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Teachers' Beliefs and Practices of Feedback and Preferences of Students for Feedback in University Level EFL Writing Classrooms

by

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Thesis for the degree of Doctor of Philosophy

September, 2016

UNIVERSITY OF SOUTHAMPTON

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TEACHER' BELIEF AND PRACTICE OF FEEDBACK AND PREFERENCES OF STUDENTS FOR FEEDBACK IN UNIVERSITY LEVEL EFL WRITING CLASSROOMS

ABSTRACT

This study examines teachers' beliefs and practices of feedback in their writing classrooms, focusing particularly on the factors that shape these beliefs and practices. It also investigates junior and senior students' preferences for feedback and their problems and strategies for handling feedback. It explores students' reasons for their preferences. Further, it diagnoses the impact of students' experience on their preferences, problems and strategies. It identifies the matches and mismatches between preferences of students and teachers' practices. To achieve these objectives, junior and senior students' data from questionnaire and interview were integrated, and teachers' data from questionnaire, interview and analysis of teachers' written feedback were triangulated.

The findings suggest that not all teachers' beliefs about feedback are translated into their practices. The factors shape teachers' beliefs and practices are contextual factors (time allocated to writing classes, classroom size and availability of resources), teacher factors (teachers' experiences with feedback as teachers and as student, teachers' knowledge and their training) and student factors (students' level of proficiency and students' needs and preferences). The teachers' ways of providing feedback are also guided by several pedagogical reasons (e.g. securing students' understanding of feedback, prompting students' engagement with feedback, meeting students' needs).

The results also reveal that the students seem to value feedback on their writing. However, there are some differences between junior and senior students' preferences for the different aspects of feedback and differences between their difficulties and strategies for handling feedback. These results indicate that students' experience has an impact on their preferences and ability to deal with feedback. Junior students seem to be more dependent on their teachers and classmates than senior students are. The findings also identify some differences between teachers' practices and students' views. This suggests that teachers' practices may not always influence students' preferences.

These findings imply that feedback might be more effective if teachers consider their context of teaching, students' experience, students' proficiency level and needs. They also need to work cooperatively for extending their knowledge about feedback and developing their ways of providing feedback. The educational authorities need to offer information resources and training opportunities to enhance teachers' professional development in responding to students' writing effectively.

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DECLARATION OF AUTHORSHIP

I, **Osama Jamoom** declare that this thesis entitled

Teachers' Beliefs and Practices of Feedback and Preferences of Students for feedback in University Level EFL Writing Classrooms

and the work presented in it are my own and has been generated by me as the result of my own original research. I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;

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4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

5. I have acknowledged all main sources of help;

6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

7. None of this work has been published before submission

Signed: ....

Date: ....

Dedication

To the soul of my father, to my mother Maryam

To my wife Najlaa, my son Bashir and my daughters Roa and Rumaila

To my brothers Tarik and Hatem

To my sisters Ghada and Asma

To my father in law Sassi

Acknowledgements

Praise be to Allah, the Lord of the entire universe, the most Gracious the most Merciful, for giving me health, patience and the ability to complete this research study.

I would like to express my deep and sincere gratitude to my supervisor Dr Alasdair Archibald for his constant support, guidance and invaluable constructive feedback, which assisted me to complete this study. His wide knowledge has enriched my research skills, and I have learned a lot from his experience. I wish him prosperous and successful life.

I would like to express my gratitude to all the teachers and students who participated in this study.

I would like also to thank all my colleagues at Modern Languages, especially Suhail Shafea and Mohammed Aldawsari for their support and valuable feedback. I cannot miss thanking my dear friend Abd Alhafed Abuklaish, who is the first Libyan person stand by me in the UK, for his support, continuous discussion and valuable feedback.

Finally, I am also grateful to the Department of English, Faculty of Arts, University of Zawia for nominating me to pursue my PhD study, for the Libyan Ministry of Education for sponsoring my study and for the Libyan Embassy in London for administrating this sponsorship.

Abbreviations Used

BA   Bachelor of Arts

EFL   English as a Foreign Language

ESL   English as a Second Language

FL   Foreign Language

L1   First Language

L2   Second Language

MA   Master of Arts

PhD   Doctor of Philosophy

SLA   Second Language Acquisition

SLL   Second Language Learning

Chapter 1: INTRODUCTION

1.1 Introduction

This study is about teachers' beliefs and practices of feedback and preferences of student for feedback in L2 writing classrooms. It examines EFL teachers' practices of feedback and their underlying reasons for practicing feedback in the ways they do. It also investigates the preferences of EFL students for feedback and the accounts for their preferences to feedback.

This introductory chapter presents an overview of the study and outlines the objectives and the significance of this investigation. It also introduces the research questions and describes the context where this research study took place. This chapter ends with a description of the structure of this thesis.

1.2 Background of the Study

Feedback is widely seen in writing classrooms as crucial "for the development of second language (L2) writing skills, both for its potential for learning and for student motivation" (Hyland and Hyland, 2006a: 83). In the process approach of writing, the different types of feedback, such as peer feedback and teacher-students conference are acknowledged to be important tools for guiding students through the different stages of their writing texts processes until the end product of these written texts (Keh, 1990; Hyland & Hyland, 2006c). In SLA theories, the significance of feedback is also emphasised by interactionists who regard feedback as a part of input, which "can help learners notice their errors and create form-meaning connections, thus aiding acquisition" (Ellis, 2009:6). Moreover, teachers of writing frequently employ feedback in their writing classrooms as they believe in its essentiality for developing students' writing skills; students appreciate to receive feedback on their written texts because they believe in its importance for developing their writing skills (Radecki and Swales, 1988; Cohen and Cavalcanti, 1990; Hyland, 2003; Chiang, 2004; Goldstein, 2004; Lee, 2008b; Hamouda, 2011). In consequence of the feedback significance in writing classrooms, many second language writing researchers have been stimulated to undertake several research studies investigating different issues related to feedback.

In the last three decades, substantial research studies have been devoted to examine the efficacy of error correction, which is a main constituent of feedback in developing students' writing accuracy. A number of the early studies have demonstrated that error correction has no apparent effect on improving students' writing accuracy (Semke, 1984; Robb et al, 1986; Kepner, 1991) while others have shown that it assists students to make their writing more accurate (Lalande, 1982; Fathman and Whalley, 1990). The findings of these studies have sparked a debate between proponents and opponents of error correction. In his controversial article "The case against grammar correction in L2 writing classrooms", Truscott (1996) negated the effectiveness of error correction and advised teachers to abandon it because it might be harmful to both teachers and students. Ferris (1999) argued that Truscott thesis "grammar correction is harmful and should be avoided" is inconclusive because several studies have demonstrated that error correction assists students to improve their writing accuracy. Lately, Ferris and Truscott agreed that there is a need for more research studies to examine the effectiveness of error correction. This debate has motivated many L2 writing researchers to conduct more studies examining the efficacy of error correction in L2 writing classrooms. Most of these studies gave evidences that error correction is helpful for students to develop their writing accuracy (Ashwell, 2000; Ferris and Roberts, 2001; Chandler, 2003; Ferris, 2006; Sheen, 2007; Ellis et al, 2008, Bitchener, 2008). However, few of them suggested the opposite (Fazio, 2001; Truscott & Hsu, 2008) (See 2.6.2 for more details).

Furthermore, the efficacy of the different types of error correction (comprehensive vs selective/ direct vs indirect/ coded vs. uncoded) have been examined by many research studies to find out whether specific type of error correction is more effective than the other. The results of these research studies were conflicting and did not give conclusive evidence that one type of error correction is more successful than other ones. Hyland and Hyland (2006a: 85) noted that these conflicting results could be "due to the widely varying student populations, types of writing and feedback practices examined and the diverse research designs employed." (See 2.6.2 for more details).

Moreover, written commentary, which are utilised by teachers to provide students with information about their writing, has also received attention from the second language writing research. The early research studies described teachers' written commentary as vague, cryptic and idiosyncratic (Sommer, 1982; Zamel, 1985). Later, researchers have classified teacher written commentary and put them under different categories. For

example, Ferris et al (1987) classified teachers written comments according to their aim and to their linguistic features, while Conrad and Goldstein (1999) added another category to Ferris et al categories. This category is the type of revision needed form students. Other researchers put teacher written commentary under different categories (see 2.7). However, few studies examined the efficacy of the different types and functions of written commentary on students' revisions of their written texts (Ferris, 1997; Conrad and Goldstein, 1999; Hyland and Hyland, 2001; Leki, 2006). The findings of these studies were different from one study to another and did not confirm that one type of written commentary is more effective than other ones (see 2.7.1).

The findings of research studies on written feedback in L2 writing classrooms provide inconclusive answers to the following questions. Firstly, is error correction effective to develop students' writing accuracy or not? Secondly, which type of error correction (direct vs. indirect/ comprehensive vs. selective) is the most effective. Thirdly, which forms of written commentary are the most effective? Fourthly, which functions of the written commentary are the most effective? Fifthly, on which aspect of writing (form vs. content) feedback should focus on. Finally, when feedback should be provided? Therefore, researchers, based on the assumption that teachers practices of feedback and students' reaction to feedback influence its effectiveness (Ferris, 2002; Chiang, 2004), have started to explore teachers' ways of provide feedback and students' reactions to their teachers' feedback. L2 writing researchers surveyed students' reactions to written feedback (students preferences towards feedback, students problems to deal with feedback, students strategies to handle feedback) (Leki, 1991; Saito, 1994, Chiang, 2004; Lee, 2005; Diab, 2005a; Diab, 2006; Lee, 2008b, Amrhein & Nassaji; 2010; Hamouda, 2011). Most of these surveys indicated that students have positive perceptions of feedback and value teacher written feedback more than the other approaches of providing feedback, such as peer feedback and teacher-student conferences (Leki, 1991; Saito, 1994). However, they demonstrated different results regarding the preferences of students for error correction and written commentary types. The students' preferences appear to be affected by different variables such as age, language background, level of education, field of study, and students' experience (Reid, 1997). Other researchers described how teachers provide feedback to their students (Sommer, 1982; Zamel, 1985, Ferris et al, 1997; Conard & Goldstein, 1999; Hyland and Hyland, 2001; Lee, 2003). Lately, few researchers have started to investigate the

relationship between teachers' beliefs and practices of feedback in their writing classrooms (Lee, 2008a; Ferris et al, 2011; Ferris, 2014; Junqueira and Payant, 2015), and identify whether teachers practice their beliefs about feedback or not. These studies reveal that not all teachers' beliefs about feedback are translated into their practices due to different factors that prevent teachers from practicing their beliefs, such as the school policy and exam orientation (Lee, 2008c) (See 3.2).

Researchers also compared between students' preferences and teachers' beliefs and practices of feedback. Their studies based on the assumption that the agreement between teachers' practices and students' preferences for specific types or functions of feedback would make feedback more effective, and the discrepancies between them would make feedback ineffective (Cohen and Calvacanti, 1990; Saito, 1994; Diab, 2005a; Amrhein & Nassaji; 2010; Hamouda, 2011). The findings of these studies demonstrated that teachers and students are consistent that feedback is a helpful tool for developing students' writing skills. However, there are many discrepancies between what teachers give and what students prefer to receive. These findings are different from one context to another due to different factors, such as students' level of proficiency, students' background, teachers' knowledge of feedback, and others. Therefore, most of these researchers ask for more studies to compare between the preferences of students and teachers' practices in different context (See 3.4).

1.3   Aims and Research Questions of the Study

This study is designed to achieve three main objectives, which are as follows.

1.3.1   Teachers' Beliefs and Practices of Feedback

Some researchers relate the success or failure of feedback to the teachers' ways of providing feedback, and they examined these ways to see whether the teachers' feedback is effective for developing students writing skills or not (Sommer, 1982; Zamel, 1985; Ferris et al, 1997). By examining the teachers' ways of providing feedback, these researchers aim to program teachers to provide feedback in effective ways. However, they neglect that teachers' ways of providing feedback are usually guided by their beliefs and knowledge about feedback, about writing, about the context where they teach and about their students. Lately, some researchers argue that teachers'

beliefs influence their ways of providing feedback and call for research studies to investigate these issues (Lee, 2008a; Ferris et al, 2011). The review of the literature illustrates that few research studies conducted to explore teachers' beliefs and practices of feedback (See 3.2.3). These research studies were in both EFL contexts (Lee, 2008a; Lee, 2008c; Lee, 2009) and ESL contexts (Cohen and Cavalcanti, 1990; Montgomery and Baker, 2007; Junqueira and Payant, 2015). Most of them focused only on teachers' beliefs and practices of error correction types and on feedback focus, whether it should be on form or content of students' written texts. They also investigated the relationship between teachers' beliefs and practices of feedback. The findings of these studies demonstrated a number of discrepancies between teachers' beliefs and practices and revealed several factors that impede teachers from practicing their beliefs, such as school policy, exam orientation (Lee, 2008a), students' needs (Junqueira and Payant, 2015) and others.

Moreover, few studies investigated teachers' beliefs and practices of the different approaches of feedback in writing classrooms, such as peer feedback and teacher-student conferences (Shulin, 2013; Ferris, 2014). The results of these studies were different. For example, most of the college and university teachers' beliefs and practices of peer feedback in Ferris study (2014) were congruent, while there were a number of mismatches between the EFL teachers' beliefs and practices of peer feedback in Shulin study (2013). This might indicate that the relationship between teachers' beliefs and practices are usually mediated by the context where these teachers teach (Borg, 2003; Birello, 2012). These studies also gave little attention to teachers' beliefs and practices of the different types of written commentary and little concern about teachers' pedagogical reasons for their ways of practicing feedback (Ferris, 2014).

The limited body of research on teachers' beliefs and practices of feedback investigated teachers of high schools and English courses in EFL and ESL contexts with exception to Ferris (2014) who investigated teachers' beliefs and practices of college and university writing instructors. Moreover, most of the studies conducted in EFL context were in Hong Kong secondary schools and there is no study found in EFL context where Arabic is L1. It is also noticeable that most of these studies have focused primarily on the factors that impede teachers from practicing their beliefs about feedback and given little attention to the factors that form teachers' beliefs and practices of feedback and to teachers' pedagogical reasons for providing feedback in the ways they do. The results of

these studies are different from one context to another and cannot be overgeneralised. Therefore, researchers call for more research studies to extend the knowledge about the underlying philosophies and beliefs behind teachers' ways of providing feedback and about the factors that shape teachers' beliefs and practices of feedback in their writing classrooms (Hyland and Hyland, 2006a; Lee, 2008a; Ferris et al, 2011; Ferris, 2014; Junqueira and Payant, 2015).

Therefore, this study examines university EFL teachers' beliefs and practices of feedback. It investigates not only their beliefs and practices of error correction types and written feedback focus, but also their beliefs and practices of the different approaches of providing feedback (written feedback, peer feedback, teacher-student conference and computer-mediated feedback) and of written commentary types. It also identifies factors that shape teachers' beliefs and practices of feedback. Moreover, it investigates teachers' pedagogical reasons behind their ways of providing feedback. The findings of this study, which are presented and discussed in chapter seven, would extend knowledge about teachers' beliefs and practices of feedback in EFL context and participate in developing teachers' ways of providing feedback on students' writing.

1.3.2   Preferences of Students for Feedback

Students have different learning styles and preferences for teaching instructions (Reid, 1997; Katayama, 2007). Some scholars align to this assumption and argue that students' undesirable feedback might not be effective for developing their writing skills as it may frustrate and demotivate them. Conversely, students' preferable feedback might affect positively on their learning and the development of their writing skills (Schulz, 1996; Hedgcock & Lefkowitz, 1996; Lee, 2005; Katayama, 2007). Moreover, the research studies investigated the effectiveness of the different types of error correction and the different types of written commentary, which are the main constituents of teacher written feedback, show no evidence in support that one type of error correction or written commentary works better than the other (See 2.6.3/ 2.7.1). Therefore, understanding students' preferences for feedback and their ways of responding to feedback are crucial for maximising the effectiveness of feedback on developing students' writing skills (Ferris, 1999; Lee 2008b). For these reasons, researchers call for more research studies investigating students' preferences for feedback in different

contexts (Cohen & Cavalcanti, 1990; Ferris 1995; Hedgcock and Lefkowitz, 1996; Lee, 2005; Hamouda, 2011).

Reviewing the literature, many research studies examined students' preferences for feedback in different contexts were found. Most of these studies investigated students' preferences for the different types of error correction and examined whether students prefer feedback to focus on local or global issues of their written texts (Leki, 1991; Diab, 2005a, Zhu, 2010). Few of these studies gave little attention to students' preferences for written commentary and for the different approaches of providing feedback, such as peer feedback and teacher-students conference (Keh, 1990; Ferris, 1995). Moreover, most of these studies did not consider that "learner individual differences may have a direct impact on students' expectations and reactions to teacher feedback" (Lee, 2008b: 146). However, few of them considered these issues and examined the impact of students' experience and their level of proficiency on their preferences for feedback (Chiang, 2004; Lee, 2008b). Furthermore, few of these studies gave attention to students' reasons for their preferences; although, knowing these reasons is important for understanding the feedback process in their contexts (Radecki and Swales, 1998; Amrhein & Nassaji, 2010:96). Most of these studies also relied on questionnaire for collecting data to describe students' preferences for feedback (Leki, 1991; Ferris, 1995; Zhu, 2010) (See 3.3. for more details about these studies).

Furthermore, few research studies care about the difficulties encountered students as they deal with feedback and about their applied strategies for handling feedback. Most of these studies identified students' problems with feedback by analysing teachers' written feedback. For example, they found that students cannot read or understand teachers' feedback because it is illegible, cryptic and sometimes arbitrary (Sommer, 1982; Zamel, 1985). Few researchers attempted to include students' voice about their problems with feedback (e.g. Ferris, 1995; Chiang, 2004) and about their strategies of handling feedback (Cohen & Cavalcanti, 1990). (See 3.3.7 and 3.3.8 for more details).

Therefore, this study aims to investigate the preferences of EFL senior and junior students, studying at the Department of English, University of Zawia, for the different aspects of feedback (feedback value, approaches of providing feedback, types of error correction, forms of written commentary, time of feedback, and focus of feedback). It also intends to explore the students' reasons for their preferences and examines the

influence of their experiences as students on their preferences. Knowledge about the preferences and views of students regarding the different aspects of feedback would be valuable to identify the approaches and types of feedback that might work better for developing students' writing skills. Moreover, knowledge about students' accounts for their preferences might contribute to a deeper understanding of the feedback process in the context of the study. This knowledge might contribute to maximise the effectiveness of feedback in this context and other contexts.

Moreover, this study intends to ask student participants about the difficulties they encounter as they deal with feedback and about their applied strategies for handling their teacher written feedback. It will also compare between junior and senior students preferences for feedback and between their problems and strategies of dealing with feedback. The results of these comparisons would determine the influence of the students' experiences on their preferences for feedback as well as on their difficulties and strategies of dealing with feedback. This knowledge might assist teachers to help their students overcome the difficulties encountered them as they deal with feedback and suggest some strategies that sustain students to derive great benefits from feedback.

1.3.3   Teachers' Practices and Students' Preferences

Researchers argue that discrepancies between teachers' teaching styles and students' learning styles may hinder successful teaching and learning (Peacock, 2001; Ried, 1987). On the other hand, agreement between teachers' instructions and students' learning style would boost students' learning and their attitudes towards the target language (Hyland, 1993; Ried, 1987). Some L2 writing researchers support these notions and contend that mismatch between students' preferences and teachers' practices of feedback might inhibit the effectiveness of feedback on developing students' writing skills (Schulz, 1996; Diab, 2005a; Zhu, 2010). These researchers consider identifying the agreements and discrepancies between preferences of students for feedback and teachers' practices of feedback is important for specifying if there is a gap between them. This knowledge would be helpful to provide pedagogical implications for bridging this gap and for maximising the effectiveness of feedback on developing students' writing skills.

Some studies were conducted to compare between students' preferences and teachers beliefs and practices of feedback. Most of these studies mainly compare between students' preferences for feedback and teachers beliefs of feedback (Diab, 2006; Amerhein & Nassaji, 2010), but they do not compare between students' preferences of feedback and teachers real practice of feedback which might contradict their own beliefs. These studies also mainly focus on comparing between teachers and students' beliefs of error correction and give little attention to the other aspects of feedback, such as written commentary and time of feedback. Moreover, the results of these studies show some agreements and many discrepancies between teachers' beliefs and students' preferences. The discrepancies are also found between the teachers themselves and the students themselves in the same context due to different factors, such as students' level of proficiency and teachers' experiences. As a result, researchers call for more studies to explore these issues in different contexts (Diab, 2005b; Amerhein & Nassaji, 2010; Hamouda, 2010) (See 3.4. for more details).

Thus, the final objective of this study is to compare between the teachers' beliefs of and students' preferences for feedback and between the teachers real practice of feedback and students' preferences for feedback. It intends to compare between not only the teachers' practice of and students' preferences for the different types of error correction, but also between teachers' practice of and students' preferences for the different approach of providing feedback, the time and place of feedback and the different types of written commentary. The results of this study hopefully will offer some clues and implication for developing teachers' ways of providing feedback, which might reflect positively on students' development of their writing skills.

To achieve these objectives, the following research questions are formulated. These questions are divided into three parts:

A. EFL Teachers' Beliefs and Practices of Feedback

1. What are EFL teachers' beliefs about feedback, and how do these beliefs reflect on their practices of feedback?

2. What are the factors that shape teachers' beliefs and practices of feedback?

3. What are the teachers' instructional reasons for applying feedback in the ways they do?

B. *Preferences of Students for Feedback*

4. What are preferences of EFL students (senior and junior) for feedback, and what are the accounts for their preferences?

5. What difficulties, if any, do EFL students (senior and junior) encounter, and what strategies do these students employ, in dealing with teacher written feedback?

C. *Teachers' Practices and Preferences of Students*

6. Are there any differences between preferences of students for feedback and teachers' practices of feedback?

The answers of these research questions, firstly, would help to understand whether the teachers beliefs translated into their practices or not, and if not what are the obstacles that impede them to do so. Moreover, these answers might reveal the sources of teachers' beliefs and practices of feedback and the pedagogical values that guide the teachers' ways of responding to students' writing. They would also help to learn whether the teachers' beliefs and practices of feedback are in line with the best practices of feedback suggested by scholars or not, and if not why. This information might have significant implication for developing teachers' practices of feedback, which would reflect positively in students' development of their writing skills. Secondly, the answers of these questions would identify the students' preferences and manifest the accounts of their preferences for the different aspects of feedback with reference to their specific characteristics which are their experiences as students (junior and senior) and their field of study (Major students of English). This might provide important insights into the impact of the students' experiences and field of study on their preferences for feedback. This information might help teachers to understand the effects of these factors on the students' preferences and amend their ways of providing feedback to suit this category of students. Finally, these questions will identify if there is any gap between the students' preferences and the teachers' practices of feedback. This would help to bridge this gap because matching between students' preferences and teachers' practices is important for the success of feedback (Schulz, 1996. 2001; Diab, 2005a, 2006).

1.4   The Context of the Study

The context chosen to undertake the fieldwork for this study is University of Zawia, Libya and the target participants were undergraduate students and teachers at

Department of English. All student participants who are first and fourth year students are Libyan. However, the teacher participants are from different nationalities: Libyan, Sudanese, Tunisian, Indian and Pilipino, and all of them are educated to Master level or above (see 4.5.1. and 4.5.2 for more details). This university is chosen as it is one of the well-recognised universities in Libya and has a long established history of teaching English. Moreover, I have worked for this university for more than five years. This helped me to gain access to the university easily, as most of the university staff and administrators, especially those who work at the Department of English, are well known to me.

The Department of English is one of the departments that form the Faculty of Arts at University of Zawia. This department offers a BA programme (in English) attended by students who finished their secondary school and wish to be specialists in English language. This course aims to provide students with in-depth knowledge about English language and prepare them to be teachers of English at preparatory and secondary schools, to pursue their postgraduate studies in English language, and to meet the needs of the job market in the different fields where English language has important role, such as oil industry.

The students of the department are required to study four years (full-time) to earn BA in English language. They must study English as a foreign language through a variety of compulsory courses (See Table 1.1 for the full list of courses taught at the department). The language of instruction and examinations is English. During their four years of study at the department, students are required to study four mandatory courses of writing, which are Writing I, Writing II, Writing III and Writing IV (See appendix (10) for the objectives of these courses).

Writing I course is taught in the first year, and its main objectives are introducing students to the academic paragraph and qualifying them for writing different descriptive paragraphs. This course provides students with a review of the sentence structure and offers them the opportunities to practice writing the different types of sentences (simple sentence, compound sentence, complex sentence, compound-complex sentence). It also acquaints the students with the elements of academic paragraph (topic sentence, supporting sentences and concluding sentence) as well as with the unity and coherence of paragraph. During this course, the students and teachers read and analyse samples of descriptive paragraphs, and they do some written exercises that help students to

understand the elements of the academic paragraph (See appendix (11) for samples of exercises done by students). Finally, the students are given the opportunities to write their own descriptive paragraphs describing people, places and things.

