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## The Effects of Corrective Feedback on Iranian EFL Learners' Writing

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### ABSTRACT

Matching the expectations of teachers and learners is vital for successful learning. Few studies have investigated the effects of corrective feedback on Iranian EFL learners. Therefore, this study aimed to bridge this gap. To this end, the sample of 180 male and female teachers, who taught language courses in an English Language Teaching program in language institutes in Zanjan, and 350 learners, chosen through stratified random sampling, formed the participants of the study. Two standard instruments were used in this study- PET Test and Fukuda's (2004) Feedback Questionnaire. The findings suggest that learners believed that corrective feedback had a significant effect on their writing but the teachers did not think so. It is concluded that most of the feedback given by teachers were concentrated on grammatical errors and that the teachers' views on feedback are based on the context, which might origin from absence of sufficient teacher training. With this in mind, giving feedback, or rather the right kind of feedback should perhaps play a better role in teacher education. The fact that feedback is based on each context may be positive as learners are different and teacher trainees might still take advantage from studying the provision of feedback.

**Keywords:** *Corrective Feedback, Error, Perception, Preference, Correction*

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### 1. Introduction

While there are many studies (Akiyama, 2017; Ashwell, 2000; Chandler, 2003; Ellis & Shintani, 2014; Ferris, 1999; Russell & Spada, 2006; Sheen, 2010; 2011; Truscott, 1996; 1999) examining the various facets of the corrective feedback, one facet which has not received much attention, which it deserves, is the effects of corrective feedback on Iranian EFL learners' writing. Understanding what the teachers and learners want and what their perceptions are will provide essential information to the language teachers on how the problem of corrective feedback should be dealt with in the EFL instructional setting. Keeping this facet of corrective feedback in mind, the present research aimed to fill this gap in the studies from Iranian context. The results of this

study can have vital implications for language learning and teaching.

Most of the present studies (e.g. Bitchener, 2008; Ellis, Sheen, Murakami, & Takashima, 2008; Sheen, 2007; Sheen, 2009) have investigated the efficiency of CF (corrective feedback) on learners at the same proficiency level, intermediate level, and have not considered the likely distinctions of learners' performances at varied levels as well. Hence, the current research is intended to examine not only differential results of CF on the advancement of learners' correct utilization language, also the amount of the usefulness of these kinds of CF are relying on the proficiency level of learners. The function of corrective feedback (CF) in foreign language acquisition (FLA), more particularly written corrective feedback (WCF), has been specifically studied in



recent years (Ashwell, 2000; Chandler, 2003; Ellis & Shintani, 2014; Ferris, 1999; Russell & Spada, 2006; Sheen, 2010; 2011; Truscott, 1996; 1999). As a matter of fact, formerly there has been a growth in the number of studies directing this issue (Storch, 2010.)

As argued by Nunan (2001, p.177), "writing a consistent, fluent, expanded work of writing is apparently highly a complex thing to do in language production and it is something the ideal speakers never become proficient". Hence, Raimes (1991) requires the necessity for further of anything for second language writer: method learning, straight teaching, aiding systems, teacher reaction, training, etc. Ordinarily, overwhelming happening of errors relies on the manner they are rectified and written feedback is an essential facet of any English Language Writing course specifically with the supremacy of the process approach to writing.

Harmer (2001, p.128) has also argued that "when a learner converses a segment of language and views how it becomes, that data is returned back into the learning process, in other words, that product turns out input". This kind of input or feedback might be given by the writer himself, by the people who is conversing with, and, certainly, by the teacher. As stated by Hyland and Hyland (2001, p. 185), "giving written feedback to learners is one of the EFL writing teacher's most significant responsibilities, proposing the type of distinctive focus that is in other respects seldom viable under ordinary classroom situations".

To date, the results of previous studies on feedback kinds have shown some fascinating frameworks, but the incompatibility of the results makes it obvious that more investigation is required. Among diverse methods of giving written CF, more new researches (e.g. Bitchener, 2008; Ellis, Sheen, Murakami, & Takashima, 2008; Sheen, 2007; Sheen, 2009) stressed the efficiency of CF on the learning of the targeted grammatical structures. Regardless of the fact that some positive findings have been reported on the efficiency of CF, there are researches like Ellis (2008) which did not find any difference in efficiency of CF, so there is a clear necessity to do more research in this particular domain to get uniform answers.

