This Course

Items	Frequency of response N(%)				
	1	2	3	4	5
Which feedback was the most helpful for the improvement of your English writing confidence?	26(38.8)	2(3.0)	21(31.3)	17(25.4)	1(1.5)
Which feedback did you trust in the most?	34(50.7)	1(1.5)	25(37.3)	6(9.0)	1(1.5)
Which feedback do you think was the most initiative factor for your writing motivation?	14(20.9)	12(17.9)	22(32.8)	16(23.9)	3(4.5)

1=Teacher's written feedback; 2=Peer written feedback; 3=Teacher-Student conference; 4=All of them are helpful; 5=None of them is helpful.

V. CONCLUSION

This study attempted to investigate how the Korean EFL students perceive their writing ability, feedback activity and different types of feedback and also to find out how they respond to feedback when they incorporate it into their revision. In the light of the results presented above, three major findings emerged from the study.

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Firstly, in terms of the Korean EFL students' perception on their own writing ability, it has been changed positively after they experienced writing in English in conjunction with feedback activity, regardless of their English proficiency. More specifically, the results from pre- and post-surveys on the first two questions reveal that their writing experiences in conjunction with feedback activity have a positive effect on the enhancement of the participants' perception on their writing ability. This result implies that the EFL students' perception on their writing ability can be improved if they have chances to write in English in conjunction with feedback activity. In addition, for both the proficient and less-proficient EFL students, their perceptions on their writing ability were positively changed, but increase in mean score of the less-proficient EFL students' perception change was slightly higher than that of the proficient EFL students'. Thus, it is suggested that the EFL students' English writing experiences in conjunction with feedback activities would be more appreciated by the less-proficient EFL students than the proficient EFL students. In addition, the effectiveness of making multiple drafts on the increase of L2 students' confidence and motivation has been observed by the previous studies (Caudery, 1995; Tyson, 1999, 2000; White & Arndt, 1991). Likewise, similar finding was presented by this study that students' confidence in writing in English has been enhanced and their responses showed more improved confidence in different kinds of writing, specifically, more in writing informal letters and short memos than in writing essay and formal letters. These findings suggest a possibility of more improvement of the students' writing ability, and confidence in all types of writing if they are allowed much longer period of time to experience writing in English in conjunction with feedback activity.

Secondly, the Korean EFL writers appreciated teacher's involvement in either written or spoken mode more than their peer student's engagement when they revised their writing in respond to different types of feedback. More specifically speaking, teacher written feedback and feedback given in terms of the aspect of grammar was the most preferred by the Korean EFL students. On the other hand, they showed less confidence in feedback from their peer students. Similar finding was observed from Ferris and Hedgcock's (2005) study that students considered that peer feedback was not useful since students did not consider their peers as experts of the target language. What is more, this finding goes in line with Oladejo's (1993) study which discovered that the majority of students did mind having their work corrected by their peers and they also felt uncomfortable with peer correction. Unlike the findings from Kim's (2012) study that showed students' strong respect and wanted to follow their peer's feedback and their opinions, the participants tend to appreciate teacher's feedback. With regard to students' preference of feedback on the aspect of grammar, the similar finding was presented in Chin's (2007) study that students paid the most attention to

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feedback on grammar on their written work since they considered grammar and vocabulary to be the main factors that determined good EFL writers. Such findings provide evidence that L2 students are anxious to perfect their English with error free writing, rather than to focus on conveying interesting ideas. However, as Paulus (1999) claimed, the benefits of error corrections did not extend to a student's following writing task and error corrections would not lead to long term writing improvement. Thus, the instructor needs to guide learners to acknowledge what they would better pay attention in order to improve their writing competences.

Thirdly, the Korean EFL students show more improved intention to write in English with feedback activity through classes, but they still have a little confidence in writing in English on their own. Based on the results, it is indicated that although the participants consider teacher's written feedback the most helpful and they also trust in it the most, they got more motivated to write after they had teacher-student conference session. This result implies that teacher's individual attention to each student could enhance students' motivation to write and make multiple drafts. Teacher-student conferences can benefit students in that students can have an opportunity to identify errors in their work that can create reader confusion or misinterpretation while having conference with their teacher. On the other hand, the teacher can act as a collaborator rather than as an error corrector or detector in this setting.

This study sheds light on Korean EFL students' preferences on teacher feedback, in either written or spoken form, and on the feedback on the aspect of grammar. In other words, a positive role of teacher's involvement in EFL students' revision was supported by this study. Although the implementation of peer feedback activity in revision has been suggested by recent studies as an alternative way to reduce the instructors' workload (Berg, 1999; Mendonca & Johnson, 1994; Min, 2006), it was proven in this study that students still prefer teacher's involvement to their peer students'. Students' preferences are important. However, as Brown (1998) emphasizes, students' preferences should not be idealized since they are not necessarily more effective. If the instructor always follows students' preferences, students may result in being dependent on the instructor. In short, it is necessary for the instructor to orient students' expectations to a better way that will contribute to the development of writing ability. In addition, the majority of participants believe that writing experiences with feedback activity helped them improve their writing ability, despite showing relatively low confidence in English composition on their own. A relatively short study period of time could account for this result. It is necessary to investigate the long term effects of feedback on writing development, as Hyland and Hyland (2006) claim.

The results of the present study suggest for the successful implication of different

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types of feedback in English writing classes: First of all, since Korean EFL learners are not accustomed to making multiple drafts in response to different types of feedback, students need to have a kind of training session with thorough guidelines given out before they start participating actively in revision activity. Secondly, as suggested in several previous studies (Carson & Nelson, 1996; Ferris, 1995; Zhang, 1995), exchanging peer feedback to one another is an activity that can save time for the instructor and help students learn to edit their own work more effectively. However, students need to be taught by modeling appropriate feedback and corrections on student's early drafts. In addition, in order to encourage students to pay more attention to peer feedback, a non-threatening classroom environment should be provided where students' collaboration is more appreciated and encouraged. It is also necessary for the instructor to bear in mind that student's written work is not always to be graded. In particular, when students are not fluent in expressing their ideas in writing, it is essential to provide students with more chances to write so that they discover and develop their writing ability without having stress of grades.

This study conforms to the educational values of implementing feedback activity into university English writing classes or assignments. It could be helpful for instructors to devise English writing classes or implement feedback activity in student's revision and also facilitate further related studies. However, there exist some limitations of this study. This study was conducted with a relatively small number of students at a beginning or intermediate level of English proficiency level. In order to validate the findings, further research needs to extend the number of subjects with more diverse proficiency and age levels.

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