Writing II, which is taught in the second year, aims to qualify students for writing different types of paragraphs (example paragraph, process paragraph, opinion paragraph and narrative paragraphs). At the beginning of this course, teacher and students review the structure and the main characteristics of the academic paragraph. Then, the teacher and students analyse several samples of the different types of paragraphs and do many exercises that assist students to understand the structures of these paragraphs and consolidate and develop grammatical and lexical knowledge that used in such paragraphs. After that, the students are required to write their own paragraphs that using examples to support their ideas, explaining how to do something gradually, expressing and supporting their opinions about a particular topic or issue and narrating their stories, some events or adventures.

Writing III is prescribed in the third year, and its major goals are qualifying students for writing descriptive essays, CVs and formal and informal letters. During this course, the students learn the structure of academic essay and the importance of unity and coherence in essay writing. They also write their own descriptive essays, describing people, places, objects or events (See appendix (12) a sample of a corrected essay written by a student). Moreover, the students learn the features of formal and informal letters and write formal letters (e.g. applying for a place on a course, applying for job) and informal letters (e.g. for friends, member of family, relative). Furthermore, the students, in this course, learn the format of CVs and write their own CVs.

Writing IV is taught in the fourth year and aims to qualify students for writing different types of five paragraph essays (process analysis essay, cause and effect essay and argumentative essay). During this course, the teachers assist students to recognise and identify the essay structure as well as the grammatical structures and vocabulary used in such types of essays by presenting models of these types of essay. The students are also given the opportunities to manipulate what they have learned through writing their own essays about different topics. These topics are vary from topics about explaining how something is done, how something occurs or how something works to topics explaining the reasons or the results of an event or situation, topics for student to convince readers that their arguments, opinions, position or hypothesis have merits. This course also aims

to qualify students to know the structure and the procedures for writing a research paper because the students are required to write and submit a short research paper before their graduation.

Teachers are not obliged to use specific books for teaching these courses. However, the department recommends some books for teaching these courses. These books cover the main objectives of these courses and give students the opportunities to practice writing. Some of these books are Effective Academic Writing 1, Effective Academic Writing 2, and Effective Academic Writing 3, which are published by Oxford University Press.

Table 1.1 List of Taught Courses at the Department of English

First Year Subjects	Second Year Subjects	Third Year Subjects	Fourth Year Subject
Grammar I	Grammar II	Literary Criticism	Morphology
Oral Practice I	Oral Practice II	Phonology	Varieties of English
Reading Comprehension I	Reading Comprehension II	Novel I	Novel II
Phonetics I	Phonetics II	Translation I	Translation
Writing I	Writing II	Writing III	Writing IV
French Language I	Literature	Research Methodology	Poetry
Arabic Language I	Linguistics II	Reading Comprehension III	Applied Linguistics
History of Libya	Arabic Language II	Grammatical Structures I	Grammatical Structures II
Psychology	French Language II	Drama I	Drama II
	Geography of Libya		
	Islamic Culture		

1.5 Significance of the Study

This research study would be significant in different ways. In Libyan universities, feedback process in writing classrooms is unexplored area. Therefore, this study would fill a gap in local teaching writing research and continue the line of feedback research that focuses on the preferences of students for feedback and teachers' beliefs and practices of feedback.

Since there are few studies about teachers' beliefs and practices of feedback in L2 writing classrooms (Lee, 2008a; Ferris et al, 2011; Ferris, 2014; Junqueira and Payant, 2015), this study would extend the knowledge about EFL university teachers' beliefs and practices of feedback in their writing classrooms. It might also help to understand the relationship between teachers' beliefs and practices of feedback and identify the factors that frame teachers' beliefs and practices of feedback. The results of this study

might offer suggestions and implications that assist teachers to maximise the effectiveness of their feedback on developing their students' writing skills.

Furthermore, this study is important as it might help to understand EFL students' accounts for their preferences of written feedback. It would reveal whether their preferences regarding written feedback related to their needs, to the examination policy of the educational institution, to their teachers practice of feedback or to other issues. It would also reveal whether the experience of students influences their preferences for feedback or not. The findings of this study might give more validity to the error correction types and written commentary types, which preferred by the student participants of this study and shown in the literature to have positive effects on developing students' writing skills, to be applied in the context of the study and in similar contexts.

Furthermore, the results of this study would be compared with the findings of the other studies, which were conducted in EFL and ESL contexts to help L2 teachers in their pedagogical choices for responding to their students' writing. It would also provide important foundation for future research about feedback in L2 writing classrooms.

1.6   Structure of the Thesis

This thesis consists of eight chapters. The introductory chapter, the present one, introduces a background of the study, explains the objectives and the research questions of the study, describes the context where this study took place and clarifies the importance of this study.

Chapter 2 and 3 review the literature relevant to this study. Chapter 2 starts with brief description to feedback and the different approaches of providing feedback. Then it defines written feedback and presents its main components, error correction and written commentary. It also reviews a number of theories and research studies about the effectiveness of error correction and written commentary on developing the students' writing skills. This chapter ends with presenting a model that puts teacher written feedback under different categories. These categories were used for analysing the teacher participants' written feedback and were used in the questionnaires and interviews of this study to explore the teachers' beliefs and practices of feedback and the preferences of students for feedback.

Chapter 3 is devoted to highlights the importance of teachers' beliefs in their practices of teaching and the significance of the students' preferences in enhancing their learning. It also reviews the research studies investigating teachers' beliefs and practices of feedback and students' preferences for feedback. It ends with presenting the importance of the agreement between teachers' practices of feedback and students' preferences for feedback and reviewing a number of research studies that compare between them.

Chapter 4 presents the research methodology of the study. It, firstly, clarifies the research design of this study, explains the different approach used in this study (quantitative method, qualitative method and mixed methods approach) and presents the different instruments employed to collect and analyse the data of this study (questionnaire, interviews, analysis of teacher written feedback). This chapter then moves on to explain the main reasons for adopting these approaches and instruments to collect and analyse the data of this study. Next, it clarifies how teacher and students participants recruited in this study. Finally, it illustrates how the obtained data validated and discusses the ethical issues related to the study.

Chapter 5 and 6 are dedicated to present the findings of the qualitative and quantitative data of the study. Chapter five starts with explaining the procedures and methods used to analyse the qualitative data and then presents the findings of this data (teacher interview and student interview). Chapter 6 illustrates the procedures and methods used to analyse the quantitative data and then presents the findings of this data (teacher questionnaire, student questionnaire and teacher written feedback analysis).

Chapter 7 integrates and discusses the findings of the qualitative and quantitative data. It also compares these findings with the finding of the previous studies. Chapter 8 presents the implications of this study for the teachers of writing and for the educational institutions. It also introduces guidelines for the best practice of feedback in writing classrooms. These recommendations are based on the finding of this study and previous studies in this field. Finally, limitation of the study and suggestions for future research are presented.

Chapter 2: FEEDBACK IN L2 WRITING CLASSROOMS

2.1   Introduction

To build the fundamental structure of this study, this chapter reviews several area of research related to feedback in L2 writing classrooms. Firstly, a brief discussion about the main approaches to teaching writing and the role of feedback in these approaches is presented. Then feedback in language teaching and learning is defined, and the different approaches of providing feedback in writing classrooms are introduced. After that, the main constituents of written feedback (error correction and written commentary) are discussed in details. Through this discussion, the different hypothesis of SLA theories about the role of feedback in language acquisition and language learning are outlined. The ongoing debate about the efficacy of error correction on improving students' writing accuracy is highlighted. Several research studies about the effect of error correction and written commentary on developing students' writing skills are reviewed. Finally, a brief conclusion to this chapter is drawn, and a model used to analyse written feedback of the teacher participants in this study is presented.

2.2   Approaches to the Teaching of Writing

Before reviewing the literature about feedback, a brief discussion of the three main approaches to teaching writing is introduced. This discussion presents the views of these approaches towards writing and towards the ways of teaching writing. It also introduces the advantages and limitations of these approaches and the role of feedback in these approaches. These approaches are product approach, process approach and genre approach.

2.2.1   Product Approach

Product approach is a traditional approach dominated the teaching of writing until 1980s (Leki, 1992; Kroll, 2001). It reflects the principles of structural linguistics, behaviourists learning theory and the audio-lingual method which were in use at that time (Silva, 1990, Leki, 1992; Hyland, 2003). This approach considers accuracy as the most significant feature of writing and thus emphasises the syntax, grammar, mechanics and word choice of the written texts (Tribble, 1996; Hyland, 2003; Badger and White,

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2000). The advocates of this approach are mainly "interested in the aim of the task and in the end product" (Harmer; 2005:257). They view students writing development "a result of imitating and manipulating models provided by teachers" (Hyland, 2003:3). Accordingly, teachers who apply this approach are required to present model texts for students to copy and imitate, and these texts are regarded as the main source of linguistic knowledge for students to develop their writing. These teachers also need " to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on" (Nunan,1989:36).

In the product approach, writing is taught through four stages: "familiarization; controlled writing; guided writing and free writing" (Badger and White, 2000: 153). At the familiarization stage, a set of grammatical structures and vocabulary are presented to students through a model text. Then the students, at the controlled stage, write some sentences using some grammatical structures and vocabulary from a substitution table. At the guided stage of writing, the students imitate a model text or describe a picture, while at the free writing stage, the final one, the students write their own texts using the grammatical structures and vocabulary they have developed and learned. These stages indicate that the "the focus on class will be on copying and imitation, carrying out sentence expansions from cue words and developing sentences and paragraphs from models of various sorts" (Nunan, 1989:36). In sum "Product-based approach see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of text provided by the teacher" (Badger and White, 2000: 154).

Since the product approach to teaching writing emphasises accuracy rather than fluency, it refuses students errors and requires students to produce error free written texts. According to Tribble (1996: 37), teachers who apply this approach "tend to see errors as something that they have a professional obligation to correct and, where possible, eliminate. In such context, one of the teacher's main roles will be to instil notions of correctness and conformity." This indicates that teachers' feedback, which can be direct or indirect, mainly focuses on the grammatical structures, vocabulary and mechanics of the students' written texts.

Although product approach can be used with large classroom size and with low proficient learners (Tribble, 1996), it has some limitations. One of them is its extreme focus on the written texts accuracy and ignoring the cognitive process of writing which

learners go through during writing as well as neglecting the students' awareness to the audience of their writing and to the purpose and the context of their writing (Reid, 2001; Hyland, 2003). Moreover, its focus on the grammatical accuracy of the students' written texts, which goes against the nature of writing as a social act, does not assist students to do any actual writing as well as preventing their creativity to produce their own compositions (Reid, 2001). It also refuses students' errors; although, errors are considered inevitable in the process of language learning (Tribble, 1996). As a reaction to these shortcomings, the process approach to teaching writing has come into existence.

2.2.2   Process Approach

The process approach to teaching writing emphasises the processes of writing rather than the form of the written text (Raimes, 1993; White and Arndt, 1991; Badger and White, 2000; Reid, 2001). It stresses "the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions" (Hyland, 2003: 10). This approach gives particular prominence to raising students' awareness of the cognitive strategies involved in writing process as well as supporting the students' creativity as they write (Raimes, 1983; White and Arndt, 1991; Reid, 2001).

Tribble (1996: 37) states that "The process approach lays particular stress on a cycle of writing activities which move learners from the generation of ideas and collection of data through the 'publication' of finished text." Richards and Schmidt (2002: 422) define the process approach as: "an approach which emphasizes the composing processes writers make use of in writing (such as planning , drafting , and revising) and which seeks to improve students' writing skills through developing their use of effective composing processes." Badger and White (2000) state that teachers of writing who apply this approach guide students to compose their finished written texts through the different stages of the writing process rather than providing them with input. Tribble (1996) presents these stages as follows.

Pre-writing

       (specifying the task\ planning and outlining\ collecting data\ making notes)

composing

revising

       (reorganizing\ shifting emphasis\ focusing information and style for your readership)

editing

       (checking grammar\ lexis\ surface features, for example, punctuation , spelling, layout,

        question , conventions , references)
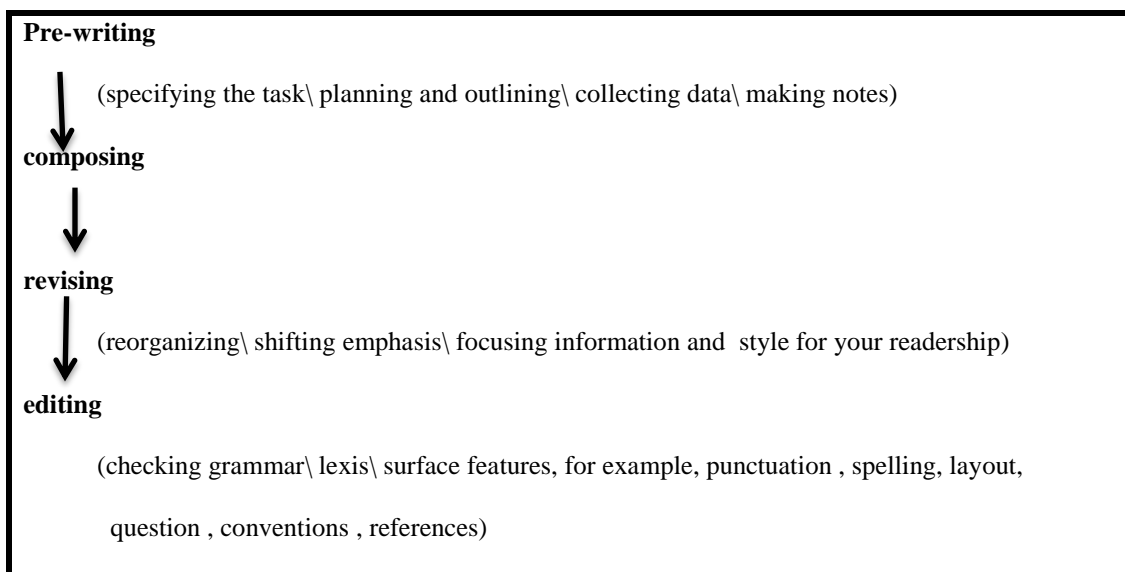
(Tribble, 1996: 38)

These teachers also "neglected accuracy in favour of fluency; the processes (generating ideas, expressing feelings) were more important to individual development than the outcome (the product)" (Reid, 2001:29). They assist students to develop their strategies as they write and help them to raise their meta-cognitive awareness of the writing process (Hyland, 2003). They also help the students to generate ideas, organise their written texts and focus on the purpose of their writing (Hedge, 1988). In other words, the process approach aims to divert teaching writing from the over focus on the finished written text to focusing on the process of writing. However, it does not completely ignore the end product of writing as it is believed that the best finished written text will be accomplished by drafting.

Feedback is crucial in this approach, and it is provided to students by using different types, such as teacher written feedback, teacher-student conference, peer feedback and audiotaped feedback (Keh, 1990; Grabe & Kaplan, 1996; Hyland, 2003). Some of these types will be discussed in more details in the following sections. These types of providing feedback can be applied during the different stages of the writing process. For example, teachers can intervene during the different stages of writing process and provide feedback that helps and motivates students to accomplish the process of writing successfully (Hyland, 2003). This feedback can "take the form of a paraphrase of the ideas expressed, praise, questions, or suggestions" (Raimes, 1983:143). It gives attention to the content of the students' written texts, and it emphasises the use of selective error correction and explicit and implicit correction of their grammatical and

lexical errors at later stages of writing (Raimes, 1983). This would contribute to a better final product of the students written texts.

Although the process approach is claimed to be well grounded, it has been criticized. One of its limitations is that it gets students to focus on developing their writing strategies more than focusing on the text, on the language used in the text, and on writing as a social activity (Hyland, 2004). It also does not provide students with enough input that enables them to write successfully, and it ignores the context in which writing occurs (Badger and White, 2000). In addition, writing process is a recursive and complex one as student writers may not do the different stage of the writing process in a linear sequence (Tribble, 1996; Badger and White, 2000; Hyland, 2003). The student writers also need a long time to go through all the stages of writing process (Harmer, 2005). White and Arndt (1991:6) summarise the drawbacks of the process approach in these words "disorder, imprecision, recursiveness, complexity, individual variation - this is the very stuff of process-oriented approach to writing." In spite of these disadvantages, the process approach to teaching writing is still applied in different contexts nowadays.

2.2.3   Genre Approach

Genre approach to teaching writing considers writing as a communicative activity for achieving social purposes, and it "focuses on the ways in which writers and texts need to interact with readers" (Tribble, 1996:37). Its main concept is enabling "teachers to look beyond context, composing processes, and textual forms to see writing as an attempt to communicate with readers – to better understand the ways that language patterns and used to accomplish coherent, purposeful prose" (Hyland (2004:5). Like the product approach, this approach focuses on the linguistic features of the text, but it is different from product approach as it puts a particular emphasis on the social context where writing happens (Badger and White, 2000). It is also different from the process approach, which concerns about the process of writing and what student writers should do. Conversely, this approach focuses on the readers and emphasises "the constraints of form and content that have to be recognized when a writer attempt to match a text to a social purpose" (Tribble, 1996:46). Thus the fundamental foci of genre approach to teaching writing are the content of the written text, the function and purposes of the texts as well as the audience who will read the text.

Dudley-Evans (1997:154) cited in Badger and White (2000:156) states that the teaching and learning cycle of genre approach to teaching writing has three main stages: "first, a model of a particular genre is introduced and analysed. Learners then carry out exercises which manipulate relevant language form and, finally, produce a short text." In other words, teacher starts by presenting a model text from genre to their students. Then they discuss and analyse the text features, which are the social function of the presented genre and vocabulary and structures used in this genre. After that, the students, with the help of the teacher, start to do some exercises to manipulate the language and structures they are exposed to at the first stage. These exercises assist them to internalise and memorise the vocabulary and the structures that are relevant to the genre they focus on. At the final stage, the students independently produce their own texts about that genre.

Genre approach familiarises students with different types of texts. This helps students to raise their awareness of the culture and ways of writing in the target language. It also helps them to develop their writing skills and increase their knowledge about the conventions and style of genre, about the function of the writing and about the audience (Hyland, 2004). Applying this approach to teaching writing is useful not only for ESP students, but also for general English students to develop their writing skills and produce well-written texts. In short, "genre-based approaches see writing as essentially concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher" (Badger and White, 2000:156)

The teachers who apply genre approach use different types of feedback, such as peer feedback, teacher-student conference and computer-mediated feedback). Group discussion is also used by students to allow them discuss the different aspects of their written texts together. This discussion helps students to learn and internalise the different structures and terminology used in the genre of their written texts as well as raising their awareness of the purpose of their written texts and of the audience to their writing. Moreover, feedback in genre approach focuses on the genre conventions and thus cares about all the aspects of writing. However, it does not deal with all of these aspects on each draft of the students written texts to do not confuse and frustrate students (Hyland, 2004).

Although, genre approach raises students awareness of the purpose and function of writing, assists them using appropriate language and content for their writing, motivates

them through group discussion to understand the social usage of English in discourse group and provides them with resources that help them to understand the conventions of different genres of writing, it has been criticized. One of the limitation of this approach is that "undervalue the skills needed to produce a text and see learners as largely passive" (Badger and White, 2000:157). Moreover, it hinders the students' creativity and inhibits them from expressing themselves in their writing (Hyland, 2004).

Since all the approaches to teaching writing have some limitations, Badger and White (2000) suggest incorporating the features of these approaches in one approach called process genre approach. The central insights of this approach are that:

> "writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for writing (as in genre approach), and skills in using language (as in process approach) writing development happens by drawing out the learners potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches)" (Badger and White, 2000: 157-158).

In sum, teaching writing is a challenging task for teachers. It require them not only enabling students to produce written texts depending on memorisation and imitation of model texts, but also developing the students ability to write for real life situation. To achieve these goals, teachers might apply the process genre approach. This approach might help students to be aware of the different processes of writing, the conventions of the different genre in writing, the appropriate language and content for their writing, the purpose of their writing and the audience who read their writing. Implementing this approach, teachers are required to provide feedback that focus on all components of writing (i.e. syntax, grammar, mechanics, organization, word choice, purpose, audience, the writing processes and the content). They also need to apply the different approaches of providing feedback (i.e. teacher written feedback, peer feedback, teacher-student conference and computer-mediated feedback).

2.3   Definitions of Feedback

After briefly reviewing the three main approaches to teaching writing, this section is devoted to define feedback in second language teaching and learning. Scholars have

presented a number of definitions for feedback. Each definition appears to be a paraphrasing of the same idea, which is a response from teachers to students signifying the weaknesses and strengths of students' performance of language learning task by indicting or correcting their mistakes and errors, and supporting and confirming their right acts as well as providing them with new information about the target language. This information has a vital role in the students learning of this language. According to Lalande (1982:141) feedback is "any procedure used to inform a learner where an instructional response is right or wrong." Ellis (2005) argues that feedback promotes students' language learning and their language acquisition by enabling them to identify the incorrect forms of their outputs and providing them with the correct forms or strategies to correct these forms. Sommer (1982) claims that feedback induces students to revise their output with a desire to learn, and this revision improves their language learning and promotes their language acquisition. Hattie and Timperley (2007) add that feedback can be obtained from different sources such as an instructor, a classmate, a parent or a book. They advocate that feedback raises students' awareness of their strength and weakness of doing learning tasks. It supplies students with information that narrows the gap between what they have learned and what they intend to learn. This can be done through "restructuring understanding, confirming to students that they are correct or incorrect, indicating that more information is available or needed, pointing to directions students could pursue, and/or indicating alternative strategies to understand particular information" (Hattie and Timperley, 2007:82).

Accordingly, one can learn that feedback has a fundamental role in students' language learning processes as its ultimate goals are developing students' linguistic competence and improving their language performance. It supplies students with new rules, structures and vocabulary of the target language that boost their learning and acquisition of this language. It is advantageous for students to not only notice their weaknesses and provide them with knowledge and strategies to overcome these weaknesses, but also to recognise their strengths and work out to consolidate them. It is also helpful for teachers to diagnose their students' competences and to identify the difficulties encountered by students in their learning.

2.4   Feedback in Writing Classrooms

Feedback is widely seen in writing classrooms as a significant tool for developing students' writing skills (Hyland and Hyland, 2006a; Mi-mi, 2009). It can be provided by utilising different approaches which are peer feedback, teacher-student conference, computer-mediated feedback and teacher written feedback (Hyland and Hyland, 2006a; Mi-mi, 2009). The following sections briefly discuss the first three approaches of providing feedback.

2.4.1   Teacher-student Conference

Teacher-student conference is described as a meeting between a teacher and a student to discuss the student writing "intention, purpose and meaning" (White and Arndt, 1991:131). L2 writing scholars advocate this type of feedback because it is significant for both teachers and students. During these conferences, teachers and students might notice and discover many important issues related to the students' writing (Zamel, 1995). Teachers might be aware of their students' weaknesses and needs (Zamel, 1995), and would be "able to ask for clarification, check the comprehensibility of oral comments made, help the writer sort through problems, and assist the student in decision making" (Keh,1990: 298). Students might receive special attention from their teachers concerning their special needs which cannot be dealt with during class sessions (Hyland & Hyland, 2006a). This type of feedback might be more effective than teacher written feedback because it gives students opportunities to negotiate and interact with teachers about their writing (Sommer, 1982; Zamel, 1995; Keh, 1990). It appears that this type of feedback enhances student's language learning and development of their writing skills as it offers them the opportunities to notice, discover, negotiate, discuss, and interact. However, it "may be extremely stressful for some students… place additional burden on L2 students' aural comprehension and oral fluency" (Ferris, 2003a: 40). It also consumes "considerable amount of time and required specialized interaction skills that have not been fully defined" (Hyland and Hyland, 2006c: 6).

To gain the ultimate benefit from teacher-student conference, L2 writing scholars suggest that teachers need to explain the purposes of writing conferences for students and encourage them to be active participants during these conferences (Goldstein and Conrad, 1990; Tribble, 1996; Ferris, 2003b). They also need to create a relaxed

atmosphere that supports discussions and communications between them and their students (Ferris, 2003a). To do so, teachers "need to give students permission to break the rules they may have learned previously and … need to teach them new rules for a new speech event" (Goldstein and Conrad, 1990:457).

Few research studies have examined the effect of writing conferences on students' writing (Ferris, 2003a; Hyland and Hyland, 2006a). One of these studies was Goldstein and Conrad (1990) with three ESL students who found that students who are capable to negotiate their meaning with their teacher were able to incorporate their teacher's suggestions into their revised written texts. They also noticed that there are some cultural and social factors, such as teachers' authority impedes students from interacting with teacher actively.