With this background, the aim of the present study was to study the effects of corrective feedback on Iranian EFL learners' writing.

## 2. Literature Review

The issue about the fact that whether WCF has any effect on the advancement of learner's grammar returns back to the mid-90s with the publication of the well-known work called 'The case against grammar correction in L2 writing classes' by Truscott (1996). In his study, the writer decreased the significance of WCF in learner's written homework because of its efficiency and unfavorable effects. Such strong case versus grammar correction originated from (1) research showing the inefficiency of correction, (2) the origin of both the correction process and language learning, (3) its detrimental result on learners' learning process and (4) debate against it. By referring to great works of the time done on WCF (Hendrickson, 1978; Knoblauch & Brannon, 1981; Hillocks, 1986; Robb, 1986; Frantzen & Rissel, 1987; Leki, 1991; Krashen, 1992; Sheppard, 1992), Truscott (1996) introduced explanations based on research for expressing that feedback on grammar had shown ineffective. Furthermore, the writer also focused on the necessities that must be accomplished in order for grammar correction to have any effect on learners. For example, the teacher observing the occurring of the mistake, comprehending the mistake and even being able to propose a solution are among some of these necessities.

Previous studies on teachers and learners' perceptions and preference on corrective feedback (Ferris, 1995; Hedgcock & Lefkowitz, 1994; Komura, 1999; Leki, 1991; Roberts, 1999) have permanently indicated that L2 learners really expect and value teachers' corrective feedback. Some of these researches have also studied learners' preferences for different kinds of feedback. For example, Komura (1999) and Leki (1991) have shown that learners prefer indirect corrective feedback with error codes or definite labels to direct teachers' correction (that is, supplying the learner with the corrected form of the error) or errors which have been specified but not labeled.

A research done by Authors Hooshang Khoshshima and Ma'soume Jahani (2017) noticed a conflict between what teachers said they do and what learners understood.

Although teachers said that they corrected all the errors on a composition, majority of the learners disagree with it. Moreover, teachers ignored the utilization of error codes when giving feedback, but more than 50% of learners stated they did use them. When indicating awareness of error type, teachers expressed they inform their learners of the standard being utilized (grammar, punctuation and spelling among others) but 90% of learners renounced this. Eventually, when teachers were inquired of about their learners' advancement on grammatical correctness, more than a half of them thought they did some or good advancement. Anyway, 46% of learners said they had little advancement and 37% no advancement at all.

Worth mentioning that most of the studies conducted in this field have just focused on this fact that, the conflict noticed is substantial and for sure it symbolizes, firstly, a negative view towards teachers' WCF and, secondly, a deficit of advancement of learners' writing abilities as the marking is ascribed as futile.

Hassan Banaruee, Hooshang Khoshsima, Afsane Askari (2017), explored if direct focused corrective feedback and direct unfocused corrective feedback caused any differential effects on the precise utilization of English language articles by EFL learners across two different proficiency levels (low and high). The participants were divided into low and high proficiency levels by administering a TOEFL test. Then, sixty learners in each proficiency level formed two experimental groups and one control group, 20 learners in each group. One experimental group received focused written corrective feedback and the other experimental group received unfocused written corrective feedback. The findings suggested that focused group performed better than both unfocused and control groups regarding correct application of English articles in both proficiency levels. One major criticism of the above work is that, these findings showed that unfocused corrective feedback is of restricted educational value, while focused corrective feedback developed learners' grammatical correctness in L2 writing more efficiently.

Li, Haishan; He, Qingshun (2017) studied the existing error correction practices in the Hong Kong secondary writing classroom from both the teachers' and the learners' perspectives. The analysis

of the data collected through questionnaires indicated that most learners (83%) expressed their desire for teachers' corrective feedback. But, 68% of the learners stated that, notwithstanding receiving teachers' corrective feedback, they were making the same mistakes again, and only 10% believed that they were making good progresses. In a succeeding think aloud reviewing, the learners stated that they liked to receive corrective feedback mainly to know what type of mistakes they had made.