2.4.2   Peer Feedback

Peer feedback is described as "students typically produce a text on their own, which is then read and commented only by one of their peers who have themselves written a text of their own, sometimes on a different topic, and who may have little interest or time to give considered response to someone else's writing" (Arndt, 1993:101). It is a main feature of process approach of teaching writing (Paulus, 1999; Ferris, 2003a; Hansen and Liu, 2005). From theoretical perspective, peer feedback offers students opportunities to interact with each other for exchanging their ideas and views about their writing. This interaction among the students is significant for the development of their learning (Schmidt, 1990). It enables students to gain cognitive and linguistic competence (Mi-mi, 2009). Cognitively, "peer reviews reflect writing as truly communicative process rather than an artificial" (Lee, 1997:59). This yields improvement in students' awareness of their audience (Keh, 1990, Tsui & Ng, 2000). Linguistically, students, reading their peers written texts and comments, become aware of new grammatical structures, learn new vocabulary used by their peers and develop their critical thinking skills (Keh, 1990; Lee, 1997). Peer feedback enhances collaborative learning and enables students to recognise their strengths and weakness in writing (Zhang 1995, Tsui & Ng, 2000). It is also helpful for teachers to save time (Keh, 1990). Ferris (2003a:175) advocates the importance of peer feedback by saying "I can't imagine a writing course without using it extensively and regularly." However, this type of feedback has some disadvantages, such as students are unable to identify their peers'

errors and offer valuable feedback (Leki, 1990b). The students may also focus only on their peers surface errors such as spelling and grammatical errors and ignore the content and the organization of their peers written texts. In L2 writing classrooms, the students prefer to receive feedback from their teachers and mistrust their peers' one (Saito, 1994; Zhang, 1995). Moreover, "the very real potential for peer review to become a disastrous, unproductive experience can discourage teachers from using it in the classroom" (Paulus, 1999:268).

Therefore, teachers have great responsibility to make peer feedback successful in their writing classrooms. They need to understand that careful planning of applying peer feedback in the writing classrooms is the key for the success of this approach (Stanley, 1992; Ferris, 2003a). The teachers should properly set up the groups, create a comfortable environment for students to establish peer trust and distribute a purposeful and appropriate peer feedback sheets for students to follow (Hansen and Liu, 2005). The students also need training for providing feedback to their peers and to be aware that their feedback should not only focus only on local issues, but also on global issues of their peers written texts (Stanley, 1992).

Research studies in L2 writing classrooms do not give consensus results about the value of peer feedback. Chaudron (1984), comparing between the effect of teacher written feedback and peer feedback, found that both approaches can positively effect on the development of students' writing skills. However, there is no significant difference between their impacts. On the other hand, Hedgcock and Lefkowitz (1996) found that students' revisions to their written texts developed more from peer feedback than from teacher feedback especially their revisions of the content of their written texts. Lee (1997) also found that students like to receive feedback from their peers. She concluded that "peer reviews can boost confidence, make writing a more positive learning activity, and help students develop greater independence in writing" (Lee, 1997:59). Conversely, the student participants in Tsui & Ng (2000) and Hamouda (2011) studies mistrust their peers' feedback because they feel that their peers are not knowledgeable enough to detect and correct errors.

2.4.3   Computer-mediated Feedback

Students can receive feedback on their writing via computer in several ways, such as: (1) synchronous feedback on writing (when students communicate with each other or

with their teacher directly via internet by using chat sites), (2) asynchronous feedback on writing (when students communicate with each other or with their teacher via e-mail) (Hyland and Hyland, 2006a). There are also programs called computer generated feedback used to assist students in developing their writing skills. These programs are "web based and offer a core set of support features, including a writing manual, model essays, and translators" (Ware, 2011:770). Students can use these programs by submitting their written texts and:

> "receive several different types of feedback, including holistic and analytic scores, graphic displays of feedback such as bar charts tabulating problematic areas, generic feedback on revising strategies, and individually tailored suggestions for improving particular aspects of their writing" (Ware: 2011:770).

The use of technology in writing classrooms makes these classes more active and collaborative (Hyland and Hyland, 2006a). It makes students more active and autonomous as they ask questions and raise some topics for discussion with their teachers and peers via this technology. The students can also benefit from the feedback received from computer-generated feedback software (Ware and Warschauer, 2006). Peer feedback through computers also "increases student writing output, enhances student motivation, providing a nonthreatening environment" (Ware and Warschauer, 2006: 116). Moreover, computer-based feedback "is legible, it is clearer and less cryptic, and it is permanent and can be saved for future reference or analysis" (Ferris, 2014:21). Likewise, teachers can gain benefit from the automated feedback programs by saving their time and consume it in conducting other types of writing activities (Ware and Warschauer, 2006).

The effect of electronic feedback on the development of the students' writing becomes an area of investigation in L2 writing research these days. Some studies were conducted to examine the benefit of using the different automated feedback programs. Some of them find that these programs have no impact on the improvement of students' writing, others find that some of these programs affect positively on students' writing skills (Warschauer and Grimes, 2008; Ware, 2011; Sauro, 2009).

In conclusion, these three approaches of providing feedback (i.e. teacher-student conference, peer feedback and computer-mediated feedback) can play significant roles in the development of students' writing skills. They have advantages and disadvantages and teachers' knowledge about the application of these approaches is significant for

their effectiveness. Students' preferences for these approaches of providing feedback also seem to impact on their effectiveness. Therefore, the student participants in this study will be asked about their views and preferences for these approaches, and the reasons for their views towards these approaches. The teacher participants will also be asked about their beliefs and practices of these approaches. The results of this investigation would help to understand EFL teachers and students' views regarding these approaches and how these approaches are used in the context of the study.

2.5   Teacher Written Feedback in L2 Writing Classrooms

Teacher written feedback is widely used in L2 writing classrooms, compared with the other approaches of providing feedback (Hyland and Hyland, 2006a; Mi-mi, 2009). Students and teachers believe that this type feedback is necessary for developing students' writing skills (Cohen and Cavalcanti, 1990, Ferris, 2002; Hyland and Hyland, 2006a; Mack, 2009). Teacher written feedback is defined as "input from a reader to a writer with the effect of providing reader's information, points of view, and comments to the writer for improving their written texts" (Keh, 1990:294). It is "any comments, questions or error correction written on students' assignments. These written comments can range from questions about the author's intended meaning, praise for an interesting idea, grammar mistakes, corrections, and finally explicit corrections" (Mack, 2009:34). The function of teacher written feedback is "to carry a heavy informational load, offering commentary on the form and content of the text to encourage students to develop their writing and consolidate their learning" Hyland and Hyland (2006b: 206).

These definitions indicate that the main components of teacher written feedback are error correction which focuses on the linguistic accuracy of the students' texts (i.e. grammar, vocabulary and mechanic) (Ellis, 2005) and written commentary which addresses all aspects of students' writing, namely linguistic accuracy, content and organisation (Goldstein, 2004). They also clarify that written feedback is a part of input that is essential for SLL and SLA processes. From this input (error correction and written commentary), students can notice problems of their written texts and derive both meaning and awareness of the main aspects of the written text (form, content and organisation). This input tends to reinforce what students have learned as well as helping them to learn new structures, vocabulary and principles and methods of developing the organisation and the content of their written texts.

These definitions elucidate that teachers of writing have a number of tasks to do in order to provide applicable written feedback to their students. Some of these tasks are locating, indicating, and correcting students' linguistic errors for notifying the students about their linguistic problems. They also include writing comments about the language, organisation and content of students' written text, for making them aware of their linguistic and stylistic writing problems and notifying them about their ideas, which need more clarification.

These definitions also suggest that written feedback can be positive or negative. Positive feedback reinforces the right acts of students by praising their interesting ideas, well organisation of their written texts, and their correct and appropriate vocabulary and grammatical structures. This would help them to be more confident for using these ideas and structures in their future writing (Ellis, 2009). Written feedback can also be negative when teachers correct students' linguistic errors explicitly or implicitly and provide them with written commentary that identifying the organisation and content problems of their written texts. It also assists students to be conscious of their weaknesses in writing (Ellis, 2009). This consciousness might stimulate them to work hard for internalising the correct forms provided through the error correction and finding solutions to those writing problems (local and global) indicated by the written commentary. Moreover, written feedback might guide students to develop their writing skills by providing them with ways and methods that assist them to improve language, organisation and content of their written texts. It is also likely to be one of the major sources (input) for students about their writing skills, and it has potential effect in the learning process and specifically on developing students' writing skills (Hyland and Hyland, 2006a).

2.6   Error Correction

Grammar correction (Truscott, 1996)/ Error correction (Ferris, 2002)/Corrective Feedback (Ellis, 2008)/ has a crucial role in teaching and learning processes of second/foreign language (Hyland and Hyland, 2006a; Ellis, 2009). It is a part of input and named negative evidence in SLA theories (Gass, 1997). This input helps students "to notice linguistic forms that they might otherwise ignore and to identify how their deviant utterances differ from linguistic norms of language" (Ellis, 2005:19). From communicative language teaching approach perspective, error correction is "a means of

fostering learner motivation and ensuring linguistic accuracy" (Ellis, 2009: 3). It is also used "to help learners identify where their errors have been made and to provide them with information about why their output was incorrect and on how they can correct it" (Bitchener and Ferris, 2012:125). In other words, error correction, in writing classrooms, is provided on students' written texts for helping them to understand the nature of their written linguistic errors, to correct these errors and to develop their self-editing as they write (Edge 1989; Ferris 2002; Richards and Schmidt, 2002). These definitions clarify that error correction assists students to become conscious of their written grammatical structures, vocabulary, and mechanics deviations from the norms of the target language. This consciousness assists them to modify their written output and make it more comprehensible and clear to the readers.

2.6.1   Error Correction in SLA

SLA theorists present conflicting hypotheses about the impact of error correction (negative evidence) on students' learning and acquisition of second language. Some of them negate the role of error correction in SLA and SLL, while others advocate the role of error correction in SLA and SLL. The following paragraphs briefly discuss some of these hypotheses.

Behaviourists' theories of second language acquisitions, which influential during 1950s, caution that errors should not be allowed to occur because they might become habits and interfere with the learning of new forms of the target language (Bitchener & Ferris, 2012). Hence, they recommend that error should be remedied as soon as possible by provision of their correct forms. This concept is grounded on their hypotheses that language is like behaviour and language acquisition occurs "through habit-formation, which was brought about by imitation, reinforcement and repetition of behaviour" (Littlewood 1984:17). Language learning is also considered "as the acquisition of new behaviour... Learning consists of developing responses to environment stimuli. If these responses receive positive reinforcement, they will become habit. If the responses receive punishment (in this case error correction) they will be abandoned." (VanPatten and Williams 2007:19). Consequently, the audio-lingual teaching method was dominated in 1950s. The main principle of this method is that "foreign language learning is basically a process of mechanical habit formation" (Richards and Rodgers, 2001: 57). Thus, students' imitations and repetitions of the target language structures

would help learning to occur (Mitchell, et al, 2013). Teachers are the centre of any activity and need to employ various and relevant drills and dialogues as techniques for practicing the new structures of the target language. Moreover, students are required to manipulate these drills, memorise the dialogues and learn the different types of grammatical structure (Richards & Rodgers, 2001; Bitchener & Ferris, 2012; Mitchell, et al, 2013). Teachers are responsible to correct students' errors directly after they occur to prevent them to become habits (Richards & Rodgers, 2001). In short, the behaviourists and the proponents of audio-lingual method consider error correction not as a technique that helps learners acquire/learn the new forms of the target language, but as a tool of punishment that induces students to avoid repeating their errors.

On the other hand, nativists doubt that error correction has a role in the process of SLA/SLL. One of their hypotheses is "that language learning is a creative process in which learner makes unconscious hypothesis on the basis of input" VanPatten and Williams (2007:25). Their hypotheses are based on Chomsky's theory that humans are born with an innate structure called Universal Grammar which is "a set of principles which apply to all languages and also a set of parameters that can vary from one language to another, but only within certain limits" (Richards and Schmidt, 2002:570). This innate structure helps them to process and acquire the languages used around them. In other words, a learner "must be exposed to language for the acquisition process to start; that he possesses an internal mechanism of unknown nature which enable him from the limited data available to him to construct a grammar of a particular language" Corder (1967:164). Accordingly, nativists believe that error correction (negative evidence) has no role on developing learners' interlanguage, and only positive evidence which is a part of natural input is needed for the development of learners' interlanguage (Krashen, 1982). Based on these assumptions, the communicative approach, which gives a great emphasis on communicative fluency rather than accuracy, has become a major approach of teaching languages since the 1980s.

Correspondingly, Krashen theory (1982) minimises the significance of error correction in the SLA process. This theory consists of five main hypotheses. The Acquisition-learning Hypothesis, which is the first one, distinguishes between acquiring language and learning language. In this hypothesis, acquiring a language is described as subconscious process similar to how children acquire their first language, while learning a language is conscious process leading " to knowledge of a second language, knowing

the rules, being aware of them and being able to talk about them" Krashen (1982:10). In other words, learning cannot be acquisition as the acquisition occurs when learners participate in real meaningful activities that offer them opportunities to interact with the others, whereas learning occurs when learners are exposed to formal lessons about the rules and forms of the target language. This indicates that the explicit teaching of language rules and the error correction applied by teachers in their language classrooms do not help learners to acquire the target language.

Furthermore, the input hypothesis of Krashen (1982) states that second language acquisition process takes place as learners are exposed to the comprehensible input that is just beyond their current competence of the target language. For the learners to move from level i which is their current competence to level i+1 which is the next stage, they must be exposed to comprehensible input which contains i+1, in that 1 refers to the "linguistic items that are slightly beyond the learner's present linguistic competence" (Richards and Schmidt, 2002:99). The acquisition process then occurs when the learners understand the language that contains the new structure (i+1) not the form of the structure. This is attained "with the help of the context or extra-linguistic information" (Karshen, 1982:21). In conclusion, the sufficient comprehensible input is the main element for the language acquisition process, while teachers' instructions, which include formal grammar lessons and error correction, have no great impact on this process.

In contrast to the nativists' views, interactionists advocate the importance of error correction in SLA and SLL. They believe that learners' interaction with each other and with their teachers plays significant role in SLA. Schmidt (1990), in his noticing hypothesis, supports the conscious process of SLL. Schmidt (2010:730) claims that "learner must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning." This noticing assists the learner to distinguish between the acceptable and unacceptable linguistic forms of the target language without understand the rules of those forms (Schmidt, 1990). This indicates that noticing is not only means for acquiring the target language, but also essential for language acquisition and learning. In addition, learner conscious noticing of the target language items, meta-linguistic commentary and negative evidence leads to language learning (Bitchener and Ferris, 2012). Hence, error correction has important role in the language acquisition and learning processes as it draws the learners' attention to the input and assists them to recognize the acceptable and the unacceptable forms of the

target language. It also assists them to notice the differences between the forms of the target language and their interlanguage.

Likewise, the output hypothesis of Swain supports the view that error correction is beneficial for SLA and SLL. Based on her research with French immersion students, Swain (1985) argues that output (the learners' production of language spoken or written) is essential for developing the learning of second language. She claims that the output plays several roles in the processes of SLA and SLL. One of these roles is that the output might boost noticing which is essential for language learning as Schmidt (1990) and Ellis (1994) maintain. Swain (1993:158) elaborates that the activity of "producing language forces learners to recognize what they do not know or know partially." In other words, the output might assist learners to identify or notice their linguistic deficiencies and induce them to overcome these problems by using dictionaries, grammar books or searching help form their peers or their teachers. This indicates that output gives the learners "opportunities to reflect on, discuss and analyse these problems explicitly" (Mitchell, et al, 2013:175). As a result, they engage in knowledge building to construct new linguistic knowledge and to reinforce their existing knowledge. Another role of the output in learning a second language is that giving learners "opportunity to test out hypothesis" (Swain 1993:158). This means that the learners may produce written or spoken sentences that reveal their hypothesis about the target language. As they produce these sentences, the learners test their hypothesis to know whether they are right or wrong. This can be known by receiving responses from their peers, teachers or experienced people in "the form of confirmation checks, clarification requests, or implicit and explicit correction" (Swain 1993:160). In sum, both positive evidence and negative evidence are essential for SLA and SLL processes.

Similarly, Long (1996) in his updated interaction hypothesis claims that the error correction has clear role in SLA. He argues that learners need conversational adjustments to understand the L2 input which beyond their linguistic competence. He also emphasises the essential role of negotiation for meaning to make L2 input comprehensible. This occurs when learners try "to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learner's own production" (Richards and Schmidt, 2002:264). To do so, learners might employ several devices such as repetition, confirmations, reformulations, compression and confirmation checks, and clarification requests (Long, 1996). For example:

> "When the non-native speaker interacts with the native speaker or with more competent interlocutor, negotiation for meaning, and especially negotiation work that trigger interactional adjustments by the NS or more competent interlocutor, facilitate acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (Long 1996: 451-452).

This indicates that feedback which is part of the interaction between non-native speaker and native speaker have essential role for the non-native speaker to maximise the L2 input comprehensibility.

In short, second language acquisition and learning theorists have different views about the role of error correction in learning a second language. The nativists dismiss the role of feedback in SLA and SLL processes, whereas the interactionists argue that feedback has influential role in these processes. Some practical studies support both of these views in writing classrooms. These studies are presented in the following sections.

2.6.2   The Effectiveness of Error Correction

Since error correction is a controversial issue in SLL and SLA theories, researchers, in the last three decades, have conducted many studies to examine its effect on improving students' writing accuracy. Some of these studies show that error correction is ineffective, while others demonstrate the opposite. The following sections review some of these studies and draw a clear conclusion about the efficacy of applying error correction in L2 writing classrooms.

Semke (1984) did one of the early studies with 141 students at the German Department of the University of Minnesota. The students were divided into four groups: group1 received direct error correction, group2 received indirect error correction by indicating and coding errors, group3 received only comments and questions, and group4 received both error correction and comments. The students were not required to revise their written texts except those who received indirect error correction. After ten weeks, the results showed that all participants writing were improved, and there was no significant difference between all groups. Semke concluded that students' writing practice was the main factor for their writing improvement, and the error correction provided had no effect on their writing accuracy. He also warned that error correction not only consumes time of teachers, but also might affect negatively on students' attitudes towards writing.

Correspondingly, Kepner (1991) investigated the effect of feedback on Spanish FL students' writing in terms of form and content. The participants were divided into two groups: group1 received feedback on form and group2 received feedback on content. The students were not asked to rewrite their written assignments. After 12 weeks, their sixth written assignments were evaluated. The findings show that both groups have the same linguistic accuracy of their written texts, whereas the students who received feedback on content improved the content of their writing. Based on these results, Kepner refuted the effect of error correction on developing students' writing accuracy. However, Ferris (2003) stated that the students in this study might not handle the error correction, as they were not asked to revise their written texts. This might suggest that feedback without students' revision to their written texts is ineffective.

Likewise, Polio et al (1998) conducted a study with ESL students lasted for 7 weeks. The students were divided into two groups: control group received no feedback and experimental group received direct error correction. The findings were that the linguistic accuracy of both experimental and control groups was developed, and the experimental group did not perform better than the control group. These results reflect those of Semke (1984) and Kepner (1991) who found that error correction is ineffective for developing students writing accuracy.

On the other hand, Fathman and Whalley (1990) examined the effect of feedback on form and feedback on content on the development of 72 ESL students' writing. The participants were divided into four groups: group1 received no feedback, group2 received feedback on grammar, group3 received feedback on content, and group4 received feedback on both grammar and content. The students wrote stories describing eight pictures and then received written feedback on their writing. After that, they were given 30 minutes to revise their compositions and rewrote them. The findings demonstrated that most of the students including those who received no feedback developed the content of their compositions. However, the students who received feedback on grammar made more improvement in the grammatical accuracy of their compositions than the others. Fathman and Whalley concluded that including the error correction does not indicate that this treatment will help their accuracy over time. However, this study gives evidence that students' engagement in dealing with feedback on grammar assists them to develop the accuracy of their revised written texts.

In his article 'The case against grammar correction in L2 writing classes', Truscott (1996) disagrees that grammar correction is effective for developing students writing accuracy. He contends that those studies which showed the opposite are insufficient and gave little attention to the negative sides of grammar correction, such as its negative effects on students' attitude and its absorbability of teachers' time and effort. He also challenges that there is no clear evidence shows that error correction is helpful for developing students' writing grammatical accuracy over a long term, and if there is improvement, this might be attributed to other factors such as their writing practices. Theoretically, he elaborates that some researchers and teachers who believe that error correction is effective do not take into their accounts the process of SLA. They adopt the simple view of learning (i.e. transferring information from teacher to students) and disregard the development of student interlanguage which "involves complex learning process" (Truscott, 1996: 342). They also neglect that "the acquisition of grammatical structure is a gradual process, not sudden discovery as the intuitive view of correction would imply" (Truscott, 1996: 342). He remarks that learners acquire language in certain order, and teachers have inadequate knowledge about what learners have acquired to base their correction on. Practically, he maintains that teachers might face difficulties to realise the students' errors, and if they do so, they may find difficulty to identify them. Truscott (1996: 350) adds that "busy teachers grading large numbers of written assignments have serious problems with time and patience, problems that can easily affect the quality of their comments." Furthermore, students might find difficulties to understand the correction. Finally, Truscott concludes that error correction is ineffective to develop students' grammatical accuracy as well as harmful for both teachers and students. Hence, he advises teachers to abandon grammar correction and exploit teachers and students' time and effort in productive learning activities, practicing writing and focusing on the other aspects of writing, such as content.

In response to Truscott (1996), Ferris (1999) argues that Truscott conclusion based on inadequate and inconsistent studies and there is no clear evidence to draw a final decision about whether error correction works or not. She also affirms that Truscott thesis "grammar correction is harmful and should be avoided" is inconclusive because

> "There is both empirical and anecdotal evidence to indicate that well-constructed error feedback, especially when combined with judiciously delivered strategy training and grammar minilessons, is not only highly valued by students but may also be of great benefit to their development

as writers and to their overall second language acquisition" (Ferris, 2002:49).

Ferris also maintains that studies examined short-term effect of error correction give clear evidence that it helps students to improve their grammatical accuracy of their revised written texts, and "long-term development is unlikely without observable short-term improvement, at least in the ability to attend to and correct errors when pointed out by teachers" Ferris (2002:8). She elaborates that although these studies do not answer all the theoretical questions about error correction, we cannot ignore their findings. She concludes that based on the findings of studies that error correction has positive effects on students' writing accuracy and students' appreciation of the error correction, teachers may continue the practice of error correction, but they have to improve their ways of practicing it to be more effective.

Truscott (1999) replies to Ferris that those research studies which indicate that error correction is effective have some problems in design (e.g. some studies have no control group and others measure the effect of error correction on the students' revisions of their written texts not on their future written texts). Regarding students' attitudes towards error correction, he states that "by using error correction, teachers encourage students to believe in it; because students believe in it, teachers must continue using it" Truscott (1999:116). He justifies that I applied error correction free approach with my students who believe in it, and I found no refusal from them. On the contrary, they were happy at the end of the course compared with my previous students whom I taught by applying error correction.

Ferris (2004:54) supports the results of the studies show the effect of error correction by claiming that error correction, theoretically, assists students to notice their grammatical errors, and this helps them to acquire the language. Moreover, some of the SLA research "predicts positive effects for written correction." At the end of her article, Ferris decided to stop this debate and suggested to"go and do more research" (Ferris, 2004:50). This debate stimulated many researchers to undertake studies examining the effect of error correction on students' writing accuracy.

Chandler (2003) did one of these studies with 31 ESL college students. The student wrote write five biographies as assignments, and they received error correction after each assignment. The 16 experimental group students revised each assignment and correct all the errors underlined by their teacher before the next assignment, whereas the

15 control group students were asked to correct all the errors towards the end of the semester. The students wrote their fifth assignment 10 weeks after the first one. The findings were that the mean number of control group errors on the first assignment and the fifth assignment was the same. On the other hand, there was a significant difference between the mean number of experimental group errors on the first assignment and the last one. In that, experimental group's errors were reduced in the fifth assignment compared with their first one. This reveals that error correction works to develop students writing accuracy over a long term. Such conclusion is also supported by other researchers who found that error correction is effective to develop students writing accuracy (Ashwell, 2000; Ferris and Roberts, 2001; Chandler, 2003; Ferris, 2006; Sheen, 2007; Ellis et al, 2008, Bitchener, 2008).

However, Truscott & Hsu (2008) arrived to different conclusion. Their study examined the effect of error correction on the development of 47 EFL students' compositions. All students wrote compositions and then the experimental group students received feedback on their compositions, while control group students did not. After that, both groups revised and rewrote their written texts. The findings showed that experimental group students developed the accuracy of their compositions, while the control group students did not. A week later, both groups wrote another composition. Comparing between the second compositions written by the two groups, Truscott & Hsu found that there was no significant differences between the errors made by the two groups. This indicates that students who received error correction improved the grammatical accuracy of their revised written texts, but they did not improve their grammatical accuracy of their future texts. It was concluded that error correction has no effect on improving students writing skills. This conclusion is in the line with the findings of (Semke, 1984; Kepner, 1991; Fazio, 2001).

Hyland & Hyland (2006a:84) note that "It is difficult to draw any clear conclusions and generalization from the literature as a result of varied population, treatments and research design." Guenette (2007), reviewing research in error correction, also concludes that as teachers of L2 writing, we should keep providing error correction to our students but we should be aware that "there is no "corrective feedback recipe." The success or failure of corrective feedback will depend on the classroom context, the type of errors students make, the proficiency level, the type of writing they are asked to do, and collection of other variable that are as yet unknown" (Guenette, 2007:52). However,

students need their teachers to correct their errors, teachers appreciate applying error correction in their writing classrooms (Schulz, 1996; Radecki and Swales, 1988; Cohen and Cavalacnti, 1990; Chiang, 2004; Diab, 2005b; Simpson, 2006; Lee, 2008b) and researchers continue with the assumption that error correction is effective and examine the effect of the different types of error correction.

In my view, error correction could have a significant role for helping students to recognise some of their linguistic errors and mistakes. The combination of the error correction and students' revision to their written texts might assist students to develop their revised written texts as well as their future writing accuracy. This view is a product of the evidences supplied by the experimental studies demonstrated the positive effects of error correction in developing students' writing of their revised written texts (Lalande, 1982; Fathman & Whelly, 1990; Ashwell, 2000; Ferris & Roberts, 2001; Truscott & Hsu, 2008). It is a result of those studies illustrated that error correction affects positively on students' accuracy of their revised written texts and new pieces of writing (Sheen, 2007; Bitchener, 2008, Ellis et al, 2008). This view is also based on the studies of Fathman & Whelly (1990), Ashwell (2000) Ferris & Roberts (2001) Sheen (2007) and Bitchener (2008) which had a control group and gave evidence that error correction works to develop students' grammatical accuracy. Moreover, it is grounded on those studies that had control group and gave evidence that error correction assists students to develop their grammatical accuracy in both their subsequent written texts and their new pieces of writing (Sheen, 2007; Bitchener, 2008, Ellis et al, 2008). Theoretically, this view is supported by the interactionists' theories which advocate the crucial role of error correction in SLA and SLL process (see 2.6.1)

Furthermore, second language learners prefer to receive error correction on their written texts and think it is helpful for developing their writing skills (Leki, 1991; Schulz, 1996; Cohen and Cavalacnti, 1990; 2005b; Lee, 2008b). If they receive no error correction on their written texts, they might feel frustrated (Cohen & Cavalvanti, 1990). This may affect negatively on their attitudes towards writing. Moreover, if students do not receive corrections to their errors, they may find difficulties to recognize and correct these errors, which might be fossilized, especially in the contexts where teachers are the only readers for students writing.

However, teachers should apply error correction in consistent clear ways (Ferris, 2002). They have to follow the best practices of error correction suggested by scholars of this

field. Ferris (2002) suggests that there are three main issues (i.e. types of error correction to be applied, types of errors to be corrected and time of error correction) should be taken into teachers' accounts as they provide error correction on students' writing. The following sections present and discuss the findings of research studies and the suggestion of scholars about these issues.

2.6.3   Types of Error Correction

James (1998) explains that correction is utilised in three ways:

> "1. Informing the learners that there is an error, and leaving them to discover it and repair it themselves…
> 2. Providing treatment or information that leads to the revision and correction of the specific instance of error (the error token) without aiming to prevent the same error from recurring later…
> 3. Providing learners with information that allow them to revise or reject the wrong rule they were operating with when they produced the error token" (James 1998: 236-237).

Ellis (2008) classifies error correction into direct feedback, indirect feedback, metalinguistic feedback and focused and unfocused feedback. Table 2.1 describes these types briefly.

Table 2.1 Types of Corrective Feedback

Strategies for providing Teacher's Written Feedback	Description
1. Direct Feedback	. The teacher provides the student with the correct form.
2. Indirect Feedback a. Indicating + locating the error b. Indication only	. The teacher indicates that an error exists but does not provide the correction. . This takes the form of underlining and use of cursors to show omissions in the student's text. . This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3. Metalinguistic Feedback a. Use of error code b. Brief grammatical descriptions	. The teacher provides some kind of metalinguistic clue as to the nature of the error. . Teacher writes codes in the margin (e.g. ww = wrong word; art = article). . Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
4. The focus of Feedback a. Unfocused Feedback b. Focused feedback	. This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options. . Unfocused feedback is extensive. . Focused feedback is intensive.

(Ellis, 2008:98)

Several research studies examined the effectiveness of these types in developing students' writing accuracy. Their findings were different from one context to another

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and gave no conclusive evidence that one type is more effective than the other is. The following sections review some of these studies and stating scholars' views about the effect of these types on developing students' writing accuracy.

2.6.3.1   Comprehensive vs. Selective Error Correction

Unfocused/comprehensive error correction signifies that teachers "address all or most of the errors learners commit" (Ellis, 2009: 6), while focused/selective error correction conveys that teachers "address just one or two error types" (Ellis, 2009: 6). Although, teachers and students appreciate comprehensive error correction (Leki, 1991; Lee 2003, Zhu 2010; Hamouda, 2011), researchers warn from applying this type because it is time and effort consuming for teachers as well as discouraging and overwhelming for students (Raimes 1983; Byrne 1988; Ferris 2002; Lee 2003; Zhu 2010). When teachers correct all or most of the students' grammatical errors, they "overwhelmingly view themselves as language teachers rather than writing teachers" (Zamel, 1985:86). This might lead students to believe that the accuracy of their written texts is more important than the content and organisation of their written texts. On the other hand, selective error correction may guide students to understand the nature of their errors, help them to edit their current written texts and do not repeat some of those errors in their future written work (Bitchener & Ferris, 2012). The studies conducted by Sheen (2007), Ellis, et al (2008), Bitchener (2008) and Bitchener & Knoch (2009) gave clear evidences that selective error correction assists students to decrease their error in their subsequent written texts and in their future texts as well. This suggests that selective error correction attracts students' attention to the selected errors types and stimulates them to take actions assisting them to internalize the correct linguistic forms of these errors.

The researchers' consensus about employing selective error correction raises an important question: "which type of errors should be corrected?" Answering this question, Ferris and Hedgcock (2005) say:

> "Experts have suggested that teacher focus on pattern of error that are global or serious (interfering with comprehensibility of a text), frequent (relative to other error types and considering percentages of correct and incorrect forms in obligatory contexts), and stigmatising (more typical of ESL writers than of NS students and potentially more offensive to NS academic audience)" (Ferris and Hedgcock 2005: 266-267).

Ur (1996) indicates that as teachers of writing we should focus on errors that "actually affect meaning (that is, might lead to misunderstanding or confusion on the part of

reader), and/or those which are very basic; or, of course, vary our response according to individuals need" (Ur, 1996:171). Raimes (1983) advises teachers to relate their error correction to the areas taught in class. Ferris (2006:99) also recommends that teachers should focus on "small number of error categories when providing feedback."

Overall, some research studies show that selective error correction assists students to learn the grammatical rules that control the selected forms and structures. Researchers advise teachers to select those errors, which cause misunderstanding of the messages conveyed in the written text, frequent errors made by students, and those errors, which related to the lessons discussed in the classrooms. This would make the practice of error correction helpful for students to develop their learning and writing skills. However, should teachers provide students with the correct form of the selected errors or just locate or refer to these errors. This is discussed in the next section.

2.6.3.2   Direct vs. Indirect Error Correction

Teachers are obligated to use direct or indirect error correction or both strategies when providing error correction on their students' written texts. Direct error correction takes the form of crossing out some words or phrases, inserting missing words or writing the correct form to errors (Lee, 2003; Ferris, 2006; Ellis, 2008; Bitchener & Ferris, 2012). On the other hand, indirect error correction takes the form of locating students' errors by underlining, highlighting or circling, or by indicating in the margins the existence of an error or errors on that line of the text but without providing any correction (Ferris, 2002; Lee, 2003; Ellis, 2008). This implies that the only job of students, when receiving direct feedback, is to transcribe teachers' corrections into their subsequent texts, whereas students, when receiving indirect feedback, are required both to identify the type of error and to self-correct that error.

The findings of studies examined the effect of direct and indirect feedback show no consensus about the effect of these two strategies. Some studies demonstrated that there is no significant difference between the effects of direct and indirect error correction on the development of the students' writing accuracy (Semke, 1984; Erel, 2007). However, Lalande study (1982) showed that indirect feedback is more effective than direct feedback. Indirect feedback requires students to engage in problem solving and develop the learners' ability to deal with their error. On the other hand, Chandler (2003) found that both direct and indirect feedback are helpful for students to decrease the number of

errors in their revised and next assignments, and direct feedback impacts more positively than indirect feedback. Ferris (2006), in a short term, found that students who received direct feedback corrected more errors than those who received indirect feedback. She also noticed that indirect feedback, over the course of a semester, assisted students to reduce their frequent errors better than those who received direct feedback only. As both direct and indirect feedback are shown to be effective on developing students' accuracy, Ferris and Hedgcock (2005) point out that it better for teachers to use direct feedback with untreatable errors and indirect feedback with treatable errors because students with low proficiency might encounter difficulties to deal with some linguistic errors. Teachers should also put into their accounts that indirect feedback is helpful for intermediate and advanced students as it engages them cognitively in problem-solving and as a result promotes the type of reflection that is more likely to foster long-term acquisition (Lalande, 1982; Ferris, 2002; Ferris & Hedgcock, 2005; Bitchener & Knoch, 2008). Direct feedback can also " play an important role in second language acquisition, it needs time and repetition before it can help learners to notice correct forms, compare these with their interlanguage and test their hypotheses about the target language" (Hyland and Hyland, 2006a:85). Ellis (2009:14) also recommends teachers to "start with a relatively implicit form of correction (e.g., simply indicating that there is an error) and, if the learner is unable to self-correct, to move to more explicit form (e.g., a direct correction)."

Furthermore, Ellis (1994) states two senses of language acquisition: (1) the internalization of new linguistic form and (2) the increase in control of a linguistic form that has already partially internalized. Ellis et al (2008) acknowledge that indirect feedback assists the increase in control of a linguistic form that has already partially internalised, while direct feedback assists the internalisation of new linguistic form because it provides the correct form to the learners. The decision about which type of feedback to be used direct or indirect depends on teachers' knowledge about their students' interlanguage which is difficult to be distinguished. In conclusion, both direct feedback and indirect feedback are helpful for students to develop their writing grammatical accuracy: direct feedback with low proficiency students as well as untreatable errors and indirect feedback with high proficiency students and with treatable errors.

2.6.3.3   Error Location vs. Error Identification

Error location is "simply locate the presence of an error (by circling it, highlighting it, or putting a checkmark in the margin" (Ferris, 2002:65-66), whereas error identification identifies "the types of error that have been made, using symbols, codes, or verbal comments" (Ferris, 2002:65-66). Error location gives great responsibility to students for identifying their errors and finding solutions to them, while error identification does not put a heavy burden on students, as they know the type of error or errors they have made (Ferris, 2006). One of the few studies investigated the effect of these two types was Ferris and Roberts' (2001). The 72 ESL students were divided into three groups: group1 received indirect feedback with codes, group2 received indirect feedback with underlining the errors and group3 received no feedback. The findings indicate that those who received feedback edited their written works better than those who received no feedback. In addition, there was no significant difference between students received feedback with error location and those received feedback with error identification on their editing success. However, Ferris and Hedgcock (2005:270) state that "simple location of errors might not provide enough information or elicit knowledge for them to self-correct successfully."

Another important point should be put into teachers accounts is where to put their marks or corrections. Ferris and Hedgcock (2005) state that marks could be put at the error location, in the margin or verbal end comments. Ferris (2002) indicates that:

> The best place for error correction is at the specific point of error. However, a combination of error location (e.g., underlining) plus a verbal summary at the end of the paper or on a teacher feedback form may be very appropriate for advanced writers who are developing independent self-editing skills (Ferris 2002:70).

In short, using both error location and error identification is helpful for students as both assist students to recognize and identify their errors. However, teachers should use error location with errors that can be easily recognized and corrected, while error identification with errors that might be hard recognized and corrected.

2.6.3.4   Error Codes

As a part of indirect error correction, error codes are used to identify the nature of errors made by students (Ferris, 2002). There is no clear evidence that coded error correction is more effective than uncoded one and vice versa. However, it is argued that using

codes saves teachers time and effort as they can write the codes quickly (Ferris, 2002). Ferris and Roberts (2001) find that students did not do better when they received error codes compared with those who received uncoded error correction. The success of using error codes depends on the students' prior grammatical knowledge and their understanding of these codes (Ferris & Roberts, 2001; Lee, 2003, Ferris, 2006; Sheen, 2007, Ellis et al, 2008). In other words, students who have good grammatical knowledge and understand the meaning of the used codes would be able to correct those coded errors, but students who have limited grammatical knowledge and do not understand the codes might encounter difficulties to deal with the error codes. Therefore, researchers insist on providing students with a list of error codes used by their teacher at the beginning of the course and clarifying the meaning of those codes to the students (Ferris, 2002; Chiang, 2004). Hyland (1990) also advise teachers to use codes with a limited number of errors because using many codes may lead to confusion.

2.7   Written Commentary

After reviewing research on error correction in L2 writing, it is important to know what research has found about written commentary, which is a main constituent of teacher written feedback. Although written commentary frustrates and consumes time and effort of teachers, it might facilitate communication between teachers and students regarding students' writing and also motivates and encourages students to improve their writing skills (Keh, 1990; Ferris et al, 1997; Goldstein, 2005). It also raises the students' awareness that writing is "a social act involving the author and readers" (Goldstein, 2005:5). In that, written commentary provides students with input that helps them to identify whether their intentions have been achieved or not, and if not, it may show them how to achieve their intentions by including some of their teachers suggestions in the revision of their written texts (Goldstein, 2004). Thus, providing written commentary on students' writing is a way of interaction between students and knowledgeable people (teachers) (Goldstein, 2005). This interaction might help students to acquire new knowledge, which beyond their competence and this knowledge helps them to develop their writing skills (Long, 2006).

Compared with the substantial research investigating the effect of error correction, there are few studies examined the use of written commentary in L2 writing classrooms (Ferris, 2003a; Goldstein, 2004; Ferris and Hedgcock, 2005). Most of the research

studies about written commentary describe and categorise written commentary provided by teachers on their students' written texts, and few examine the effect of written commentary types on developing students' writing skills. The following sections review some of these studies and present scholars' recommendations about the effective ways of utilising written commentary.

One of the early studies is Sommer's (1982) who examined the comments of 35 teachers on the same 3 students' essays, first and second drafts, and interviewed some students. The findings showed that the teachers' comments were general, arbitrary, idiosyncratic and hostile. They also demonstrated that "the teacher appropriate the text from the student by confusing the student's purpose in writing the text with her own purpose in commenting" (Sommer, 1982: 8). Moreover, the students reported that they found difficulties in understanding the vague commentary such as ""choose precise language" or "think more about your audience"" (Sommer, 1982: 9). Based on these findings, Sommer advised teachers to avoid appropriate their students writing and provide them with comments that are more specific.

Zamel (1985) also analysed 15 ESL teachers' comments on students' written texts. She found that teachers responded to the students' first draft as a final product, and most of their comments focused on local issues (spelling, grammar and punctuation) and gave little attention to global issues (ideas, content, and organisation). These comments were also generic, cryptic, vague and idiosyncratic. Zamel concluded that teachers saw themselves as teachers of grammar rather than composition teachers. They thought that their students focus only on the surface level of their texts and give no attention to the other aspects of writing as they revise. Ferris (2003a:22) explained this phenomenon by saying that "it seems not only possible but likely that many L2 writing teachers (trained by linguists rather than rhetoric/composition experts) were responding to single-draft student products as language practice rather than written expression." Consequently, they focus on the local errors of students writing and ignore the other issues. Zamel suggested that teachers should provide feedback during the different stages of writing process and on more than one draft. This would give students sufficient time to incorporate teachers' comments in their next drafts. This would also make students understand that writing is not a linear process, but a recursive one. This means that they should revise their written texts and evolve them. Revising their written texts and

incorporating teachers' comments in their writing would reflect positively in the development of their writing skills.

With the spread of the process-oriented approach to teaching writing, which stresses students to write more than one draft, the focus of teacher written commentary seems to be changed from focusing on the accuracy of students' written texts to giving more attention to the other aspects of writing (content and organization). Cohen and Cavalcanti (1990), analysing 2 ESL teachers' and 1 FL teacher's comments regarding to their focus, found that the teachers' written commentary focused on both local and global issues of their students' writing. Similarly, Ferris (1997), examining 1500 comments written by a teacher on 111essays written by 74 ESL students over a course of a semester long, found that 85% of the teacher's comments focused on the content and organisation of the students' texts, and the remaining of the comments focused on the local issues of the students' written texts. However, in a late study conducted in Hong Kong secondary schools, Lee (2008a) found that the teachers provided feedback in a single draft and focused on form rather than content and organisation.

Another important issue attracted few researchers is teachers' methods of constructing their comments as they might influence students' reaction to feedback and on their writing skills development (Ferris et al 1997). These researchers put teacher written commentary under different categories. Ferris et al (1997) developed a model for analysing 1500 teacher written comments on 111 essays written by 47 ESL university students. In this model, they put teacher commentary under two main categories:

    A. Aim or Intent of the Comment:
    1. Directive:
    a. Ask for information
    b. Make suggestion/ request
    c. Give information
    2. Grammar/ Mechanic
    3. Positive Comments
    B. Linguistic Features of the Comment:
    1. Syntactic Form:
    a. Question
    b. Statement/ Exclamation
    c. Imperative
    2. Presence/ Absence of Hedge(s)
    3. Text-Specific/ Generic   Ferris et al (1997: 163)

This model clarifies that teacher written commentary has many forms and functions that might help teachers "to become more aware – or make their writing students more

aware – of both the intent and the forms of their written commentary" (Ferris et al, 1997:177).

Conrad and Goldstein (1999) added another category to Ferris et al (1997) model. This category is the type of revision required from student to incorporate in their subsequent written text. The revisions required are " (1) development which was divided between development through examples, facts, details, and explicitness; (2) clarity of purpose; (3) coherence/ cohesion; (4) lexical choice; (5) content, including overgeneralization; and (6) paragraphing" (Conrad and Goldstein, 1999:179).

Hyland and Hyland (2001) criticized Ferris et al (1997) classification of written commentary aims because "they contain rather complex lists of text variables, which may be too detailed to be used by teachers wanting to examine their own feedback" (Hyland and Hyland 2001: 190). Thus, they used different categories to analyse the aim of endnote comments of two teachers on six students' essays. These categories are praise, criticism and suggestion.

Lee (2008a), to analyse teachers' written commentary in an EFL context, adopted the same categories used by Hyland and Hyland (praise, criticism and suggestion). She also analysed the teachers' comments according to their focus (content and form). In contrast, Leki (2006) put written commentary under four categories: give information, request elaboration, express opinion, and evaluate positive or negative.

It is clear that these research studies employ different categories to analyse teachers' written commentary. One of them were concerned about the aim of written commentary only (Hyland and Hyland, 2001), three of them focused on the aims and forms of written commentary (Ferris, 1997; Ferris et al, 1997; Conrad and Goldstein, 1999), and most of them give attention to the focus of teacher written commentary (Zamel, 1985; Cohen and Cavalcanti, 1990; Lee, 2008a). It is clear that these studies classify written commentary provided by teachers on students' writing regarding their linguistic features, regarding their aims and regarding their focus. Some of these classifications such as Ferris et al (1997) are complicated and difficult to be used by teachers and researchers for analysing teacher written comments (Hyland and Hyland, 2001). Therefore, most of these categories are collated to design a model for analysing the teacher participants' written commentary and to exploring their methods of providing written feedback on students' written texts. This model puts teachers written commentary under these categories: (1) linguistic features of written commentary

(syntactic form: statement, question, imperative, exclamation, one word/ specific and general comments) (Ferris et al, 1997); (2) aims of written commentary (praise, criticism and suggestions) (Hyland and Hyland, 2001); (3) focus of written commentary (language, content and organization) (Lee, 2008a) (See table 2.2)

2.7.1   The Effectiveness of Written Commentary Types

Compared with the substantial research studies on the effect of error correction types, few studies examined the effect of written commentary types on students' revisions (Ferris, 2003a; Ferris Hedgcock, 2005). The following sections survey some of these studies and present scholars' recommendations for using written commentary in effective ways. Most of these recommendations are based on the findings of the descriptive studies of written commentary, on the authors' experiences as teachers of writing and on their intuitions.

2.7.1.1   Syntactic Forms of Written Commentary

Written commentary may take different syntactic forms such as one word, declarative sentences, questions, exclamations or imperative sentences (Ferris et al, 1997). These forms might affect students understanding of the comments (Ferris, 2003a). For example, "brief, cryptic questions or imperatives … may simply provide too little information to student writers" (Ferris, 2003a:26). However, few research studies examined the effect of these syntactic forms on students' revisions of their written texts.

One of these studies was Conrad and Goldstein's (1999) which investigated the impact of different forms of written commentary provided by a teacher on three ESL students' revisions to their written texts. The results showed that students success more in their revisions when written commentary takes the form of declaratives rather than questions and declaratives of necessity and declaratives with suggestions effect more positively on students revision than declaratives which describe what student did or did not do. Moreover, yes/no questions lead students to be more successful in their revisions than WH questions.

Sugita (2006) examined the effect of written commentary on Japanese EFL students' writing. He found that students who received imperative comments made positive changes in their revisions better than those who received question and statement comments. The students also expressed their willingness to receive imperative

comments on their written texts rather than the other forms of commentary. Sugita (2006:41) concluded that "imperative comments seem to be direct instruction which have feeling of authority so that students pay a great deal of attention to teacher feedback, follow the instructions and revise the drafts."

The findings of Ferris study (1997) also suggested that students revised their written texts more effectively when they received comments in the form of questions and imperatives. The students also employed the comments about grammar and mechanics in their revised written texts more than the comments about the other aspects of writing. However, the students did not utilise question and statement comments, that challenged their arguments and did not provide them with any suggestions or guidelines, in revising their written texts effectively.

Conrad and Goldstein (1999:157) pointed out that "it is misleading to focus on formal characteristics of feedback without incorporating discussion of the types of revision that is being requested." For instance, students failed to deal with problems "focused on explanation, explicitness, or analysis" Conrad and Goldstein (1999:157). On the other hand, they were successful to revise problems related with details, examples, coherence/ cohesion, purpose, paragraphing, or lexical items. Thus, "revision success is most strongly associated with the type of revision problems" Conrad and Goldstein (1999:160-161).

In short, the findings of these studies are inconsistent and indicate no specific form of written feedback more effective than the other. Therefore, researchers insist on focusing on the other aspects of written commentary such as its clarity, text-specific and directness (Hyland and Hyland, 2001, Goldstein, 2005). They advise teachers to use direct explicit comments that are clear for students to understand the intent of the comments (Ferris, 2003a; Conrad & Goldstein 1999; Hyland and Hyland 2001). These comments are more effective than indirect comments, which may confuse students and lead them to misunderstand those comments.

2.7.1.2   Specific Comments vs. General Comments

Text specific comments can be written only on a particular written text or essay (e.g. what you mean by hard to understand), while general comments can be written on any text or essay (e.g. good introduction) (Ferris et al 1997; Ferris and Hedgcock, 2005). Early research studies found that teachers use more general comments than specific

ones (Sommer, 1982; Zamel, 1985). However, specific comments are more powerful than general ones as they specify the strengths and weaknesses of students' writing (Fathman and Whalley 1990; Chiang, 2004; Ferris and Hedgcock, 2005). They also reflect teachers' involvement with students writing and motivate students to revise their writing by incorporating these comments in their subsequent drafts and their future writing *(*Zamel, 1985; Goldstein, 2004). However, "teachers do not need to respond to every single problem on every single student draft" (Ferris and Hedgcock, 2005: 190).

2.7.1.3   Positive Comments vs. Negative Comments

Praise is "an act which attributes credit to another for some characteristic, attribute, skill, etc., which positively valued by the person giving feedback. It, therefore, suggests a more intense or detailed response than simple agreement" (Hyland and Hyland, 2001: 186). On the other hand, criticism gives "a negative evaluation of the paper or a portion of the paper without improvement suggestions" (Cho et al, 2006: 276). Both constructive criticism and praise are essential for developing students writing skills (Chiang, 2004; Ferris & Hedgcock, 2005).

Research studies examining the effect of praise and criticism are scarce (Hyland and Hyland, 2001). One of these studies by Gee's (1972) which found that students who received negative comments and no comments on their written texts write less than those who received positive comments. This indicates that students who receive praise on their writing are more confident to extend their thoughts as they write. Gee (1972:217) pointed out that "Consistent negative criticism or lack of feedback obviously inhibited verbal performance more than did praise." He also found that the students who received praise have more positive attitudes towards writing than those who received negative comments and no comments. Based on these findings, Gee (1972:219) suggested that "to assist the building of positive attitude, teachers must give a pat-on-the-back for the improvements that student makes." Ferris (1995) also found that students appreciate and remember comments that praise their writing, and they expect to receive more constructive criticism than praise. Hyland and Hyland (2001) analysed the comments provided by two ESL teachers on six ESL students' essays. They found that 44% of the teachers comments were praise, 31% were criticism, and the rest of the comments were suggestions. Comparing between the comments in the first and the final drafts, they found that most comments students received in their first drafts were

criticism, and most comments on the final drafts were praise. The teachers justified that by criticising students' writing in their first draft would motivate them to develop their writing for getting better grade, and praise their writing in the final draft would motivate them in their next writing.

Positive comments provide "affective support to learner and fosters motivation to continue learning" (Ellis, 2009:3). They are also essential to enhance students confidence as they write and revise what they have written, reinforce their appropriate language behavior such as their good style, their correct grammatical structures and their interesting ideas and opinions, and help them writing their future texts (Hyland and Hyland, 2001; Goldstein, 2004). However, praise should be given to students who deserve that because using praise in a wrong way might affect negatively on students' writing and confuse them (Hyland and Hyland, 2001). Praise needs "to be specific rather than formulaic and closely linked to actual text features rather than general praise" Hyland and Hyland (2001:208).