Kendon Kurzer (2017) studied 33 Saudi university learners' perceptions and preference on their teachers' corrective feedback. Findings of the study indicated that the learners had a strong desire for receiving feedback from their teachers and found it vital and quite effective. Similarly, Zacharias (2007), exploring teachers' and learners' perceptions to corrective feedback, got to this conclusion that generally the learners find their teachers' corrective feedback crucial, which, as the learners stated, was driven from their awareness that teachers would control marks. The data also demonstrated that learners favored teachers' corrective feedback compared to the other techniques of error correction such as peer feedback. Finally, the results showed that the learners considered corrective feedback about language more useful than corrective feedback about content and researches about teachers' corrective feedback have studied the learners' perceptions to error correction practice in general, correction of grammatical errors in contrast to style or content, or various kinds of feedback. However, no research has investigated L2 learners' preferences for receiving corrective feedback about specific surface-level errors such as punctuation, spelling, adverb, etc. In fact, most of the corrective feedback studies have focused on very general and macro-level grammatical classifications, which include smaller sub classifications; for example, word classification includes sub classifications like the wrong use of a word, inappropriate pronoun, and wrong connector, etc.

Sermsook, K., Liamnimitr, J., & Pochakorn, R. (2016) attempted to give information on teacher corrective feedback that would be beneficial for EFL learners' writing advancement. It concentrated on feedback given to correct grammatical errors made by learners as the authors understood that this kind of errors may



stop the efficiency of learners' pieces of writing and ended in written miscommunication. Both direct and indirect teacher feedback kinds were investigated. Some educational recommendations had been made based on the results. It was hoped that this work might help teachers and learners in a writing class attain the aim of producing grammatically correct English writing works. It was concluded that both teacher direct and indirect feedback, either in the written or oral forms were advantageous to the correction of EFL learners' grammatical errors. Which kind of feedback was the most effective based on various factors, so it was the responsibility of writing teachers to understand it. Moreover, the teacher feedback, another important factor that could not be overlooked was a good relationship between teachers and learners. Clear, precise and supportive teacher feedback could perfectly contribute to EFL learners' writing advancement. With efficient methods and understanding between teachers and learners, it was not far from reach for learners to produce a good piece of writing.

What is wrong with this research is the fact that it is a one-one-directional research which is concentrated only on the relationship of feedback from a teacher to learner and only grammar is focused. Eventually, other researches were also done with identical results to the previously mentioned favor for: linguistic error correction (Chiang, 2004), direct correction (Diab, 2005) and correcting all errors (Diab, 2005; Lee, 2005). As can be seen, the research of learners' and teachers' preferences and perceptions does not arrive to obvious results. Evidently, teachers' practices affect learners' anticipations concerning error correction but not always. In most of the researches referenced to, there was a conflict between the teachers' practice and learners' inclinations. Due to all this, more studies is required in the domain of WCF and perceptions.

### **3. Methodology**

#### ***3.1 Design and Context of the Study***

The design of this Study is quantitative one. The text data were used to support the figures and numbers. Three comparison groups were presented in this study. Levy and Ellis (2011) defined quasi-experimental research as one type of

experimental design in which, although we had treatment, group comparison, and measurement of outcomes, the degree of the researcher's control over selection of participants was limited and the homogeneity of the groups was not as desirable as possible. To homogenize the learners, PET Test was used, even if the researcher tried to assign the participants randomly into each group. It should also be stated that many effective irrelevant variables could not be fully controlled. On the basis of these arguments, it could be said that there were two features going on at the same time that did not match each other. One was the important factors (like gender, age, etc.) and the other was the treatment (investigating the effect of different comment types) that was used in this study. Although the design was quasi-experimental, in grouping procedure many of these factors were considered in order to decrease the effects of irrelevant factors.

#### ***3.2. Participants***

Learners in their pre-intermediate and intermediate level participated in the research. For this study, two types of participants were involved: teachers and learners, in order to understand the different perspectives of each population. The sample of this research were 180 male and female teachers who taught language courses in an English Language Teaching program in language institutes in Zanjan. They were chosen through purposive sampling. 350 learners, chosen through stratified random sampling, also formed the participants of the study. These participants were teachers and learners who approximately aged from 16 to 31 and above. Fraenkel and Wallen (2010) suggested that non-random sampling is when in the population not all the participants have the same possibility to be selected. The method used in non-random sampling is the purposive. Therefore, as stated the population was selected with specific purpose.