On the other hand, criticism might attract students' attention to the weaknesses of their written texts and stimulate them to develop their future written texts (Hyland and Hyland, 2001). However, much criticism on students' writing might demotivate them, make them less confident as writers and affect negatively on their learning process and on their attitudes towards writing (Gee, 1972; Hyland and Hyland, 2001). Therefore, soften criticism by using mitigation is important as it " may not only build a positive teaching relationship but may also help to moderate the teacher's dominant role and tone down what might be seen as over-directive interventions in students' writing and do not impact negatively on the students motivation towards writing" (Hyland and Hyland, 2006b: 212).

The use of both praise and criticism are important for helping students to develop their writing skills. However, teachers should use these comments with carefulness as they may motivate and encourage learners or demotivate and confuse them.

2.7.1.4   Appropriation

> "Commentary that ignores what a student's purpose is for a particular text and attempts either purposefully or accidently to shift this purpose is appropriation… commentary where a teacher demands that a student shift a position or a point of view is appropriation… commentary that "corrects" sentences or passages without asking the student about the

intending meaning risks changing that meaning and thus risks appropriation" (Goldstein, 2004: 68).

From this definition, it is clear that appropriation occurs when teachers impose their own ideas, structures and words on students by crossing the students' words and sentences and put their own words and ideas instead. This makes students believe that what the teacher wants is more important than what they want to express or write (Ferris, 2003a). Early descriptive research studies showed that teachers extensively appropriate their students writing (Sommer, 1982; Zamel, 1985). As a result, researchers warn teachers against appropriation as it might make students feel frustrated and demotivate them to write more and revise their written texts (Sommers, 1982; Zamel, 1985; Keh, 1990; Conrad and Goldstein, 1999; Ferris, 2003a; Ferris & Hedgcock, 2005; Ferris, 2007; Mack, 2009). Instead of appropriating students writing, teachers are advised to provide students with suggestions and strategies that assist them to develop the form and content of their written texts (Conrad & Goldstein, 1999; Ferris, 2007). Teachers are also advised to "staying away from crossing out or rewriting student texts, giving explicit permission to students to disagree with or choose not to utilize a teacher or peer suggestion as long as they can explain why …" (Ferris, 2007: 168). In sum, students need assistance to develop their own ideas, words and structures, and they do not need the others' ideas, words and structures to be imposed on them.

2.7.1.5 **Place of Comments**

Written comments are usually put on three main places: above the error, on the margin or at the bottom of the written text, and they are sometimes put in a separate sheet. "There is no research that addresses the relative effectiveness of end versus marginal versus initial commentary" (Goldstein, 2004:75), but researchers give some recommendation about the appropriate places of written commentary. For example, Ferris and Hedgcock (2005) state that marginal comments are appropriate to refer directly to the specific ideas which students have to revise and end comments are suitable to indicate the defects of the written texts as a whole and to give strategies and suggestions that help students to revise their written texts. It is also better for teachers "to note correction within the body of the text, and devote comments at the end to matters of content and organisation, followed by evaluation" Ur (1996:170). Teachers should dedicate the end of the page to summative comments, which indicate the weaknesses and strengths of the written text and give suggestions for the next texts

(Keh, 1990: 301). Thus, a combination of marginal and end comments will effectively refer to texts problems and help students to recognise those problems, which in turn improve their texts and writing skills.

2.7.1.6　　Time of Feedback

Timing of providing feedback is a controversial issue among researchers. Ferris (2002:61) notes that "many L1 and L2 composition theorists believe strongly that premature attention to error may short-circuit students' ability to think, compose, and revise their content." Some researchers argue that providing feedback on the final draft of students' written work is ineffective as students concern only about their grades, so that written feedback better occurs in the middle of the writing process (Zamel, 1985, Leki, 1990a; Ferris 1995). Others insist that correction and comments should be given during the different writing processes (brainstorming, outlining, rough draft and final draft) for students to improve their drafts (Raimes, 1983; Tribble, 1996; Mack, 2009). Teachers also are advised to check "the first version as provisional, and to regard the rewritten, final version as 'the' assignment, the one that is submitted for formal assessment" (Ur, 1996:173). This might stimulate students to revise and rewrite for developing their written texts and writing skills.

However, Frakenberg-Garcia (1999) believes that students need feedback immediately at the time they are trying to transform their ideas into written sentences on papers because they face many problems as they write. She argues that the first and final drafts of students' texts do not show the real problems encountered by the students as they write. Hattie and Timperley (2007), furthermore, warn that giving students their texts with written feedback after one week is late. Feedback will be more beneficial if students receive it after a short time of submitting their written texts (Edge, 1989; Hattie and Timperley, 2007; Mack, 2009).

2.8　　Conclusion

The review of the literature about feedback in this chapter is important for this study as it gives a clear picture about the main constituents of feedback (i.e. error correction and written commentary). Since the aims of this study is to examine teachers' beliefs and practices of feedback and students' preferences for feedback, the teacher and student participants in this study will be asked about their beliefs and views regarding the

feedback aspects discussed in this chapter. These aspects are error correction strategies (comprehensive vs. selective, direct vs. indirect, error codes), the syntactic forms of written commentary (one word, question, statement, imperative, exclamation/ general comments, specific comments), the functions of written commentary (praise, criticism, suggestion) and the place of written feedback (above the error, on the margin, at the bottom of the text). All these aspects are put in a model (see table 2.2) which will be used to analyse written feedback provided by the teacher participants on a student's essay. The analysis of the teachers' written feedback would give a clear picture about the teacher participants' practices of written feedback. In addition, the teachers' practices of feedback will be evaluated by comparing their ways of providing feedback with the findings of previous studies and the scholars' recommendations about the effective ways of providing error correction and written commentary.

Table 2.2 Model for the Analysis of Teacher Written Feedback

Focus of Teacher Written Feedback
Language
Content
Organisation
Others
Error Correction Types Used by Teacher
Comprehensive Error Correction
Selective Error Correction
Direct Feedback
Indirect Feedback (indicating the existence of the errors)
Indirect Feedback (metalinguistic feedback using codes)
Written Commentary used by Teacher

Function of the comment
  . Praise
  . Criticism
  . Suggestions

Linguistic Features of the comment
  . Syntactic Forms
       . Question
       . Statement
       . Exclamation
       . Imperative
       . One word/ Two word
 	
  . Text Specific
       . Yes
       . No

Place of Comments
  . Marginal Notes
  . End Notes
  . Others

As there is inconclusive evidence that one type of error correction is more effective than the other (See 2.6.3), and there are few studies examining the effect of written commentary types on students' revisions and on their future writing (See 2.7.1), investigating students' preferences for these types is important (See 3.3). Students may

prefer to receive specific types of error correction or written commentary because they experience or feel that these types affect positively on the development of their writing. Teachers' views regarding these types are also valuable as they have experience in using these types and have some knowledge about the effect of these types in their students' writing. Therefore, those types of error correction and written commentary, which preferred by the student and teacher participants and supported by previous research studies to be effective, might be reinforced to be used in the context of this study and in similar contexts.

Chapter 3: TEACHERS' BELIEFS AND PRACTICES AND PREFRENCES OF STUDENTS

3.1   Introduction

This study examines teachers' beliefs and practices of feedback and preferences of students for feedback in L2 writing classrooms. Its aims are grounded in the needs for more research studies in the feedback domain (See 1.3), and this chapter is devoted to construct a framework for the results of this study and find them a position within the existing research of feedback in L2 writing classroom. This chapter is divided in into three parts. The first part is about teachers' beliefs and practices of feedback. It starts with presenting different definitions to teachers' beliefs, introducing the sources of teachers' beliefs and discussing the relationship between teachers' beliefs and practices. Then some studies examined teachers' beliefs and practices of feedback in L2 writing classrooms are reviewed. The second part of this chapter focuses on preferences of students for feedback. It begins with a discussion about the significance of preferences of students for feedback to students learning and development of their writing skills. Then it reviews some of research studies investigated preferences of students for feedback in L2 writing classrooms and examined students' difficulties and strategies when handling teacher written feedback. The last part of this chapter discusses the importance of the match between preferences of students for and teachers' practices of feedback to students learning and development of their writing skills, and then reviews some studies examining this issue in L2 writing classroom.

3.2   Teachers' Beliefs and Practices of Feedback

Cognitive theories assume that teachers' knowledge and beliefs, which construct their cognitions, serve as guides to their behaviours and ways of teaching (Pajares, 1992; Johnson, 1992; Borg, 2003). However, teachers sometimes encounter some difficulties to implement their beliefs and knowledge due to different factors, such as context (Borg, 2003; Phipps and Borg, 2009; Birello, 2012). Therefore, to advance the understanding of feedback process in writing classrooms, researchers call for more research focusing on teachers' beliefs and practices of feedback in writing classrooms (Ferris et al, 2011; Ferris, 2014; Junqueira & Payant, 2015). Before reviewing some of

the few research studies examined teachers' beliefs and practices of feedback in L2 writing classrooms, it is important to understand the concept of teacher belief, the relationship between belief and knowledge, the sources of teacher belief and the relationship between belief and practice.

3.2.1 The Concept of Teachers' Beliefs

Reviewing teachers' beliefs in educational research, Pajares (1992:309) finds that the concept of teachers' beliefs has been hidden under different terms, such as "attitudes, values, judgements, axioms, opinions, ideology, perceptions, conceptions, conceptual theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding and social strategies." This makes belief as a difficult concept to define (Pajares, 1992; Borg, 2001; Vackle et al, 2010). Thus, Pajares (1992:307) considered belief as a "messy construct" indicating that "the difficulty in studying teachers' beliefs has been caused by definitional problems, poor conceptualisations, and differing understandings of beliefs and belief structures."

Despite of the various terms referring to belief, there is consensus about the nature of beliefs and their impact on teachers' behaviours and actions. According to Richardson (1996:103) "beliefs are thought of as psychologically held understandings, premises, or propositions about the world that are felt to be true." Borg (2001: 186) maintains that "belief is a proposition which may consciously or unconsciously held, is evaluative in that it accepted as true by individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour." Borg (2011:370-371) also characterises beliefs as "propositions individual consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change." Correspondingly, Richards (1998:66) defines teachers' beliefs as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build over time and bring with them to the classroom". Most of these definitions indicate that beliefs have strong impact on the actions and behaviours. Richardson (1996) and Richards (1998) definitions characterised beliefs as people's understanding and information which can be part of their knowledge. This indicates that concepts of knowledge and belief are overlapped. Therefore, researchers try to distinguish between these two concepts. For example, Pajares (1992) argues that beliefs:

"are static and represent eternal truths that remain unchanged in a teacher's mind regardless of the situation. Knowledge, however, is fluid and evolved as new experiences are interpreted and integrated into existing schemata. Beliefs also foster schools of thought, whereas knowledge is unique to the individual, and beliefs are surrounded by emotional aura that dictates rightness and wrongness, whereas knowledge is emotionally neutral" Pajares (1992:312). Valcke et al (2010: 622) also claims that "beliefs are based on judgments and evaluations (subjective probability), whereas knowledge refers to objective verifiable facts."

Based on the above definitions, teachers' beliefs, for the purpose of this study, can be defined as teachers' views, values, perceptions, and propositions, which they accumulate and develop over time, about the role and the effect of the different types and aspects of feedback on developing students' writing skills. These beliefs are supposed to drive teachers' ways of responding to students' writing. In addition, no distinction is made between teachers' beliefs of feedback and their knowledge about feedback because the main concern of this investigation is teachers' beliefs and practices of feedback in writing classrooms.

3.2.2   Sources of Teacher Beliefs

Researchers illustrate a number of sources that shape teachers' beliefs about learning and teaching. One of these sources is teachers' personal experience, which forms the development of their personalities (Pajares, 1992; Richardson, 1996). This experience "includes aspects of life that go into the formation of world view; intellectual and virtuous dispositions; beliefs about self in relation to others; understandings of the relationship of schooling to society; and other forms of personal, familial, and cultural understandings" (Richardson, 1996:105). Teachers' early experiences as students at schools and universities and as language learners also have strong influences on their beliefs, and these experiences are called "apprenticeship of observation" (Borg, 2003:86). During these experiences, teachers develop their understanding about teaching and learning processes from noticing their teachers' ways of teaching and their own ways of learning (Pajares, 1992; Borg, 2003). These experiences shape the basis of their earlier notions about teaching and learning and may influence their teaching career for long time (Pajares, 1992; Borg, 2003). Another source of teachers' beliefs is their experiences as teachers (Richardson, 1996). These experiences evolve teachers'

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awareness of the different effective teaching methods and techniques in their classrooms, and might help them to take the right decisions about their teaching practices in their classrooms. However, experience alone might not maximise the impact of teachers' teaching methods on the students learning (Ferris, 2007). Therefore, teachers' education is another important origin of their beliefs about teaching and learning since it may evolve their prior beliefs about language learning and teaching (Borg, 2011). Similarly, teachers' professional training courses might develop their beliefs about teaching and learning as they equip them with formal knowledge about the subject, about the learning theories, about the teaching methods, and about the classroom management (Richardson, 1996). These training courses are essential for making teachers' methods of teaching more effective as they not only provide teachers with content knowledge about the subject, but also with practical knowledge about how to teach the subject (Borg, 2003). For example, Borg (1998) found that teaching practices during teacher education of the CELTA course strongly influences the teacher's beliefs. In short, teachers' beliefs about teaching and learning might be derived from several sources: teachers' personal experiences, their experiences in schools and universities, their learning and teaching experiences, their education and their professional training courses.

3.2.3 Teachers' Beliefs and Practices of Feedback

After defining teachers' beliefs and presenting a number of sources that shape teachers' beliefs, this section is dedicated to discuss the relationship between teachers' beliefs and practices of feedback in L2 writing classrooms and to review some studies investigated this issue. In fact, teachers respond to students writing in different ways (Mack, 2009); some fill students' papers with error correction and comments, some write few comments and give little correction, and others give no feedback at all. These ways of responding to students' writing tend to be influenced by teachers' beliefs of feedback. This is inferred from the definitions of beliefs, which indicate that teachers' beliefs serve as guides to their behaviours and their instructional decisions and practices (Pajares, 1992; Richardson, 1996; Richards, 1998; Borg, 2001; Borg, 2011). However, not all teachers' beliefs are translated into their practices due to different factors. This phenomenon viewed by some researchers as unfavourable one and presented by using terms, "such as incongruence, mismatch, inconsistency and discrepancy" (Phipps and

Borg, 2009: 380). Other researchers have positive perspective regarding this phenomenon and describe it as tensions or divergences between teachers' beliefs and practices (Phipps and Borg, 2009). These divergences are caused by a number of factors, such as "parents, principles' requirements, the school, society, curriculum mandates, classroom and school layout, school policies, colleagues, standardised tests, and the availability of resources" (Borg, 2003:94). This indicates that contextual factors tend to be influential factors mediate teachers' beliefs and practices of feedback. In addition to the contextual factors mentioned by Borg (2003), these factors might also "include socio-political issues that influence teacher status and morale, available resources and class size, exams, and program philosophies about feedback" (Hyland and Hyland, 2006a: 88). For example, full time teachers teaching large classroom size may face difficulties to give frequent valuable feedback on their students writing (Goldstein, 2004). Therefore, teachers understanding of the context role in their ways of providing feedback would make their feedback more effective (Goldstein, 2004, 2005). This can be achieved by assessing "their contexts through observation and informal discussions and through interviews of administrators, fellow faculty, and students" (Goldstein, 2004: 66). Moreover, teachers' beliefs and practices of feedback might be influenced by some of teachers' factors which may include teachers' " attitudes towards each student, attitudes towards the content about which students are writing, knowledge of the content about which students are writing, expectation of students at a particular level, and expectations of particular students" (Goldstein, 2004:67). For example, some teachers may believe that all aspects of writing are important for writing well-written texts, but their students make many grammatical mistakes. Thus, these teachers may find themselves obliged to focus on students' grammatical errors and give little attention to the other aspects of writing. In addition, students' factors may influence teachers' beliefs and practices. These factors may include:

> "student personality, age, goals and expectations, motivations, proficiency level, past learning experiences, preferred learning styles and strategies, content knowledge and interest, time constraints, attitudes towards the teacher, the class, the content, the writing assignment, and the commentary itself" (Goldstein, 2004:67).

Hence, teachers should put student factors into considerations as they respond to students' writing. This can be achieved by designing questionnaire or asking students to write about their experiences with and attitudes towards feedback as well as identifying

their ways for handling feedback (Goldstein, 2004). As the main concern of this study is teachers' beliefs and practices of feedback in L2 writing classrooms, the following sections review a number of research studies investigated this issue. Most of these research studies are based on the assumption that teachers' beliefs about feedback strongly influence their practices of feedback.

One of the early studies was conducted by Cohen and Cavalcanti (1990) who asked 3 teachers (an EFL institute teacher, an EFL university teacher and a L1 university teacher in Brazil) about the focus of their feedback. The EFL institute teacher reported that she focuses on mechanics, grammar, vocabulary, and organisation and gives no attention to content purposely "because content is not assessed on English language proficiency examination" Cohen and Cavalcanti (1990: 160). This suggests that the examination requirements affect the teacher's ways of providing feedback. On the other hand, the EFL university teacher reported that she focuses on all categories with more emphasis on content, while the L1 university teacher who taught a freshman course for advanced composition in Portuguese focuses on linguistic accuracy and organisation. Both of them stated that their students benefit more from the comments on organisation. This indicates that their ways of commenting on students' writing is affected by the level of the writing course they teach. Compared with feedback they provided, their views are consistent with what they exactly do.

Another study by Montgomery and Baker (2007) surveyed 13 ESL teachers about their perceptions of written feedback and examined their actual feedback on students' written texts (first and second drafts). The findings illustrate a mismatch between teachers' beliefs and practices as the teachers focused more on local issues on both first and second drafts than they claimed to do in the survey. It was concluded that teachers focus more on local issues because they might intend to meet the needs and preferences of their students who need to develop the language of their written texts and prefer their teachers' feedback to focus on local issues of their writing. Montgomery and Baker (2007:95) warn teachers that their focus on local error "may suggest to the students that local issues are more important than global issues." These results support that student factors such as students' needs and preferences might influence teachers' ways of providing feedback.

Similarly, Lee (2008a) analysed feedback provided by 26 Hong Kong teachers on 174 students' written texts, and interviewed six of them. She found that most teachers

applied single draft approach, and their feedback focused on form rather than content and organisation of the students' texts. The teachers also used more direct feedback than indirect one and used both positive and negative comments. Their accounts for their ways of providing feedback are that they do not have sufficient time for applying the multiple draft approach. Their time is devoted to practicing different types of texts for preparing students to public examination. Moreover, those teachers who believed in the effectiveness of selective and indirect error correction could not practice these beliefs because they contradict the panel policy, which insists on applying comprehensive and direct feedback. The findings also suggest that the teachers' beliefs and practices of feedback were influenced by the exam orientation in the educational system, which focuses on accuracy rather than fluency. Lack of training is another factor might influence the teachers' practice of feedback as most of the teachers revealed that they need more training to develop their ways of providing feedback. Lee concluded that

> "teachers' feedback practices are influenced by a myriad of contextual factors including teachers' beliefs, values, understanding, and knowledge, which are mediated by the cultural and institutional contexts, such as philosophies about feedback and attitude to exam, and socio-political issues pertaining to power and teacher autonomy" Lee (2008a:69).

Lee (2008c) also conducted another study to investigate the mismatch between secondary schools EFL teachers' beliefs and practices of written feedback. The results were similar to her previous study (2008a) with other mismatches between the teachers' beliefs and practices. Some of these mismatches are as follow. First, the teachers believed that their feedback should focus on all aspects of writing, while their real feedback focus was on language of students' texts. Their reason for such focus was that students make many language errors, the institution policy requires them to focus on the language errors and students need to write correct grammatical sentences to pass the public exams. Second, the teachers believed that their students face difficulties to understand error codes, but they use error codes because they thought that error codes motivate students to think about their errors and correct their error. Third, teachers knew that feedback should focus on both strengths and weaknesses of students writing, but their actual feedback focused only on the weaknesses of the students writing. This could be attributed to the error-focused approach adopted by teachers, which draws their attentions to the students' weaknesses rather than their strengths. In conclusion, the discrepancies between teachers' beliefs and practices of feedback are caused by a

number of factors which are the policy of the institution, the students' expectation and needs, the exam culture and time constraints.

Another study conducted by Lee (2009) explored 48 Hong Kong secondary school teachers' openness and willingness to change their practice of feedback. The findings indicate that the teachers were open to change their ways of providing feedback, but there were some factors prevented them to do so. These factors were lack of professional training, resistance from key stakeholder, such as department heads and school principals who ask teachers to provide feedback in specific ways. The teachers' practices of feedback are also influenced by large classroom sizes, heavy teaching workloads, and tight teaching schedules. Lee concluded that to start feedback revolution, teachers need training and more power to innovate their ways of proving feedback.

Furthermore, Shulin (2013) interviewed 26 Chinese EFL teachers regarding their beliefs and practices of peer feedback. The findings were put under three cases. Case 1: teachers' beliefs affect their practices. The teachers who believed in the usefulness of peer feedback to develop their students' writing applied it in their classrooms; those who did not believe in the value of peer feedback due to their students' inability to pinpoint their peers writing problems did not use it in their classrooms. Case 2: Teachers' beliefs mismatch their practices. Some of the teachers who believed in the usefulness of peer feedback did not implement it in their classrooms because they thought that applying this type of feedback is complicated. Case 3: change of teachers' beliefs causes change in their practices. One of the teachers believed in the value of feedback and applied it in her classroom, and then she noticed that her students did not benefit from applying peer feedback. Thus, she stopped implementing this type of feedback in her classrooms. Shulin (2013:78) concludes that teachers, to apply peer feedback in effective ways, need to receive training about the value of peer feedback, and how to apply it effectively in their classrooms.

Recently, Ferris (2014) with her research team investigated teachers' philosophies and practices of feedback by administrating online survey to 129 college and university instructors from Northern California, interviewing 23 of them and analysing the interviewees' written feedback on their students written texts. The data show that most survey respondents apply multiple-draft approach and provide feedback during the different writing stages. The large majority of the survey respondents claimed to

provide their students with formal training to peer review, while only 32% of the interviewees did so. Some of them admitted that they did not use peer feedback because it consumes much of their class time, and their students are not able to provide valuable feedback to their peers. Concerning teacher-student writing conference, both the survey respondents and the interview participants believed that these conferences are helpful for their students. However, some interviewees did not apply these conferences because they thought it is impractical to hold these conferences with all students due to their limited class time. Regarding written feedback, the data show that all the instructors apply written feedback and the focus of their written feedback is directed by the students' needs. The analysis of the teachers' written feedback shows that it was in line with the recommended best practice of feedback. The results also illustrate that the teachers' ways of responding to their students writing are guided by their desire to encourage students and to build their confidence as well as enhancing students' responsibility for their own writing progress. Furthermore, the sources of their philosophies bout feedback are their graduate courses in teaching writing, ideas from their colleagues and feedback from their students.

Junqueira and Payant (2015) conducted one of the recent studies lasted for a semester to explore a native speaker pre-service ESL writing teacher's beliefs and practice of feedback. They collected data by a reflective journal, two semi-structure interviews, analysing the teacher written comments, and a member-checking meeting with the teacher after the data had been analysed. The results show that there are some disagreements between the teacher's beliefs and practice. The first mismatch is that, in the interviews and the journal entries, the teacher reported that her feedback should focus on both content and organization of her students' essays to meet the expectation of the program and the features of well-written texts. However, her actual practice of feedback focused more on language than on the content and organization. Junqueira and Payant explained this by that content and organization need limited number of comments, while local errors need more feedback points. The second mismatch is that the teacher reported that she provides explanation to her students' errors, while the analysis of her written feedback showed that she used direct and indirect feedback without providing explanation to the errors. The teacher also noted that providing feedback consume much of her time. This could be a reason for not applying her beliefs about providing explanation to the errors. The teachers also reported that her feedback is

directed by her students' needs. Moreover, she acknowledged that providing feedback requires practice and she became more comfortable to do so after a semester. When the mismatches between her beliefs and practices discussed with her, the teacher was surprised and not pleased that she cannot incorporate her beliefs into her teaching. She said "I just want to do it right, but it is hard" (Junqueira and Payant, 2015:31). Hence, Junqueira and Payant recommended that teacher-learners should be given opportunities to practice feedback, and this would help them to provide effective feedback on their students writing.

Comparing between the findings of these studies in EFL contexts and ESL contexts, it is apparent that there are a number of differences and similarities between EFL and ESL teachers' beliefs and practices of feedback. Interestingly, these findings suggest that EFL and ESL teachers share similar beliefs regarding some aspects and types of feedback, but their practices of these aspects and types are completely different. On the other hand, EFL and ESL teachers have different beliefs of the other aspects and types of feedback, whereas their uses of these aspects and types are partially similar. Some of these differences and similarities are introduced in the following paragraphs.