The research included a group of pre-intermediate and intermediate learners from an undergraduate English Language Teaching program (ELT) who were homogenized and selected based on PET test. Among them, the scores of 350 learners were located one standard deviation below and above the mean (+/-1 SD), and consequently, were considered to be roughly at the same writing level. These learners were considered as the

participants of this research. All learner participants were EFL learners with almost the same knowledge.

*Table: 1 Details of the participants*

Sex	Age		level		Total
			Pre-intermediate	Intermediate	
Male	16 - 20		18	12	30
	21-25		34	26	60
	26-30		12	6	18
	more than 30		6	6	12
	Total		70	50	120
Female	16 - 20		65	23	88
	21-25		58	39	97
	26-30		21	6	27
	more than 30		12	6	18
	Total		156	74	230
Total	16 - 20		83	35	118
	21-25		92	65	157
	26-30		33	12	45
	more than 30		18	12	30
	Total		226	124	350

### 3.3. Instrument(s)

Two instruments were used in this study. PET Test, as a renowned standardized language proficiency test, was the first instrument utilized at the beginning of the study to check the homogeneity of their writing proficiency level. The next instrument for data collection was a questionnaire used by Fukuda (2004). The questionnaire included 7 different closed-questions together. Item 1 questioned the favor of instruments to give correction, either pencil or red pen. Item 2 was concerned with the concentration of mistakes (all, some or none).

### 3.4. Data Collection Procedure

The present study was carried out during the class time in the second semester of the year (2017). The questionnaire and the PET were distributed among the participants by the researcher. The participants were given 35-minute time to answer the questionnaire and they were accompanied by some instructions. They were informed that the information would be used for research purposes and they were assured that it would be kept completely confidential. The present research aimed at investigating whether direct/indirect corrective feedback produced any differential effects on the correct use of English language by EFL learners across two different proficiency levels and also investigated the learners' and teachers' beliefs and perceptions towards different facets of language and different kinds of feedback. In current study, the participants were homogenized and divided into pre-intermediate and intermediate proficiency levels by

administering a PET test. This led to formation of two proficiency levels, 226 participants in pre-intermediate level, and 124 participants in intermediate level, totaling 350 participants. Then, both proficiency levels were classified into three groups, two experimental groups and one control group. The first experimental group received direct corrective feedback; the second experimental group received indirect corrective feedback, while the third one, as a control group, received no feedback.

The questionnaires were initially administered for piloting purposes to thirty learners from English classes and two teachers who taught English to these thirty learners. This preliminary testing of the questionnaires highlighted some ambiguities in certain questions that were rectified before the questionnaires were administered to participants in the actual research. All the participants, teachers and learners, in the pilot study were informed to finish the questionnaire in not more than thirty-five minutes. Participants were observed while completing the questionnaires and were requested to indicate any difficulties they encountered, such as items that were unclear or difficult to answer. Not all participants finished completing the entire questionnaire in the given time. As a result of the piloting exercise, three items – mechanics, concord, and style and register – were simplified as some learners had difficulties understanding them. After the participants in the piloting exercise had finished completing the questionnaires, the researcher held a discussion with them to elicit verbal feedback about the questionnaires.

Before the participants started completing the questionnaire, the researchers explained the purpose and the potential usefulness of the research and made it clear that the questionnaire was not a test. The researchers assured the participants that their responses were used for research purposes only. The participants were informed that their participation is voluntary and the research was anonymous. All participants were given an opportunity to read the consent form, and once they were satisfied and understood the content, they were requested to sign it.

The researchers also emphasized the importance of giving honest answers, and after all the explanations and clarifications,

participants were assured of confidentiality and of the potential usefulness of the data. After collecting the consent forms from the participants, the researcher distributed the questionnaire for completion .

The questionnaires were delivered personally to the respondents in order to ensure a high response rate and proper completion. For the learner participants, questionnaires were distributed in person at the institution and were completed at the time of distribution. Learner participants completed the questionnaire outside of scheduled class time during a lunch hour or at a time they found suitable, in order to complete the questionnaire under the supervision of the researchers. The researchers encouraged learner participants to attend to all questions. In order to prevent cross-contamination of opinions, learner participants were allowed to consult with one another while completing the questionnaire.