The findings of the studies in EFL contexts (e.g. Cohen and Cavalcanti, 1990; Lee, 2008a) and ESL contexts (e.g. Montgomery and Baker, 2007; Junqueira and Payant, 2015) reveal that both EFL and ESL teachers share the same beliefs regarding the focus of feedback. These findings show that most of EFL and ESL teacher participants believe that feedback should focus on all aspects of writing (language, content and organisation). Nevertheless, their practices of feedback contradict their beliefs as their feedback puts great emphasis on the language of their students written texts rather than the other aspects of writing. Moreover, these teachers reported similar reasons for the discrepancy between their beliefs and practices of feedback. For example, most of them explained that their feedback focus is directed by their students' level of proficiency, their students' needs and the level of the writing courses they teach (e.g. Lee, 2008c; Junqueira and Payant, 2015). In addition, some of the EFL teacher participants in Cohen Cavalcanti (1990) and Lee's (2008a) studies added another reason, which seems to be restricted to the EFL contexts. This reason is that their focus of feedback is guided by the examination requirements, which emphasise writing accuracy more than fluency.

The findings of these studies also suggest that both EFL and ESL teachers believe in the usefulness of applying multiple-draft approach in their writing classrooms (e.g. Lee's,

2008a; Montgomery and Baker, 2007; Ferris, 2014). However, EFL teachers cannot apply this approach in their writing classrooms because there are some barriers, such as time constraints and large classroom size, prevent them to do so (Lee, 2008a). On the other hand, ESL teachers' beliefs are in line with their practices as they apply the multiple draft approach in their classrooms (Montgomary & Baker, 2007; Ferris, 2014; Junqueira and Payant, 2015). This indicates that the ESL context environment is facilitating the use of this approach.

Another important finding is that peer feedback and teacher-student conference are rarely used in EFL writing classrooms (e.g. Lee, 2008a), and they are extensively applied in ESL writing classrooms (e.g. Ferris, 2014). A possible explanation for this might be that ESL context is more facilitating and motivating for applying these approaches of providing feedback. Interestingly, most of EFL teachers and the few of ESL teachers who do not apply teacher-student conference in their writing classrooms reported nearly similar justification for not using this approach. Both of them explained that they do not have enough time to apply teacher-student conference with every student after every writing task (Lee, 2008a; Ferris, 2014). Another interesting finding is that both EFL teachers in Shulin's study (2013) and ESL teachers in Ferris's study (2014) who do not apply peer feedback have the same reasons for not applying this type of feedback in their writing classrooms. Both of them reported that they do not apply peer feedback because it consumes long time, and their students are unqualified to provide valuable feedback to their peers. However, the EFL teachers have specific additional reason for not applying these approaches of providing feedback which is that they suffer from lack of training on how to provide feedback effectively (Lee, 2009).

Furthermore, the comparison between these studies indicates that EFL teachers and ESL teachers have different beliefs regarding the effectiveness of comprehensive and direct error correction. It is found that EFL teachers believe in the effectiveness of comprehensive and direct error correction, and they apply these types to correct their students' errors (e.g. Lee, 2008a). Moreover, those few EFL teachers who believe in the effectiveness of selective and indirect error correction cannot apply their beliefs because the panel policy requires them to use comprehensive and direct error correction strategies (Lee, 2008a; 2009). Such restrictions seem not to be found in the ESL contexts where teachers can apply their beliefs of feedback. For instance, it is found that ESL teachers believe in and use the types of error correction that are in line with the

recommended practice of feedback (i.e. selective and both direct and indirect error correction) (Ferris, 2014; Junqueira and Payant, 2015).

This comparison also manifests some contextual factors influence EFL and ESL teachers' beliefs and practices of feedback. One of them is that EFL teachers suffer from lack of professional training that they need for responding to their students writing effectively (Lee, 2008a; 2009). Conversely, ESL teachers have the opportunities to attend pre-service and in-service training courses that qualify them to provide feedback in effective way (Junqueira and Payant, 2015). Moreover, EFL teachers ways of providing feedback is affected by large classroom size and heavy teaching load (Lee, 2009), while these factors seem not to be found in the ESL contexts. In addition, EFL teachers' ways of providing feedback are guided by the exam orientation and time constraints (Lee, 2008a). On the other hand, ESL teachers' ways of responding to their students writing are guided by their desire to encourage students building their confidence as they write as well as making their students responsible for developing their writing skills (Ferris, 2014).

In short, the results of these studies indicate that teachers' beliefs and practices of feedback are influenced by several factors, and these factors might be different from one context to another. These factors are vary from examination policy of the institute, students' needs, policy of education institution, teachers' lack of training, students' level of proficiency, large classroom size, lack of time and heavy teachers work load. They also show some sources of teachers' beliefs and practice, such as previous education courses and ideas from colleagues and students.

3.2.4   Conclusion

The above review of research studies about teachers' beliefs and practices of feedback has yielded valuable results about the relationship between teachers' beliefs and practices of feedback in writing classrooms, about the divergence between teachers' beliefs and practices of feedback and about the factors that impede teachers from practicing their beliefs about feedback. However, most of these studies focused on teachers' beliefs and practices of written feedback (Montgomery and Baker, 2007; Lee, 2008a; Lee, 2008c; Lee, 2009; Ferris, 2014; Junqueira and Payant, 2015), and few of them investigated teachers beliefs and practices of peer feedback (Shulin, 2013; Ferris, 2014) and teacher-student conference (Ferris, 2014). In addition, most of the studies

examined teachers' beliefs and practices of error correction and written feedback focus (Cohen and Cavalcanti, 1990; Montgomery and Baker, 2007; Lee, 2008a; Lee, 2008c; Lee, 2009; Junqueira and Payant, 2015) and gave little attention to teachers' beliefs and practices of written commentary types (Ferris, 2014). Moreover, most of these studies mainly examined the discrepancies between teachers' beliefs and practices and explored the factors that prevent teachers from practicing their beliefs. However, little concern was given to teachers' sources of their beliefs and teachers' pedagogical reasons for their practices of feedback. It is also noticeable that the results of these studies are different from one context to another. For example, Ferris (2014) found that the college and university instructors' practices of written feedback are in agreement with their beliefs as well as in line with the suggested principles of feedback. On the other hand, Lee (2008a, 2008c) found that EFL secondary school teachers' practices of the different types of error correction mismatch not only with their beliefs, but also with scholar's suggestions for the best practices of feedback. This suggests that the context influences teachers' ways of responding to students writing. However, similar results were found in different contexts. For example, some teachers in Ferris (2014) and shulin's (2013) studies identified their students' inability to provide valuable feedback as a factor hinders them from applying peer feedback. Moreover, most of these studies refer to the scant attention given to teachers' beliefs and practices of feedback in L2 writing classrooms and indicate that more research is required in different contexts for deeply understanding this phenomenon (Lee, 2008a; Ferris et al, 2011; Ferris, 2014; Junqueira and Payant, 2015).

Therefore, this study examines university EFL teachers' beliefs and practices of feedback. Compared with the other studies, it investigates not only the teachers' beliefs and practices of written feedback, but also of the other approaches of providing feedback such as peer feedback, teacher-student conference and computer mediated feedback. It also pays attention to teachers' beliefs and practices of error correction types, focus of written feedback and written commentary types. In addition, this study explores factors that shape teachers' beliefs and practices of feedback. It also aims to include teachers' voice about their pedagogical reasons for their ways of providing feedback.

This study is based on the assumption that teachers' beliefs about feedback have strong impact on their practices of feedback, and the sources of teachers' beliefs about

feedback are the same sources that teachers base their practices of feedback on. However, teachers might find difficulties to practice their beliefs due to different factors that impede them from practicing their beliefs. The findings of this study may help to advance the knowledge about teachers' beliefs and practices. It might give some additional insights into EFL teachers' beliefs and practices of feedback, such as identifying some sources of EFL teachers' beliefs and practices of feedback, pinpointing some factors prevent teachers from practicing their beliefs of feedback and knowing some pedagogical reasons guide EFL teachers' ways of providing feedback. The results of this study may also offer some implications for developing teachers' ways of providing feedback in L2 writing classrooms.

3.3 Preferences of Students for Feedback

Students have different learning styles and preferences for instructional practices (Reid, 1997; Katayama, 2007). These learning styles and preferences are influenced by different variables such as age, language background, level of education, field of study, and experience (Reid, 1997). Students' learning styles and preferences might also form strategies they employ for their learning (Reid, 1997). These assumptions guide teachers and researchers of L2 writing to assume that attitudes and preferences of students for feedback might support or inhibit feedback roles in their language learning, their language acquisition and their writing skills development (Hedgcock and Lefkowitz, 1996; Chiang, 2004; Lee, 2005; Katayama, 2007). In other words, students are assumed to deal with types of feedback they prefer, and they might extensively utilise these types for developing their writing (Schulz, 2001), whereas "unfavourable teacher feedback … could be a source of frustration for students, debilitating and demotivating them at the same time" (Lee, 2005:4). Accordingly, as teachers of writing, researching students' views and preferences for feedback, can help "us understand what students want and how they feel about what we do, can assist us in perceiving ways in which our philosophies and practices and even our specific feedback techniques may be misunderstood by students" (Ferris, 2003a:93). Based on these assumptions, L2 writing researchers, for developing the pedagogical practices of feedback, have investigated preferences and attitudes of students towards the different aspects of feedback in different contexts. The following sections briefly survey some of these research studies in L2 writing classrooms. These sections present the findings of these studies about

preferences and attitudes of students towards value of feedback, approaches of providing feedback, error correction types, feedback focus and written commentary types.

3.3.1   Value of Feedback

Most studies investigated students' views about value of feedback in L2 writing classrooms demonstrate that students appreciate to receive feedback on their written texts, and they believe in the essentiality of feedback for developing their writing skills (Radecki and Swales, 1988; Cohen and Cavalcanti, 1990; Hyland, 2003; Chiang, 2004; Diab, 2005b; Lee, 2008b; Hamouda, 2011). In terms of the value of the different approaches of providing feedback, most studies show that students prefer teacher written feedback more than the other approaches of providing feedback (Radecki and Swales, 1988; Leki 1991; Tsui & Ng, 2000; Zhu 2010; Hamouda 2011). Other studies find that students prefer to receive feedback from their teachers either written or oral (Arndt, 1993; Saito, 1994). Some studies reveal that students think that providing feedback is one of the teachers' responsibilities (Radecki and Swales, 1988; Lee, 2005). Other studies demonstrate that students mistrust their peers' feedback because they think that their peers do not have enough knowledge to detect and correct errors and are unable to give constructive comments and suggestions (Oladejo, 1993; Saito, 1994; Tsui & Ng, 2000; Hamouda, 2011). However, researchers advocate the use of peer feedback and teacher-student conference because these approaches of providing feedback are useful for enhancing students' learning of the target language and developing of their writing skills (See 2.4.1/ 2.4.2). The findings of these studies suggest that ESL and EFL students appreciate receiving feedback on their writing, and they regard teacher feedback, written or oral, more valuable than peer feedback. These findings also indicate that teacher written feedback is the most preferable type for students.

3.3.2   Form vs. Content

Researchers agree that feedback on organisation and content assists students to develop their writing skills (Fathman and Whelly, 1990; Ferris & Hedgcock, 2005), and even those who are against grammar correction support this view (Kepner, 1991; Truscott, 1996, 1999). However, many research studies in ESL and EFL contexts show that students prefer their teachers' feedback to focus more on their surface-level of errors

(Leki, 1991; Saito, 1994; Enginarlar, 1993; Lee, 2005; Diab, 2005a; Diab, 2006; Amrhein & Nassaji, 2010; Hamouda 2011). Few studies demonstrate that students like feedback to focus more on the content and organisation of their written texts (Cohen & Cavalcanti, 1990; Oladejo, 1993). The following paragraphs review some of these studies in details.

Radecki and Swales (1998) conducted one of the early studies with 5 Receptor students, one Semi-resistor and two Resistors. This classification of students was based on their degree of acceptance to revisions and to their teacher intervention to provide feedback on their written texts. The interview results showed that the students expect their teacher's feedback to focus on their surface errors. However, all Receptor students preferred to receive feedback on the organization of their texts, the Semi- resistor student wanted his teacher to focus on the structure and organization of his writing and one of the Resistors preferred to receive feedback on organization of his writing. Only the other Resistor student preferred feedback to focus on grammar and structure and believed that he is responsible about the content of his written work. These results indicate that students' attitude towards writing and towards feedback influence their preference for feedback focus.

Similarly, Chiang (2004) compared between preferences of 15 senior and 15 junior students of a secondary school in Hong Kong by using questionnaire and interviews. The results of the questionnaire showed that both senior and junior students preferred feedback to focus more on grammar than on organization and content. However, senior students valued feedback on organization and content more than junior students did. Surprisingly, in the interviews, all the students, senior and junior, reported that they preferred feedback on content and organization, and they recognized these aspects of writing more important than grammar and vocabulary. These students justified the contradiction between their answers in the questionnaire and in the interviews by stating that grammatical mistakes hamper them from expressing their ideas and thoughts, and their teachers emphasise that grammar is the most important aspect of writing. Thus, they give more attention to the teachers' comments on grammar. They added that their teachers' comments about content and organisation of their writings are too general so that they did not give great attention to such comments. These findings suggest that the students' experiences slightly influence their preferences for the focus of feedback, as

both junior and senior students' preferences are nearly the same. The findings also indicate that teachers' practices of feedback influence students' preferences.

Amrhein & Nassaji (2010) also surveyed 33 ESL students' and 31 ESL teachers. They found that most students preferred to receive feedback on writing conventions (grammar, punctuation, and spelling). On the other hand, teachers believed that feedback should focus on all aspects of writing (form, content, and organisation), but they considered their students preferences as they provided feedback. This implies that students' preferences might influence teachers' ways of providing feedback.

Correspondingly, Lee (2008b), by using questionnaire, checklists and protocols, examined the reaction of 36 high proficient students and 22 low proficient students studying at a secondary school in Hong Kong. She found that most low proficient students liked feedback to focus on language more than content and organization, while most high proficient students preferred feedback to focus on all aspects of writing. These results indicate that students' level of proficiency influences their preferences regarding feedback. Lee (2008b:158) suggests that "feedback informed by a flexible policy that takes into their account students' abilities is more likely to help students develop interest, confidence, and self-esteem in writing than rigid policy that requires comprehensive error feedback across the board."

The findings of these research studies illustrate that preferences of students regarding the focus of written feedback are inconsistent. It is noticeable that preferences of students for the focus of feedback are influenced by their attitudes towards writing. For example, students who believe that their writing should contain no linguistic errors prefer their teacher feedback to focus on the form of their written texts. It is also clear that students' level of proficiency and experience impact on their preferences. This might indicate that students are aware of their needs. For example, low proficient students need to develop their grammar to write correct sentences that express their ideas and thoughts, while high proficient students who master wide range of grammatical structures and vocabulary need to develop the content and organization of their written texts. Moreover, teachers' ways of providing feedback seem to impact on preferences and attitudes of students regarding feedback. For example, the extensive focus of feedback on students' grammatical errors might make students believe that grammar is the most important aspect in writing, and thus they prefer their teachers' feedback to focus on their grammatical errors.

Regardless of these findings, L2 writing researchers recommend that teachers should provide feedback to more than one draft and focus on all aspects of writing (Fatman & Whalley, 1990; Hyland & Hyland, 2006a). They should also avoid giving feedback on both content and grammar on one draft because concentration on one aspect of any written work would produce more improvement in students' writing skills (Zamel, 1995). Moreover, they should prioritize their comments to what have been discussed in their classrooms, to student's individual problems and to their serious problems (Ferris and Hedgcock, 2005).

3.3.3   Comprehensive Error Correction vs. Selective Error Correction

 Although, research studies show evidences that selective error correction assists students to edit their current written texts and eradicate some of those selected errors in their future written work (Sheen, 2007; Ellis, et al 2008; Bitchener, 2008; and Bitchener & Knoch, 2009), many studies show that students opt for comprehensive error correction. Surveying 100 ESL students' preferences for feedback, Leki (1991) found that 70% of the participants prefer their teacher to mark all the errors in their written work. These students want to "perfect their English" (Leki, 1991:204) and believe that a well-written work should contain no grammatical errors. Similarly, Oladejo (1993) investigated the views and attitudes of 500 undergraduate ESL students' preferences, from different disciplines attending proficiency courses in English, for error correction. The findings demonstrated that most of the students like all their error to be corrected "in order to enhance their fluency and accuracy in the language" (Oladejo, 1993:78). Correspondingly, Diab (2005a) administrated a questionnaire to 156 EFL Arab students enrolled in an English course at the American University in Beirut in order to explore their preferences towards error correction on both first and second drafts. The results revealed that most of the students prefer their teacher to correct all their errors especially in the final draft. Lee (2005) also surveyed 320 EFL secondary school students and interviewed 27 of them about their attitudes towards error correction. The findings showed that 83% of the students appreciate to receive comprehensive error correction. In the interviews, the students explained their preferences by stating that knowing their errors would help them to avoid repeating these errors. Sixty percent of the students reported that their teachers underline or circle all their errors. This indicates that teachers' ways of correcting the students' errors may influence their attitudes

towards errors. Correspondingly, Zhu (2010) surveyed the attitudes of 58 EFL students studying at Polytechnic University in China towards error correction by using questionnaire. He found that 70% of the students appreciate their teacher to correct all the errors in their work, while 30% of the students want their teacher to correct only their serious errors. Those who like selective error correction said that we might lose confidence if we find our papers full of the corrections. Based on these findings, Zhu recommends teachers to correct errors selectively and focus on the errors that hinder communication and the errors that regularly repeated by students. However, Radecki and Swales (1988) state that teachers may lose their credibility with their students if they do not correct all their students errors.

The results of these studies suggest that both ESL and EFL students appreciate receiving comprehensive error correction. The two possible causes for their preferences to this strategy are their belief that identifying their errors helping them to eliminate these errors in the future and their teachers' extensive use of this strategy.

3.3.4   Direct Error Correction vs. Indirect Error Correction

Regarding students' preferences to direct and indirect error correction, the results of the studies in L2 writing classrooms are different from one context to another. For example, Leki (1991) found that most of the ESL student participants in her study preferred indirect feedback by indicating the errors and giving clues. Similarly, the findings of Oladejo study (1993) in ESL context demonstrated that most students preferred indirect feedback by providing comments and clues to their errors for helping them to self-correct their errors. Ferris and Roberts (2001) also found that ESL students appreciated receiving indirect feedback by underling errors and by coding errors, and they thought that these strategies are helpful for self-editing their writing.

Conversely, Lee (2005) found that EFL students preferred to receive corrections to their errors, and they felt that direct feedback helps them correcting their errors easily. This suggests that "students are reliant on teachers" (Lee, 2005:7). Most of the students also showed preferences to error codes because they believed that codes help them to understand the types of their errors. Their preference to error codes could be attributed to their teachers' use of error codes in marking their writing as 91% of the students reported. Lee (2005:8) concluded that "students were of two minds. On the one hand,

they wished to have their errors corrected by teachers. On the other hand, they believed that correction codes could help them correct errors more effectively."

Similarly, in her study with the EFL students, Diab (2005a) found that most students preferred their teachers to locate their errors with some clues helping to correct them in the first draft and provide them with direct feedback in the final draft. The students also reported that their teacher provides them with indirect feedback on the first draft and direct feedback on the final draft. Diab (2005a:43) concluded that " these findings may indicate that teachers seem to be behaving according to students' preferences or, perhaps just as likely, that students preferences for teacher feedback reflect instructional practice."

The findings of these studies might suggest that ESL students opt for indirect feedback, while EFL students appreciate to receive direct feedback. A possible explanation for students preferences might be that ESL classrooms are student-centred classrooms where teachers provide indirect feedback, and students are encouraged finding the correction of their error by themselves. This reflects on their attitudes towards feedback. One the other hand, EFL classrooms are teacher-centred where teachers provide direct feedback and students depend on their teachers corrections and use memorisation as strategy for learning.

3.3.5   Written Commentary

Few studies examined preferences of students for written commentary. Chiang (2004) conducted one of these studies with 30 junior and senior students of a secondary school in Hong Kong. The findings of this study showed that most students reported that they received a lot of negative feedback and felt discouraged about this kind of feedback. Thus, Chiang recommended teachers to use positive feedback from time to another for motivating and encouraging students to revise their written texts.

Keh (1990) also found that some of EFL students do not appreciate one-word form comments, as these comments cannot provide them with sufficient information about their work and sometimes confuse them. In addition, "One student reported that question comments were most useful, because they forced her to think about the answers" Keh (1990: 302). The students also "described helpful comments as those that point out specific problems and provide suggestions, examples, or guide-lines for

revision" (Keh, 1990:302). These Students seem to be aware of what constitutes valuable feedback because their views are identical to the feedback guidelines constructed by scholars in this field (see 2.7.1).

Ferris (1995) found that ESL students, in multiple-draft setting, appreciated the positive comments provided by their teacher and liked to receive both positive comments and constructive criticism on their writing. Interviewing 14 L1 and L2 students about the comments they received in two of their assignments, Treglia (2008) found that most students felt that the use of some mitigation forms, such as positive phrases before criticism or hedges, are helpful for them as they make them feel happy and encourage them to work harder. The students also preferred to receive comments that offer suggestions that guide them to improve their written works.

Hamouda (2011) found that the majority EFL Arab student participants in his study prefer the form of statement as it is clear and understandable. He also found that about 25% of the students dislike questions an imperatives. He noted that these forms could "lead to confusion or misunderstanding" (Hamouda, 2011:132).

The findings of these studies suggest that both ESL and EFL students appreciate to receive clear understandable comments that identify their writing problems, and they can use them easily and effectively. They also prefer comments that lead them to correct their errors and develop their writing. However, students do not like comments that negatively affect their attitudes towards writing.

3.3.6   Differences and Similarities between EFL and ESL Students Preferences

The above review of the studies in both EFL and ESL contexts demonstrates that most of these studies probe into students' preferences for the focus of feedback and for the different types of error correction. It also shows that these studies give little attention to students' preferences for the different types of written commentary and time of feedback. Comparing between the findings of these studies, many similarities and few differences between EFL and ESL students' preferences are identified. Some of these similarities and differences are outlined in the following paragraphs.

One of these similarities is that both EFL and ESL students value feedback on their written texts, and consider it helpful for the development of their writing skills. They

also appreciate teacher feedback more than peer feedback and believe that their teachers are responsible for providing them with feedback (Radecki and Swales, 1988; Saito, 1994; Ferris, 1995; Diab, 2005b; Hamouda, 2011). Moreover, the students in both contexts do not like to receive feedback from their peers because they believe that their peers are unable to give them invaluable feedback on their written texts (Oladejo, 1993; Saito, 1994; Tsui & Ng, 2000; Hamouda, 2011). The students' appreciation of receiving feedback on their written texts indicates that feedback does help them to develop their writing abilities. Zhu (2010) attributes the EFL students' preferences for teachers' feedback and their mistrust to their peers' feedback to the extensive use of teacher feedback in the EFL contexts. On the other hand, Leki (1991) and Oladejo (1993) relate the ESL students' preferences for teacher feedback and their dislike to peer feedback to their previous learning experiences in the EFL contexts. Leki (1991:209) clarifies ESL students who attended their first composition classes "had not had the opportunity to use peer responding and, therefore, did not believe it would work." Oladejo (1993:83) also explains that ESL students might be affected by their culture, which views peer feedback "as a sign of losing face."

Another similarity shown by these research studies is that most EFL and ESL students prefer feedback to focus more on the local issues of their written texts (grammar, vocabulary) than on the global issues of these texts (content and organisation) (Leki, 1991; Saito, 1994; Enginarlar, 1993; Diab, 2006; Amrhein & Nassaji, 2010). These students care about their writing accuracy more than writing fluency, and they believe that their written texts should be error free (e.g. Leki, 1991; Chiang, 2004; Amrhein & Nassaji, 2010). These findings might be explained by that the extensive focus of the EFL teachers' feedback on local issues contributes in shaping their students' attitudes towards writing and towards the focus of feedback (See 3.2.3). On the other hand, Leki (1991:204) explains that "ESL students' previous training in English may impede their ability, or even willingness, to share their teachers' belief that rich content is more important than grammatical perfection." In other words, ESL students' preferences for the focus of feedback might be a result of their previous learning experiences and trainings in their home countries.

However, few studies show that some of their student participants prefer teacher feedback to focus on content rather than language, or on organisation rather than the other aspects of writing (Radecki and Swales, 1988; Chiang, 2004; Lee, 2008b). These

results suggest that students' attitudes towards writing, their needs to improve their written texts and their level of proficiency influence their preferences for the focus of feedback. For example, Chiang (2004) and Lee (2008a) studies which conducted in EFL contexts reveal that high proficient students prefer feedback to focus on content rather than language, while low proficient students prefer feedback to focus on language rather than content.