Teacher participants completed the questionnaires outside of their work time. This was done due to the fact that it was impossible to get all the teachers together and complete the questionnaire at the same time. Teachers were also given unlimited time, but because they completed the questionnaire at different places during their own free time, the researchers could not monitor the process and record the time each of them used. However, when the researchers asked the teachers to indicate the total time they spent to complete the questionnaire none of them indicated that they had taken more than 35 minutes.

### 3.5. Data Analysis Procedures

The questionnaires were distributed between the second and third week of May, 2017. All candidates completed the instrument for data collection during their planned English lessons. Concerning the teachers, they took more time to perfect the questionnaire because of their tasks. To analyze the data collected from these participants, SPSS version 23 software was used. First of all, in order to be sure about the reliability of the scores, the participants' written productions were submitted to two raters to be scored (i.e., inter-rater reliability). Then, the Cronbach alpha was executed .

Afterwards, Kolmogorov-Smirnov tests were conducted in order to check the distribution of the data for normality, and to see whether the assumptions required

for parametric tests were met. In each question, there were one independent variable and one dependent variable. Therefore, in order to answer the questions, four independent sample t-tests (one for each question) were run.

## 4. Results

Does corrective feedback have any significant effect on Iranian EFL learners' writing correctness? To test the above hypothesis, we used the comparison of the theoretical mean with the experimental mean. First, we considered the assumption of the normality of the sample using the Kolmogorov-Smirnov test. The results of the above test are presented in the following tables:

Table 2: The normality test table of variables

variables	sig	Decision making	Test result
Scores in the learner group	2.0	Null hypothesis is accepted	Distribution is normal
Scores in Teachers Group	2.0	Null hypothesis is accepted	Distribution is normal

Given the Sig values obtained in the above table, which are more than 0.05, the null hypothesis is assumed to be the normality of the discussed variable at the significant level of 0.05. Therefore, to test this hypothesis, we used a one-sample parametric T test. The hypotheses concerning the comparison of experimental and theoretical means can be written as follows:

$H_0$ : The mean is smaller or equal to 3. (Corrective feedback does not affect the correct writing of English language learners.)

$H_1$ : The mean is opposite to number 3. (Corrective feedback has an effect on the correct writing of English-language learners.)

Or:

$$\begin{cases} H_0: \mu = 3 \\ H_1: \mu \neq 3 \end{cases}$$

The calculation results are recorded in the following table:

Table 3: One-Sample Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Learner	350	3.2282	.34160	.01826
Teacher	180	2.9799	.26065	.01943

As seen in the table above, the mean in the learner group is higher than that of teachers.

Table 4: One-Sample Test

Group	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learner Q	12.499	349	.000	.22821	.1923	.2641
Teacher Q	-1.037	179	.301	-.02014	-.0585	.0182

Based on the values in the above table, especially the Sig, value in the learner group is less than 5%. The null hypothesis at a significant level of 5% is rejected. i.e., the mean of the sample has a significant difference with mean 3 (Theoretical mean). As the mean of the sample is 3.03, higher than 3, then the hypothesis that the mean sample is higher than the theoretical mean, is accepted. In terms of learners, corrective feedback affects the correct writing of English language learners.

While in the teacher group, the Sig value is more than 5%. The null hypothesis is not rejected at a significant level of 5%. That is, the mean sample does not have a significant difference with the value of 3(theoretical mean). i.e., corrective feedback does not affect the correct writing of English language learners.

In the table below, the results of the independent T test are recorded to compare the mean scores between the two groups of teachers and learners, which, given the Sig value, which is less than 5%, assumes the mean equality in the group is rejected.

In terms of perceptions about the effect of corrective feedback on the correct writing of English language learners, there is a significant difference between the group of learners and teachers.