Furthermore, the results of these research studies suggest that EFL and ESL students prefer all their errors to be corrected (comprehensive error correction) (Leki, 1991; Oladejo, 1993; Diab, 2005b; Lee, 2005; Zhu, 2010). This result is explained by the fact that both EFL and ESL students have the concept that recognising their errors would help them not repeating these errors in their future written texts (Lee, 2005; Diab, 2005b). Another possible explanation for this result is that teachers' use of comprehensive error correction in both contexts shapes the students' preferences for this type of error correction (Leki, 1991; Lee, 2005). However, scholars recommend teachers to avoid applying comprehensive error correction because it is time and effort consuming for teachers as well as overwhelming and discouraging for students (Raimes, 1983; Byrne 1988; Ferris 2002).

Moreover, the few research studies in both contexts, which investigated students' preferences for written commentary, nearly have similar results (e.g. Keh, 1990; Ferris, 1995). These studies find that both ESL and EFL students appreciate to receive clear understandable comments that identify their writing problems, and they can use them easily and effectively. They also prefer to receive positive comments that encourage them to write, and they like those comments that lead them to correct their errors and develop their writing. Conversely, the students do not like the comments that negatively effect on their attitudes towards writing.

As there are many similarities between the preferences of students in both contexts, few differences were identified. The most evident difference is that EFL students prefer to receive direct feedback from their teachers (Lee, 2005; Diab, 2005a), whereas ESL students like their teachers to provide them with indirect feedback (Leki, 1991; Olajejo, 1993; Ferris and Roberts, 2001). This indicates that EFL students are more dependent on their teachers than ESL students (Lee, 2005). A possible explanation for these results might be that EFL classrooms are teacher-centred where teachers provide students with the correct form of their errors, and students rely on their teachers' corrections and use

memorisation as strategy for learning. In contrast, ESL classrooms are student-centred where teachers provide indirect feedback, and students are encouraged to find the correction of their error by themselves.

In conclusion, the results of these studies reveal that students in both contexts share many similarities regarding their preferences for feedback. They also show few differences between their preferences for few aspects of feedback, and these differences are also found between the students of one context. The students' preferences of feedback seem to be influenced by several factors, such as their previous language learning experience, their attitudes towards writing, their needs to develop their writing skills, their level of proficiency and their teachers' ways of providing feedback.

3.3.7   Students Difficulties to Deal with Teacher Written Feedback

Few studies ask students about the problems they encounter as they handle their teacher written feedback. Chiang (2004) conducted one of these studies with senior and junior EFL students. The findings of this study demonstrate that students: "did not understand the correction codes and symbols.., they couldn't see their teacher's handwriting.., they did not agree with their teacher comments… students had difficulties understanding their teacher's   handwriting… students didn't understand their teacher's comments about ideas and organization" (Chiang, 2004: 104). The findings also show that there was no significant difference between difficulties faced junior and senior students. However, "a higher percentage of junior form students had difficulties understanding their teachers handwriting, while more senior form students did not understand their teacher's comments about ideas and organization" (Chiang, 2004: 104).

Some researchers also attempted to identify the difficulties confronted by students as they handle teacher written feedback by describing teachers' feedback. Their descriptions to teacher feedback provide valuable insights on the difficulties that may encounter students for handling teacher written feedback. One of these researchers is Zamel (1985: 79) who describes teachers written comments as "confusing, arbitrary, and inaccessible" and acknowledges that the characteristics of the teachers' comments are the main cause of students' misunderstanding of these comments. Similarly, Cohen and Cavalcanti (1990) attributed students' misunderstanding of teacher written feedback to its nature "which is unclear, inaccurate, and unbalanced" (Cohen and Cavalcanti, 1990:155). Leki (1992:122) indicates that "sometimes students are not sure exactly

which part of their text a comment is addressed to. Sometimes the gist of the comment itself is unclear … Sometimes the comment seems inapplicable to the student." Students also feel demotivated when their teacher feedback "is illegible, cryptic (e.g., consisting of symbols, single-word questions, comments), or confusing (e.g., consisting of questions that are unclear, suggestions that are difficult to incorporate into emergent drafts)" (Ferris & Hedgcock, 2005:188-189). Students might also have difficulties in understanding indirect mitigated comment (Hyland and Hyland, 2001). These difficulties in understanding and handling feedback might minimise its benefits.

These difficulties imply that teachers have great responsibility to maximize the benefits of their feedback. They should encourage students to interact and communicate with them if they have any difficulty in understanding their feedback (Ferris & Hedgcock, 2005). Teachers also need to write their comments in clear readable handwriting (Hahn, 1981), and they need to use direct comments and avoid using indirect comments which confuse students, especially low proficient students (Hyland and Hyland, 2001). Teachers should also teach their students the error codes used in their classes and provide them with list of these codes at the beginning of the academic year (Chiang, 2004). Moreover, class discussions between teacher and students are also helpful to make feedback more productive. During these discussions, teachers explains their ways of providing feedback and give chance to students to ask questions about the different aspects of feedback and to raise their ideas about feedback (Zamel, 1995; Ferris, 1995; Chiang, 2004; Goldstein, 2005). In addition, teachers are responsible for teaching their students some strategies that help them to handle their feedback. Hahn (1981:9) confirms that "the student thinks that he/she can improve his/her writing but he/she needs his/her teacher to give them strategies and solutions to overcome the mistakes he/she commits." Mack (2009:36) agrees that "effective feedback assesses students' skills, and gives them clear guidance to how they can improve their essay."

3.3.8 Students Strategies to Handle Teacher Written Feedback

Students employ different strategies to handle teacher written feedback. Few studies were conducted to examine the strategies students employ to handle their teachers' feedback. Cohen and Cavalcanti (1990) conducted an early study with 11 institute EFL students, 13 university EFL students and 19 L1 students. Its findings were that all students "frequently made a mental note of the teacher's comments, identified the points

they needed to discuss with the teacher, and asked the teacher about these points" (Cohen and Cavalcanti, 1990:169). The students rarely go back to their previous essays to find corrections to their errors and consult a grammar book to understand the nature of their errors and correct them. Cohen and Cavalcanti (1990:174) suggest that students, regardless of their level of proficiency, need training to apply alternative strategies such as "judicious use of revision, incorporating the teacher's comments…"

Similarly, Chiang (2004) compared between EFL senior and junior students strategies to deal with the teacher feedback. He detected that senior students are more independent than junior students are. Senior students tried to depend on themselves by using strategies like remembering their mistake, checking dictionaries and checking grammar books, while junior students frequently resorted to their classmates and teachers for helping them to correct their errors.

Ferris (2006) investigated the different types of revisions employed by students. She found that 80% of the participants corrected their errors by deleting the text containing the error and made a correct substitution, a few (10%) of the participants incorrectly revised their errors, while the rest (10%) made no changes. This indicates that students do not incorporate their teachers' feedback on their revised tests.

In short, these studies stated numerous strategies used by students to tackle their teacher's comments (i.e. revising their composition, making a mental note, identifying points to be explained, asking for the teacher explanation, consulting peers, referring back to previous compositions, consulting a grammar book, checking dictionaries and other strategies). They also give inconsistent results about the influence of students' level of proficiency on their use of strategies. For example, Cohen and Cavalcanti (1990) found that all students, regardless their experience and level of proficiency, apply nearly the same strategies, while Chiang (2004) suggest that seniors student appear to be more independent than senior students.

3.3.9   Conclusion

The findings of the above studies were different from one context to another, and sometimes there is no agreement between students' preferences in the same contexts. This could be attributed to that students in each context have their own characteristics, aims, motivations, experiences and expectations (Ferris, 2003a). Moreover, most of

these studies were conducted in ESL contexts (Radecki & Swales, 1988; Leki, 1991; Cohen & Cavalcanti, 1993; Ferris 1995; Hedgcock and Lefkowitz, 1996; Diab, 2005b; Amrhein & Nassaji, 2010). Those studies which were conducted in EFL contexts were in Hong Kong and China (Chiang, 2004; Lee, 2008b; Zhu, 2010), and few studies were conducted in Arabic context (e.g. Diab, 2005a). These contexts have some different aspects from where this study took place, Department of English, University of Zawia, where students' first language is Arabic, and they are English major students.

Furthermore, most of these studies are descriptive studies focusing on views and preferences of students for error correction (Leki, 1991; Diab, 2005a, Zhu, 2010) and giving little attention to views and preferences of students for written commentary types (Keh, 1990; Ferris, 1995; Chiang, 2004). Most of them also overlook students' accounts and reasons for their preferences, and how their preferences and views towards feedback are formed. It is noticeable that most of these studies used questionnaire only (Leki, 1991; Ferris, 1995; Diab, 2005a; Zhu, 2010; Amrhein & Nassaji, 2010; Hamouda 2011), and some of them employed both questionnaire and interview (Radecki and Swales, 1998; Chiang, 2004). In addition, few of these studies consider the effect of students' experience and level of proficiency in their preference regarding feedback (Chiang, 2004; Lee, 2008b). Moreover, few of them attempt to incorporate students' voice about their difficulties as they deal with teacher written feedback and their strategies for handling feedback (Chiang, 2004).

Therefore, this study will investigate not only students' preferences for the approaches of providing feedback and error correction types, but also their views and preferences for written commentary types and time of feedback. It will also examine the reasons that the students have for their views and preferences for these aspects of feedback. This study will also research the impact of students' experiences on their preferences and views. This will be achieved by comparing between preferences of senior students (fourth year students) and preferences of junior students (first year students) for feedback on their writing. This study also intends to investigate senior and junior students' difficulties for handling teachers' written feedback. It aims to examine the effect of students' experiences in dealing with feedback by comparing between difficulties encountered by senior and junior students when dealing with feedback. It is supposed that junior students would face more difficulties than senior students as senior students have more experience in dealing with different types of feedback than junior

students do. This study will compare between strategies applied by senior and junior EFL students as they tackle teacher written feedback. The results of this comparison might give more insight about the impact of students' experiences on their use of strategies for dealing with teacher written feedback. This study will utilise two instruments of data collection (i.e. questionnaire and interview) to obtain detailed information about the students' views and preferences for feedback, the reasons of their preferences and views and their difficulties and strategies for handling written feedback.

3.4   Teachers' Practices and Students' Preferences

"A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation" (Peacock, 2001: 3). The mismatch between teachers' instructions and students' expectations and views might negatively influence students' learning and their attitudes and views towards classes and the target language (Reid, 1987). On the other hand, matching between teachers' instructions and students' learning styles may affect positively on students' attitudes and motivations towards the target language and may lead to improvement on their learning of the target language (Reid, 1987; Hyland, 1993). Some of L2 writing researchers agree with this hypothesis and claim that a match between teachers' and students' views regarding feedback are significant for the success of feedback and affect positively on students learning and on the development of their writing skills (Saito, 1994, Schulz, 1996; 2001; Diab, 2005a; Amrhein & Nassaji; 2010). For instance, Diab (2006) argues that:

> "If teachers and students both understand the purpose of certain correction techniques and agree on their use, feedback is more likely to be productive. Conversely, if teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective and, in the worst case, discouraging for students who are learning to write in their second language" (Diab, 2006:2)

Accordingly, teachers of writing need to understand their students' beliefs and preferences towards feedback and put these beliefs and preferences into accounts as they provide feedback to their students (Hyland, 2003; Lee, 2008b). Moreover, "teachers should pay careful attention to what students feel towards their instructional methods and find out whether there are any differences in opinion between the teachers

and the students in this regard, attempting to resolve such discrepancies appropriately" (Saito, 1994:66).

Some studies were conducted to compare between teachers' beliefs and students' preferences regarding feedback in L2 writing classroom (Arndt, 1993; Schulz, 1996; 2001; Diab, 2005a, 2006; Katayama, 2007; Amrhein & Nassaji; 2010; Hamouda, 2011). These studies demonstrate that students and teachers agree about some issues related to feedback. For instance, most of the studies conducted in EFL, ESL and FL contexts revealed that students and teachers agreed about the value of feedback in the writing classrooms (Schulz, 1996; Radecki and Swales, 1988; Cohen and Cavalacnti, 1990; Chiang, 2004; Diab, 2005b; Lee, 2008b; Hamouda, 2011). Students liked to get feedback on their written work, and they regarded it as a valuable technique helping them to perceive their weakness and strength in writing. They also believed that feedback gives them assistance to discover their errors and eliminate those errors in their future compositions. For example, most student participants in Schulz study (1996) indicated that they "feel cheated if a teacher does not correct the written work they hand in" (Schulz, 1996: 346). Likewise, teachers considered feedback as a significant method for improving students' writing, and they felt responsible for providing feedback to their students. Hamouda (2011), in his research study with EFL Arab teachers and students, also found that teachers and students were in agreement that constructive criticism is more valuable than praise because they thought that this type of comments assists students to recognise their problems and stimulates them to work harder to overcome those problems. Arndt (1993), comparing between the perceptions of EFL students and teachers, found that both believed that feedback should focus on both local and global issues of students' writing, and global feedback should be provided before local one. The teachers and students agreed that indirect feedback is more helpful for students than direct one.

On the other hand, these studies also show considerable discrepancies between teachers' beliefs and students' preferences. For example, Arndt (1993) found that EFL students preferred teacher written feedback more than other type of feedback, while teachers valued teacher- student conference to the other approaches of providing feedback.

Diab (2006) found that EFL teachers' believed that feedback should focus on both content and form in both first and final drafts, while students preferred to receive feedback on their writing style and ideas in the first draft and on form in the final draft.

The results of Diab's study also suggest that not only students and teachers were not in agreement regarding some aspects of feedback, but also the teachers themselves were divided in their beliefs regarding feedback. She concluded that teachers' beliefs are shaped by "preparation and in-service development and training, professional experience, as well as their own experience as language learners" (Diab, 2006:6). She also warned that teachers who hold misconceptions and unrealistic beliefs about language learning might transmit these beliefs to their students through their instructions.

Amrhein and Nassaji (2010) found that ESL students preferred all errors to be corrected and thought that this will help them develop their writing. On the other hand, teachers favoured to mark errors selectively especially those errors, which interfere with communication, because they believed that correcting many errors might be discouraging for students. They also found that the students favoured direct feedback, and they believed that correcting errors is the teachers' responsibility. On the other hand, the teachers preferred to use indirect feedback in order to engage students in error correction and develop their autonomy. Similarly, Hamouda (2011) found EFL students liked their teachers to provide them with comprehensive error correction, whereas EFL teachers preferred to apply selective strategy. The teachers reported that correcting all errors needs long time and considerable effort and might affect negatively on students' awareness of their errors. He also found that the students preferred their teachers' feedback to focus on their local errors, while the teachers believed that their feedback should focus on both local and global issues.

As there are many discrepancies between preferences of students regarding feedback and teachers' beliefs and practices of feedback, researchers give some suggestions to bridge the gap between them. Firstly, teachers should identify their students' beliefs and perceptions and put them into accounts as they provide feedback (Diab, 2006; Amrhein and Nassaji, 2010). Teachers are also advised to organise classroom discussions with their student about writing and feedback (Goldstein, 2004; Diab, 2005b; Amrhein and Nassaji, 2010). These discussions would help teachers to be aware of their students' beliefs and attitudes as well as "modifying or reinforcing these beliefs accordingly" (Diab, 2005b: 41). Katayama (2007) advises teachers to clarify their ways of providing feedback and explain the reasons behind adapting these ways to their students. This would minimise the conflict in the expectations between teachers and students. An

interesting example was given by Goldstein (2004) about how teachers can do so. She reported that:

> "Although I have discussed with students my view and the reasons behind it that feedback on sentence level errors should wait until later drafts, some students have told me with great conviction and concern that they want to receive such feedback on earlier drafts. We have been able to find middle ground, where either the student or I will select some sentence level areas that he/she would like feedback on for earlier drafts" (Goldstein, 2004:71).

In conclusion, these studies show that students and teachers are in agreement regarding some aspects of feedback, and there are evident discrepancies between them regarding many other aspects of feedback. These discrepancies are also found between students themselves and teachers themselves. This is due to different factors, such as the students' level of proficiency, students' needs and the teachers' experiences. Most of these studies compare between students' preferences and teachers' beliefs towards feedback but do not compare between students' preferences and teachers' practice of feedback. Researchers also ask for more studies about this issue in different contexts because students and teachers are different from one context to another (Diab, 2005a; Amrhein and Nassaji, 2010; Hamouda, 2011).

Therefore, this study will compare between teachers' practices of feedback and students' preferences for feedback. The findings of this study would reveal agreement and discrepancies between what students prefer and what they receive. They would also help to provide some implication for developing teachers' ways of providing written feedback in the Department of English, Zawia University and in similar contexts.

3.5   Conclusion

This chapter has three main parts: (1) teachers' beliefs and practices of feedback, (2) preferences of students for feedback and (3) teachers' practices and students' preferences. The first part of this chapter starts by defining teacher beliefs, identifying some sources of teachers' beliefs and discussing the relationship between teachers' beliefs and practices of feedback. Then it reviews some studies about teachers' beliefs and practices of feedback in writing classrooms. The second part of this chapter discusses the importance of students' preferences to the success of feedback in the writing classrooms. Then it reviews some research studies about preferences of students

for feedback and difficulties and strategies of students to handling teacher written feedback. The last part of this chapter presents the significance of the match between teachers' practices of feedback and students' expectations and preferences for the success of feedback. After that, it reviews some studies compared between preferences of students and teachers' beliefs and practices of feedback.

Although the amount of research about feedback in L2 writing classroom is huge, in this chapter some areas of research that need more investigation are specified. One of these areas is identifying factors that impede teachers from practicing their beliefs. Another area of research, which is still neglected, is identifying sources of teachers' beliefs and practices of feedback. Moreover, the impact of students' experience on their preferences for the different types and aspects of feedback need more investigation. Likewise, the effect of students' experience in decreasing their difficulties and developing their strategies need more investigation. Thus, this study aims to investigate these areas in EFL writing classroom. The findings of this study would offer some insight about feedback in L2 writing classrooms and add some knowledge to the research concerning feedback.

Chapter 4: METHODOLOGY

4.1   Introduction

This chapter presents and discusses the research methods applied in this study. First, the objectives and the research questions of the study are stated, and then the participants and the context of this study are described. Second, the research methods (quantitative method, qualitative method, mixed methods) employed to collect and analyse the data for this study are presented. Third, the instruments utilised to collect the data of this study (questionnaire, interview, analysis of teacher written feedback method) are introduced followed by a discussion of the methods used to analyse the obtained data. Finally, ethical issues and the validity of the instruments are clarified.

4.2   The Objectives and Research Questions of the Study

The primary aim of this study is to examine EFL teachers' beliefs and practices of feedback in their writing classrooms and whether these beliefs are translated into their practices or not. If not, this study intends to identify the factors that impede teachers from practicing their beliefs about feedback. It also attempts to explore the factors that shape teachers' beliefs and practices of feedback as well as understanding their instructional accounts for practicing feedback in the ways they do. The results of this study would contribute to a better understanding of EFL teachers' beliefs and practices of feedback in L2 writing classrooms.

The second objective of this study is investigating preferences and views of senior and junior EFL major English students for feedback in their writing classrooms as well as researching their accounts for their preferences and views. It also intends to identify difficulties students encounter and strategies they employ as they handle their teachers written feedback. This study also aims to examine the impact of students' experience on their preferences for feedback and whether their experience assist them to decrease their difficulties and improve their strategies, when dealing with feedback, or not. The results of this investigation may contribute to the understanding of the preferences and views of EFL students about feedback and their problems and strategies for handling feedback.

The final aim of this study is to compare between EFL teachers' practices of feedback and preferences of EFL students for feedback. The result of this comparison would

contribute to identifying the agreement and discrepancies between teachers' practices and students' preferences. This may help to offer some implication for the success of feedback in the Department of English at Zawia University and contexts alike.

To achieve these objectives, the following research questions were formulated. These questions are divided into three parts:

A. EFL Teachers' Beliefs about and Practices of Feedback

1. What are EFL teachers' beliefs about feedback, and how do these beliefs reflect on their practices of feedback?

2. What are the factors that shape teachers' beliefs and practices of feedback?

3. What are the teachers' instructional reasons for applying feedback in the ways they do?

B. Preferences of Students for Feedback

4. What are preferences of EFL students (senior and junior) for feedback, and what are the accounts for their preferences?

5. What difficulties, if any, do EFL students (senior and junior) encounter, and what strategies do these students employ, in dealing with teacher written feedback?

C. Teachers Practices and Preferences of Students

6. Are there any differences between preferences of students for feedback and teachers' practices of feedback?

4.3   Research Design

Research design, which is one of the crucial parts of any research study, is how to turn the "research questions into projects" (Robson, 2002: 79), and the types of these questions specify the research design (Creswell, 2014). Thus the researcher needs to employ the appropriate research method to "the research questions or problems and to the type of data and population the researcher works with" (Duff, 2010:47). There are three recognised methods for conducting research: quantitative, qualitative and mixed methods (Dornyei, 2007; Creswell, 2014). In qualitative research, the researcher mainly collects data in the form of words "to establish the meaning of a phenomenon from the views of participants" (Creswell, 2014:19). On the other hand, the researcher, in

quantitative research, collects numerical data that is statistically analysed to describe "trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2014:155). As for mixed methods research, the researcher combines both qualitative and quantitative data "to develop a strong understanding of the research problem or questions (Creswell, 2014:215). Accordingly, it is believed that mixed methods (quantitative and qualitative) are convenient for collecting and analysing data for this study. These methods are employed because "the quantitative or qualitative approach, each by itself, is inadequate to best understand a research problem" (Creswell, 2014:20). For instance, interviewing the student participants in this study about their strategies for handling feedback would be useful to identify these strategies. However, this data alone is inadequate to examine the effect of their experience as students on improving their strategies. Thus, comparing between senior and junior students responses to the questionnaire about their strategies for handling feedback would help to achieve this aim. These methods are not only appropriate and applicable to collect breadth and depth data about the investigated issues, but also their instruments for collecting data (questionnaire, interview) are well known to the participants of the study who are EFL teachers and students.

The quantitative method would offer numerical data that is expected to give a broad picture about teachers' beliefs and practices of feedback and preferences and views of students for feedback. This data would also be helpful to compare between preferences of junior and senior students, to compare between preferences of students and teachers' practices and to find out whether there are significant differences between them or not. On the other hand, the qualitative method would help to extract rich and deep data from the teacher participants own words and their interpretations about their beliefs and practices of feedback, and from students own words and sentences about their preferences for feedback and about their accounts for their preferences (Dornyei, 2007). Thus employing these methods would help to collect data that offer breadth and depth understanding of teachers' beliefs and practices and preferences of students for feedback.

4.3.1 Quantitative Method

Quantitative method is described as being realist or sometimes positivist and appropriate to be applied in social sciences (Bryman, 2008). It is "obtrusive and

controlled, objective, generalizable, outcome oriented, and assumes the existence of 'facts' which are somehow external to and independent of observer and researcher" (Nunan, 1992:3). This method is particularly useful in "describing the attributes or behaviours of a large group of individuals… examining the relationships among the behaviours of individuals in that group… knowing whether a particular treatment or intervention changes the attributes or behaviours of individuals or groups" (O' Dwyer & Bernauer, 2014: 34). It is also "about explaining phenomena by collecting quantitative data, which are analysed by mathematically based methods" (Muijs, 2004:11). In other words, quantitative method helps to gain numeric data about "trends, attitudes, or opinions of a population" (Creswell, 2014: 155). This data can be counted statistically to generate broad pictures of the issues investigated.

For the purpose of this study, employing this method allows to obtain data from a large number of students and a reasonable number of teachers. Two closed ended questionnaires (teacher and student questionnaires, see 4.6.1) were developed to explore teachers' beliefs and practices of feedback, preferences of students for feedback and students problems and strategies when dealing with teacher written feedback. These questionnaires were developed to ask students and teachers to rate a number of statements about their beliefs, practices and preferences of feedback. For example, the students were asked to rate the statement (getting feedback on my written work is very useful) as either 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree', 'strongly disagree'. Then students answers will be converted into number (5 for strongly agree, 4 for agree, 3 for neither agree nor disagree, 2 for disagree and 1 for strongly disagree) (Dornynei, 2007). Following these steps, quantitative data will be obtained. This data will be used to describe teachers' beliefs and practices of feedback and preferences of students for feedback. This data will be also employed to compare between preferences of junior and senior students for feedback by using the appropriate inferential statistical tests. The results of this comparison would help to determine whether there is significant difference between junior and senior students' preferences for feedback or not, and whether there is a significant difference between their problems when dealing with feedback and between their strategies for handling feedback or not. In addition, some of the numerical data obtained from the teacher and the student questionnaires will be compared by using descriptive statistics to identify the differences between teachers' beliefs and preferences of students for feedback.

Quantitative method is also utilised in the analysis of teacher written feedback (see 4.6.3). It is used to count the feedback points provided by the teacher participants on a student's written essay and to reveal the percentage of their use to the different categories of feedback (see table 2.2). This data would help to describe the teachers' ways of providing written feedback.

In short, quantitative data collected by questionnaires and analysis of teacher written feedback is essential for this study. This data would support the qualitative data collected by interviews to answer the research questions of this study.