Table 5: Independent Samples Test

	t-test for Equality of Means					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q Equal variances assumed	8.556	528	.000	.24835	.19133	.30538
Q Equal variances not assumed	9.315	453.430	.000	.24835	.19596	.30075

## 5. Discussion

This research investigated the effect of written corrective feedback on the learners' writing skill. According to the PET test as the pretest and posttest in the low-intermediate group in both control and

experimental groups, the results indicated that after providing written corrective feedback for the learners in experimental group and performing the posttest, the mean writing score of the learners in experimental groups increased compared to the mean speaking scores of the learners in the control group. Therefore, it can be said that written corrective feedback influenced the learners' writing achievement. To talk about the effect of written corrective feedback provision in the classroom on the learners' writing skill, it is worth to mention that as its name implies, written corrective feedback is directly associated with written skill mainly reading and writing. Since in the process of the written error correction, there is a writer and the reader, therefore, a kind of interaction occurs in the classroom. Consequently, the more interactions between teacher and the learner lead to more improving in the learners' writing skill.

Fortunately, the findings of this research are in line with the results of the previous studies that are similar to the research question of this research; Bitchener (2008), Buyukbay (2010), Chu (2013), Gholizade (2013), Lee (2014), Lourdunathan and Menon (2017), Lyster and Saito (2010), Mennim (2007), Nassaji (2009), Oliver (2000), Oradee (2012), Panova and Lyster (2002), Rahimi and Dastjerdi (2012), Sheen (2007), Shokrpour and Zarei (2015), Talakoob and Shafiee (2017), Tanveer (2007), and Vaezi et al. (2011). Chu (2013), found that the corrective feedback had a positive effect on learners' writing skill. Sato and Lyster (2012) stated that corrective feedback had a positive impact on both accuracy and fluency development of the learners. Moreover, the findings of the current research are consistent with the findings in the researches of Lynch (2007) and Soler (2002) that focused on the impact of corrective feedback on the learners speaking skill and proved the usefulness of the application of the corrective feedback in the classroom.

Moreover, Ellis (2009) states that considering the accuracy and fluency, corrective feedback should be provided and the learners' errors need to be corrected, when it is felt that such pedagogical intervention is necessary. Considering the effect of different kinds of written corrective feedback and its effect on the low-intermediate learners' speaking



achievement, it can be concluded that according to the learners' preference for different kinds of written corrective feedback, metalinguistic feedback provision was more effective in the learners' speaking skill due to the fact that in this kind of feedback there are self-correction and scaffolding phase, so there is more writing than other kinds of corrective feedback that just teachers themselves correct the learners' error.

Importantly, the finding of the present study is to some extent consistent with the results of previous researches (Kaivanpanah et al., 2012; Katayama, 2007; Yoshida, 2008; Zhang & Rahimi, 2014) who reported that Iranian and Japanese EFL learners showed very strong preferences for metalinguistic feedback and recasts. Although parallel with the results of previous investigations the metalinguistic feedback was ranked the first in low-intermediate groups in the posttest. The results of the present research showed that the learners in low-intermediate groups did not reject the other kinds of corrective feedback mainly repetition accompanied by highlighting their error by intonation and implicit feedback. Rather, a significant number of participants in the beginner group seemed to believe that highlighting the error by underlining was a useful kind of written corrective feedback. And also a noticeable number of the learners in the low-intermediate group showed that implicit feedback was a helpful kind of written corrective feedback. Therefore, it can be said that though the metalinguistic feedback was ranked the first, other kinds of feedback were effective in the learners writing achievement. The findings of the current research were different from the results of Kaivanpanah et al. (2012) which did not show any well-defined preference for one kind of corrective feedback versus the other kinds. This inconsistency in the findings of the two studies can be due to the learners' awareness of the purpose of the present research, the significance of the written corrective feedback provision in the classroom, and different kinds of corrective feedback in the treatment period of the research. The learners' preferences for the immediate corrective feedback confirm Mackey's (2007) belief that focuses on the effectiveness of the corrective feedback in a condition that it is

offered simultaneously with the learner's error.

In particular, the findings of the current research present some empirical evidence supporting Ellis's (2009) guideline which focuses on the significance and value of the written corrective feedback provision in the classroom. Moreover, the result of the present study revealed the learners' preferences for different kinds of corrective feedback and its significant effect on the learners' writing skill. This can be a useful guidance for the English teachers particularly those who teach language learners to select the learners' preferred kind of corrective feedback in order to have a successful class.

## 6. Conclusion

Several facets were analyzed during the research and many conclusions can be drawn. The giving of feedback in all their forms (oral or written) may lead the learner through a process of self-discovery and learning. From the other point of view, feedback can also stop learners from acquiring and internalizing the target language. Hence, it is a vital matter the treatment of such practice with the sensitivity and relevance it deserves. Facets such as individual differences, preferences, beliefs and perceptions have an effect and are worth of future studies.

As stated before, this research should be presumed as the first step to a larger research on the role played by WCF in a classroom context. It is our belief that the authentic WCF used in real classrooms is worth of research as it is in such settings where real language teaching and learning occurs. Future research should take into account facets such as anxiety aroused by the giving of WCF or beliefs and attitudes which may stop learners from functioning at their full capacity.

The main goal of this research was observing learners' preferences concerning WCF in facets concerned with methods used, handling feedback and feelings. In addition, this research began to investigate the link existing between learners and teachers when it comes to giving of WCF. As it was elaborated throughout the research, teachers' perception about their learners does not agree with what learners want from their teachers. In most instances, teachers do not appreciate methods, desires and even ways of handling learners' written output. This absence of harmony may affect the

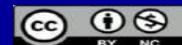
learning process and WCF may not function at its best. Therefore, teachers must assess learners' expectations concerning WCF as knowing preferences can be advantageous for both groups.

A fascinating fact is learners' desire to be directly corrected and especially on language and lexical facets. This indicates how traditional views of the language are still present in present classrooms as learners consider knowledge of the grammar and vocabulary as knowing the language. Concerning their preference for direct correction, it may be explained as the continuous idea that the teacher is a symbol of wisdom and that learners are empty vessels that should be filled. Not encouraging self-correction and other methods has led to think that all the work is to be done by teachers. The results which were elicited in this research from Fukuda questionnaire from two different perspectives, i.e. teachers and learners, showed that learners believed that it was effective but from the teachers view, it was not effective and the results showed that there was a significant difference between their views.

Eventually, it was seen that teachers know the theory and are informed of the benefits gained from, say, indirect feedback. But, their practice differs highly from what they have expressed in the questionnaire. One reason to explain this is may be the constraints they find in their daily school routine in which, for instance, time is an issue.

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## Appendices

### Appendix: A Fukuda's Feedback Questionnaire

#### Personal Information:

Gender: Male  Female

Age: 16-20  20-25  26-30  31 and above

Level: Pre-intermediate  Intermediate  High-intermediate

Please circle the information that applies to you. Make sure to mark only one.

How would you rate each type of spoken error correction below?

Teacher: Where did you go yesterday?

Learner: I go to the movie.

1. Could you say that again?

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

2. I go? (Repetition: The teacher highlights the learner's grammatical error by using intonation.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

3. I went to the movie, too. (Implicit feedback: The teacher does not directly point out the learner's error but indirectly corrects it.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

4. "Go" is in the present tense. You need to use the past tense "went" here. (Explicit feedback: The teacher gives the correct form to the learner with a grammatical explanation.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

5. Yesterday, I..... (Elicitation: The teacher asks the learner to correct and complete the sentence.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

6. Really? (No corrective feedback: The teacher does not give corrective feedback on the learner's errors.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

7. How does the verb change when we talk about the past? (Metalinguistic feedback: The teacher gives a hint or a clue without specifically pointing out the mistake.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

8. I went to the movie. (Recast: The teacher repeats the learner's utterance in the correct form without pointing out the learner's error.)

Very Ineffective  Ineffective  Neutral  Effective  Very Effective

### Appendix B: Sample of Writing PET Test

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

PET Practice Test > Writing

PET

#### Writing Part 1

#### Questions 1–5

Here are some sentences about music.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 When I was younger, I practised the piano every day.

I used ..... the piano every day when I was younger.

Answer:

1 My sister was taught the violin by a very talented teacher.

A very talented teacher ..... the violin.

2 Only music students can go to the concert in London.

You can only go to the concert in London ..... a music student.

3 My music teacher asked me if I liked classical music.

My music teacher said to me, "..... classical music?"

4 I prefer listening to music to playing music.

I like listening to music ..... playing music.

5 If you want to learn a musical instrument, you need to practise every day.

You can't learn a musical instrument ..... you practise every day.