4.3.2 Qualitative Method

"Qualitative research can be construed as a research strategy that usually emphasises words rather than quantification in the collection and analysis of data" (Bryman, 2008:36). It "allows for the collection of data that is rich in description of people, the investigation of topics in context, and an understanding of behaviour from the participants' own frame of reference" (Bogan and Biken, 1998: 10). It gives the participants opportunity "to talk about a topic in their own words, free of constraints imposed by fixed-response questions that are generally seen in quantitative studies" (Guest et al, 2013: 11). This method "involves an interpretive, naturalistic approach to the world, this means that qualitative researchers study things in their natural settings, or to interpret phenomena in terms of the meaning people bring to them" (Denzin and Lincoln, 2005:3). Using this method helps "to answer the whys and hows of human behaviour, opinion, and experience information" (Guest et al 2013:11).

In this study, the qualitative method is employed through interview to gain detailed, meaningful, invaluable data about teachers' beliefs and practices of feedback as well as describing preferences of students regarding feedback, identifying the students' reasons for their preferences for feedback, and exploring difficulties students face and strategies they utilise as they handle their teacher written feedback. Using this method allowed the teacher participants to explain their understandings and beliefs about feedback, to describe their practices of feedback, to talk about the factors that form their beliefs and practices of feedback and clarify the instructional accounts for their ways of providing feedback. This method also gave the chance for the student participants to express their preferences for the different aspects of feedback, to explain their accounts for these preferences and to talk about difficulties they encounter and strategies they apply to deal

with feedback. Several themes will be generated from the participants meaning to their beliefs about feedback. These themes would participate with the quantitative data to develop a picture about teachers' beliefs and practices of feedback and preferences of students for feedback.

4.3.3   Mixed Methods Approach

Mixed method approach is an integration of quantitative and qualitative methods for collecting and analysing data (Johnson et al, 2007; Dornyei, 2007; Bryman, 2008; Creswell, 2014). In the last two decades, many researchers in the social science use this approach (Dornyei, 2007). Johnson et al, (2007:123) define it as:

> "… the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson et al, 2007:123).

One of the most important advantages of the mixed methods is that strengths of one method compensate weaknesses of the other (O'Leary, 2004; Dornyei, 2007; Bryman, 2008; Creswell, 2014). This makes applying mixed methods approach to collect and analyse data better than employing one method, quantitative or qualitative alone (Johnson et al, 2007; Creswell and Clark, 2007; Bazeley, 2004). Applying these methods also enable researchers "to examine whether their findings converge, are inconsistent, or contradict" (Ary et al. 2009: 560). Moreover, "mixed methods approach has a unique potential to produce evidence for the validity of research outcomes through convergence and corroboration of the findings" (Dornyei, 2007: 45). Moreover, researchers, using this approach, can gain benefits from:

> "Triangulation seeks convergence, corroboration, correspondence of results from different methods … Complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with results from the other method … Development seeks to use the results from one method to help develop or inform the other method … Initiation seeks the discovery of paradoxes and contradictions, new perspectives of frameworks, the recast of questions or results from one method with questions or results from the other method … Expansion seeks to expand the breadth and range of inquiry by using different methods for different inquiry components" (Greene et al, 1989: 259).

Accordingly, mixed methods approach is employed to obtain adequate answers to the research questions of this study. This approach is exploited to collect data from the

student participants about their preferences for feedback, their problems to deal with feedback, their strategies to handle teacher written feedback, and from the teacher participants about their beliefs and practices of feedback. In addition, this research study will benefit of triangulation and complementarity of the quantitative data and the qualitative data. The triangulation and the complementarity of the data will take place after analysing the quantitative and the qualitative data separately (Chapter 5 Chapter 6). They would help to enhance the validity of the results by comparing and contrasting the quantitative and qualitative data (Dornyei, 2007; Newby, 2010; Creswell, 2014). The data obtained from the teacher questionnaire, the teacher interview and the analysis of teachers' written feedback will be integrated by comparing and contrasting them, and then interpreted for understanding the teachers' beliefs and practices of feedback. Likewise, the data obtained from the student questionnaire and interview will be integrated by comparing and contrasting them, and then interpreted for understanding the preferences and views of students regarding feedback, the accounts for their preferences, their problems and strategies to deal teacher written feedback (Chapter 7).

4.4   The context

The study took place in the Department of English, Faculty of Arts at University of Zawia, Libya. The main reasons for selecting this context are that it is easy to gain access to this Department because I was an assistance lecturer at this Department. Moreover, University of Zawia is my sponsor to pursue my PhD study and encourages the researchers to conduct their studies at the departments of the university (For more details about the context see 1.4)

4.5   Selection of Participants

The target population of this study was students and teachers of the Department of English, Faculty of Arts at University of Zawia. There are about 800 undergraduate students studying at this department. Students studying at first year and second year are divided into six groups, while students studying at third year and fourth year are divided into four groups. Each group consists of about 40 students. There are about 32 teachers (25 full-time teachers and 7 part-time teachers) teaching at this department. The following sections explain the sampling methods of recruiting students and teachers.

4.5.1 Sample of Students

To recruit EFL students who study at the Department of English, University of Zawia, the convenience sampling was used. This type of sampling is the most common in L2 research, where "members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at certain time, easy accessibility, or the willingness to volunteer" (Dornyei, 2007, 98-99). Since this study aims to investigate preferences of students for feedback and to examine the impact of students' experience on their preferences, it is suggested that the student participants should be junior students (First year students) and senior students (fourth year students) studying at the Department of English because:

- It is assumed that recruiting both junior and senior students studying at the department might represent the population of students studying at the Department of English at University of Zawia, and the obtained data from these students would give clear picture about students' preferences for feedback in this context.

- Junior and senior students have different experiences as students at the department of English. Senior students spent more than three years at the department and exposed to different types of feedback from different teachers of writing, while junior students are in their first year at the department and their experience with feedback at the department is short. Therefore, the influence of experience on their preferences and views about feedback will be revealed by comparing the data obtained from both of them about their preferences and views.

To recruit a large number of students that might represent the target population, all first year students and fourth year students were invited to participate in the study. They were also informed about the places and times of administrating the questionnaires, which were out of their study lectures. On the days of administrating the questionnaire, only 81 fourth year students (senior students) and 74 first year students (junior students) were there, and all of them participated in the questionnaire. Table (4.1) shows that the student participants are Libyan and native speakers of Arabic. Their age ranged from 18 to 24. Junior student participants who are 3 males and 71 females studied general English for 6 years in their secondary schools, and this is their first year as major students of English at the Department of English. Moreover, these students had short

experience with feedback on their written texts. On the other hand, senior students who are 19 males and 62 females studied general English for 6 years in their secondary schools, and this is their fourth year as major students of English at the university. During their study at the Department of English Language, they have been taught by different teachers of writing and exposed to different types of feedback.

Table 4.1 Information about the Student Participants in the Questionnaire

	Number of Student	Gender	Level of Education	Native Language	Nationality
Junior Students	74	Male = 3 Female = 71	First year	Arabic	Libyan
Senior Students	81	Male = 19 Female = 62	Fourth year	Arabic	Libyan

On the other hand, table (4.2) demonstrates the student interviewees who were 25 undergraduate students (4 junior and 21 senior). All of them were among of those 155 student participants in the questionnaire, and they showed willingness to participate in the interview. Although, the junior student interviewees were new at the university, they showed good proficiency in speaking, and they understood of different questions used in the interview. All the student interviewees, junior and senior, were native speakers of Arabic and their age ranged from 18 to 24.

Table 4.2 Information about the Student Participants in the Interview

	Number of Student	Gender	Level of Education	Native Language	Nationality
Junior Students	4	Male = 0 Female = 4	First year	Arabic	Libyan
Senior Students	21	Male = 9 Female = 12	Fourth year	Arabic	Libyan

4.5.2   Sample of Teachers

To recruit EFL teachers who teach at the Department of English, University of Zawia, the convenience sampling was adopted. By using convenience sampling, the researcher can recruit those who are available and easy to contact with (Nunan, 1992; Bryman, 2008). The main reason for using this technique is that it is difficult to gather the teachers at the same time in the same place because the full-time teachers are busy delivering their lectures, and those who are part-time teachers come to the department only when they have lectures. This type of sampling was also adopted because it helps to "choose nearest individuals and continue the process until the requisite number has been obtained" (Nunan, 1992:142). Twenty-one teachers agreed to take part in the study; all of them answered the teacher questionnaire and twelve of them were interviewed.

Besides, eight of them gave their written feedback on a student written essay. It is important to note that all of the teacher interviewees answered the questionnaire, and all of those who gave their written feedback on the student written essay participated in the questionnaire and took part in the interview.

Table (4.3) shows that the teacher participants in the questionnaire were 12 females and 9 males. Most of them are Libyan, two of them Tunisian, two Indian, one Sudanese and one Pilipino. Most of the teacher participants (18) are native Arabic speakers, two of them are native Hindi speakers and one of them is native English speaker. Three of the teacher participants are PhD holders and 18 teachers have MA. Four of those who have MA are currently PhD students. The teachers have a variety of experience in teaching English as a foreign language (i.e. nine teachers teach English for more than 10 years, five teach English from 5-10 years, and seven teach English for less than five years).

Table 4.3 Information about the teacher participants in the questionnaire

Teacher Participants	Gender	Level of Education	Native Language	Teaching Experience	Nationality
21	Female = 12 Male= 9	MA= 14 PhD= 3 Working in PhD= 4	Arabic= 18 English= 1 Others= 2	Less than 5 Years =7 From 5 to 10 years= 5 More than 10 years= 9	Libyan= 15 Indian=2 Sudanese= 1 Tunisian= 2 Pilipino= 1

Table (4.4) demonstrates that the teacher participants in the interview were 12 full time teachers (6 male and 6 female). Ten of them are native speakers of Arabic and two of them are native speakers of Hindi. All of these teachers answered the teacher questionnaire before they participated in the interview. Their age ranges from 28 to 55. All teacher participants have MA except one teacher who has a PhD. Two of those who have MA are currently doing their PhD. These teachers have a variety of experience in teaching English as a foreign language (i.e. four teachers teach English for more than 10 years, five teach English from 5-10 years, and three teach English for less than five years). During this experience of teaching English, they have taught different subjects at the Departments of English Language in Libyan universities and writing is one of them.

Table 4.4 Information about the teacher participants in the interview

Teacher Participants	Gender	Level of Education	Native Language	Teaching Experience	Nationality
12	Female = 6 Male= 6	MA= 11 PhD= 1	Arabic= 10 Others= 2	Less than 5 Years = 3 From 5 to 10 years= 5 More than 10 years= 4	Libyan= 8 Indian=2 Sudanese= 1 Tunisian= 1

4.6   The Instruments

Three different instruments employed to collect the data for this study. These instruments are questionnaire, interview and analysis of teacher written feedback. The purposes and the process of employing these instruments will be discussed in the following sections. Table (4.5) summarises the objectives of applying these instruments.

Table 4.5 Objectives of Using the Research Instruments

1. Teachers Questionnaire	
Objectives	**Type of Questions and Tasks**
. To investigate teachers' beliefs and practice of feedback. (4.1. RQ1) . To Identify factors that shape teachers' beliefs and practices (4.1. RQ2)	Closed-ended questions
2. Student Questionnaire	
. To investigate preferences and views of senior and junior students for feedback. (4.1. 1st part of RQ4) . To explore difficulties encountered by senior and junior students as they deal with teacher written feedback. (4.1. 1st part of RQ5) . To identify strategies used by students to deal with teacher written feedback. (4.1. 2nd part of RQ5)	Closed-ended questions
3. Teachers Interview	
. To investigate teachers' beliefs and practice of feedback. (4.1. RQ1) . To explore factors that shape teachers beliefs and practices of feedback (4.1. RQ2) . To identify the teachers' pedagogical accounts for their ways of providing feedback (4.1. RQ 3)	Semi-structured Interview (Open-ended questions)
4. Students Interview	
. To investigate preferences and views of senior and junior students for feedback. (4.1. 1st part of RQ4) . To investigate senior and junior students accounts for their preferences and views about feedback. (4.1. 2nd part of RQ4) . To explore difficulties encountered by senior and junior students as they deal with the teacher written feedback. (4.1. 1st part of RQ5) . To identify strategies used by students to handle their teacher written feedback. (4.1. 2nd part of RQ5)	Semi-structured Interview (Open-ended questions)
5. Analysis of Teacher Written Feedback	
. To describe the teachers' ways of providing written feedback on their students writing.	Teachers' feedback points which written on a student written essay are analysed according to the different aspects of feedback (see table 2.2).

RQ = Research Question

4.6.1   The Questionnaire

Brown (2001:6) defines questionnaire as "any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Questionnaire is efficient way to obtain factual, behavioural, and attitudinal information about the respondents (Dornyei, 2007; Mckay, 2006; Gorard, 2004; Punch, 2014). Moreover, it is

the most common instrument used to obtain information in the social science field (Dornyei, 2007; Gorard 2004; May, 1997; Newby, 2010). It is easy to construct, and it is helpful for obtaining large amount of information from a large number of people in short time with less effort and little cost (May, 1997; Brown 2001; Dornyei 2007; Dornyei and Taguchi 2010). Moreover, it helps researchers to ask all participants of their studies the same questions (Cohen et al, 2007; Gass & Mackey, 2007)

The main reasons for employing questionnaire in this study are:

1. It is convenient to answer the questions of the study.
2. It is appropriate for collecting data about teachers' beliefs and practices of feedback and preference and views of students about feedback
3. It allows for asking all the teacher and student participants the same questions.
4. It is helpful to obtain information from a large number of students and teachers.
5. It saves time and effort.
6. It is financially reasonable.
7. It makes the participants feel confident because of their anonymity.
8. The data obtained will be easily analysed. (Dornyei, 2007)

Furthermore, questionnaire was used by many researchers to research nearly the same issues investigated in this study. For example, Leki (1991), Chiang (2004), Diab (2005a) and others used questionnaires to investigate the ESL and EFL students' preferences towards feedback, and Lee (2008a), Ferris et al (2011) and Ferris (2014) applied it to examine teachers' beliefs and practices of feedback.

However, the use of questionnaire has some disadvantages, such as low responses rate from participants, limited range of answers, difficulties to correct misunderstanding or incomplete answers; in addition, information obtained from questionnaire might not reflect the respondents' real thoughts (Oppenheim, 1992). Some of these disadvantages could be covered by the data obtained from teacher and student interviews since the data obtained from both questionnaires and interviews will be integrated to answer the research questions of the study.

In this study, the questionnaire targets two groups of participants; undergraduate EFL students and EFL teachers from the Department of English, University of Zawia (see 4.5.1, 4.5.2). Both questionnaires were conducted by using the pencil-and-paper method because of "its familiarity to users, the fact that it allows users to complete the

questionnaire at their convenience, and the fact that it allows them some time to think about their answers" (Muijs, 2004:41). There are different types of questions used in questionnaires: closed questions and open-ended questions (May, 1997; Cohen et al, 2007; Bryman, 2008; Wanger 2010). In this study, only closed ended questions are used in student and teacher questionnaires. The data obtained from the closed-ended questions is objective, such as age, years of studying/teaching English and subjective such as the participants' beliefs and attitudes towards feedback (Wanger, 2010; Punch, 2014). This type of questions has "a stimulus… that the participants read, and then choose the most appropriate response from a list of possible responses" (Wanger 2010:27). The questionnaire has two types of closed –ended questions: likert scales items and multiple choice formats. The likert scales were used because they are suitable to elicit participants attitudes and preferences, to save space and are analysed easily (Cohen et al, 2007; Gass and Mackey, 2007). They also allow participants to choose one answer that states to what extent the statement describe their beliefs, preferences and attitudes towards the different aspects of feedback. On the other hand, some of the multiple choice items allow students and teachers to choose more than one answer that describe their preferences, beliefs and views towards the different aspects of feedback.

4.6.1.1 Student Questionnaire

The student questionnaire is divided into 8 parts and composed of 45 items (see appendix 1 and 2 English and Arabic versions). Each part deals with specific issue related to students' preferences and view about feedback (see table 4.6). The items of the questionnaire were created on the basis of the literature review in chapter two and three. Some of these items were adopted from Leki (1991), Saito (1994), Chiang (2004), Diab (2005a) and Lee (2005) studies.

Table 4.6 Parts of the Student Questionnaire

No	Name	Aim
Part 1	**The value of feedback:**	Measuring attitude of students towards the value of feedback in general and towards the value of the different approaches of providing feedback
Part 2	**Strategies of error correction**	investigating students' preferences for error correction strategies (comprehensive vs. selective and direct vs. indirect)
Part 3	**Focus of teacher written feedback**	researching what aspects of writing students prefer their teachers to focus on as they provide written feedback on their written texts (language, content, organisation)
Part 4	**Types of written commentary:**	investigating what types of written comments students prefer their teachers to use
Part 5	**Time of teacher written feedback:**	researching whether students prefer to receive early feedback or delayed feedback, and on which stage of writing process students prefer to receive written feedback from their teachers

Part 6	**Difficulties of dealing with teacher written feedback:**	investigating problems and difficulties students encounter as they deal with their teacher written feedback
Part 7	**Strategies of dealing with teacher written feedback:**	exploring strategies used by students to deal with teacher written feedback
Part 8	**Personal information:**	gathering personal information about the student participants such as age, years of studying English and others

4.6.1.2   Teacher Questionnaire

The teacher questionnaire (see appendix 3) includes 9 parts and is composed of 35 items asked teacher participants to select the statements that describe their beliefs and practices of the different aspects of feedback (see table 4.7). The items of this questionnaire were created on the basis of the literature reviewed in chapter two and three and some items adopted from Lee (2008a) and Ferris et al (2011).

Table 4.7 Parts of the Teacher Questionnaire

No	Name	Aim
Part 1	**The value of feedback:**	examining teachers' beliefs about the value of feedback in general and about the value of the different approaches of providing feedback
Part 2	**Approaches of providing feedback**	investigating teachers' practices of the different approaches of providing feedback in their writing classrooms
Part 3	**Strategies of error correction:**	researching strategies of error correction that teachers use to provide written feedback to their students
Part 4	**Focus of teacher written feedback:**	exploring what aspects of writing teachers focus on as they give written feedback to their students
Part 5	**Form of teacher written feedback**	investigating the types of written commentary teachers employ as they respond to their students writing
Part 6	**Time of teacher written feedback:**	researching time of providing feedback and on what stage of writing process teachers provide feedback to their students
Part 7	**Difficulties of providing teacher written feedback**	investigating the difficulties teachers encounter as they provide written feedback to their students
Part 8	**Questions about teachers' practices and beliefs of feedback**	investigating what teacher do during providing feedback to their students, and on what principles teachers base their feedback on
Part 9	**Personal information**	gathering personal information about the teacher participants such as qualification, years of teaching English

4.6.1.3   Piloting the Questionnaire

Piloting the questionnaire is necessary for improving its validity and reliability (May 1997; Mckay 2006; Dornyei, 2007; Bryman, 2008; Dornyei and Taguchi, 2010). It helps researchers "to find out what problems exist in the clarity of the directions and which items might be confusing or difficult" (Mckay 2006:41). It also helps researchers to identify problems concerning administration of the questionnaire, scoring and processing of answers, clarity of the instructions and time needed for answering the questionnaire (Dornyei and Taguchi, 2010).

Dornyei and Taguchi (2010) suggest that piloting the questionnaire process has two stages: initial piloting and final piloting. In the initial piloting stage, the main aspects of the questionnaires, which are its length, clarity and coverage to the issues investigated, were discussed with my supervisor and three colleagues who are PhD students at University of Southampton. Their invaluable feedback was considered for improving the questionnaires.

In the final piloting stage, Dornyei and Taguchi (2010) and Cohen (2007) emphasise the importance of piloting the questionnaire with a sample of participants in the study. Therefore, the questionnaires were piloted with to two groups of respondents who were similar to the target population the questionnaires designed for. The followed procedures for piloting the questionnaires with these groups are as follows.

A. Piloting Student Questionnaire

To conduct the final piloting stage of the student questionnaire, it was given to four students who study at Department of English, University of Zawia where the study took place. These students were informed about the purpose of the study and about the purpose of piloting the questionnaire. They were asked to answer the questionnaire and to give their feedback about the length, the layout and time of answering the questionnaire as well as about the clarity of the instructions and the questionnaire items. Their feedback was mainly concerned about the clarity of some terms and words used in the questionnaire. For example, the term comprehensive feedback was not clear for them; as a result the item (I prefer my teacher to use comprehensive feedback) is changed to (I prefer my teacher to correct all my errors). Their feedback was useful and necessary to make the questionnaire clear and understandable to the student participants.

B. Piloting Teacher Questionnaire

The piloting stage of the teacher questionnaire was conducted with three teachers who teach at the same department where the study took place. These teachers were acquainted about the aims of the study and the purpose of piloting the questionnaire. They were asked to answer the questionnaire and give their feedback about the clarity and sensitivity of the questionnaire items. They were also asked about the clarity of the questionnaire instructions, and about the length of the questionnaire as well as the time needed to answer the questionnaire. Their feedback was mainly focused on some terms used in the questionnaire items which were not clear for them, such global errors, and

metalinguistic feedback. Therefore, these terms were explained in the final version of the teacher questionnaire to be clearer for the teacher participants. For example, the questionnaire item (what type of errors do you correct? □ Global errors □ Frequent errors □ Errors in structured discussed in classroom □ Other types of errors) was changed by (What type of errors do you correct? □ Global errors (errors cause difficulty in understanding) □ Frequent errors (errors that students make frequently) □ Errors in structured discussed in classroom □ Other types of errors). The teachers' feedback was valuable and helpful for developing the questionnaire items and making them clear and understandable. After making the recommended changes to both student and teacher questionnaires, the final versions of these two questionnaires were discussed with my supervisor and they were ready for administration.

4.6.1.4   Administrating the Questionnaire

"The questionnaire administration procedures play a significant role in affecting the quality of the elicited responses" Dornyei and Taguchi, (2010:59). There are different types of questionnaire administration in social science, such as administration by mail, one-to-one administration, group administration and online administration (Cohen et al, 2007; Dornyei and Taguchi, 2010). What was applied in this study is the group administration type with students and one-to-one administration type with teachers. The reasons for applying these types are that the students can be assembled together at the same time in one place, while the teachers are difficult to be gathered at the same time in the same place. The group administration type was helpful to survey a large number of students in a short time (Dornyei and Taguchi, 2010), while the one-to-one administration type with teachers took long time.

In practice, the questionnaires were administrated in Department of English, Faculty of Arts at University of Zawia. At the beginning, a permission letter for conducting the study was obtained from the department authorities. Then, some of teachers and target students were met and given information about the nature and aims of the study. After that, they were invited and encouraged to participate in the study. The administration procedures were achieved as follows.

A. Administration of Students Questionnaire

In terms of the students' questionnaire, copies of the information sheet (see appendices 4 and 5 for English and Arabic versions) which explain the purpose of the questionnaire

were distributed to some of the students two days before the questionnaire administration. This would create "a positive climate for the administration and it also reduces the anxiety caused by the unexpected and unknown" (Dornyei and Taguchi, 2010:74). It would also promotes "positive participant attitudes" (Dornyei and Taguchi, 2010:74).

At the days of the questionnaire distribution, the participants gathered in one of the English department hall, and each student received a copy of the information sheet, questionnaire papers and a consent form of two versions Arabic and English (Appendices 6 and 7). Then a small talk was delivered. During this talk, the students were thanked and the purpose of the questionnaire was clarified before the questionnaire instructions were read to them. They were also informed that their completed questionnaires will be treated confidentially and their information will be used for the purpose of this study only (Dornyei, 2007; Cohen et al, 2007). Moreover, they were asked to do not write their names on the questionnaire papers to ensure the anonymity of their names. The student participants were also asked not to hesitate for raising any inquiries about unclear or vague questions or ideas (Dornyei and Taguchi, 2010). They were also given the freedom to complete the English or the Arabic version of the questionnaire.

After the consent forms were signed, the participants started to answer the questionnaires. While the students answering the questions, the volunteer teachers and I were ready to respond to any question or inquiry raised by them. After they finished answering the questionnaire, both the copies of the questionnaires and consent forms were collected, and the participants were again thanked. Those who were interested to participate in the interview were asked to contact me or volunteer teachers to set up a date for conducting the interview. With the help of volunteer teachers, I administrated the questionnaire of the fourth year students, while two volunteer teachers administrated the questionnaire of the first year students. The student participants who completed the questionnaire were 81 fourth year students and 74 first year students (See 4.5.1 for more information about the student participants).

B. Administration of Teacher Questionnaire

In terms of the teacher questionnaire, most teachers of the Department were invited to participate in answering the questionnaire. First, they were given enough information about the nature and the aim of the study. Then copies of the information sheet about

the study, consent forms and questionnaire were handed to the teachers who showed willingness to participate in the study. They were asked to read the information sheet carefully and raise any question about the questionnaire before answering it. To have enough time for answering all the items of the questionnaire, most of them answered the questionnaires at their homes. Finally, 21 teacher handed me back their answered questionnaire papers (See 4.5.2 for more information about the teacher participants), and with those who expressed their willingness to participate in the interview, I discussed the appropriate time and place for conducting the interviews.

4.6.1.5   Analysis of the Questionnaire

In this study, statistic method will be used to analyse the closed-ended questionnaires. Firstly, the questionnaires will be reviewed for missing data (unanswered questions) and decided how to handle them, and then the data will be managed. "Managing data means organising data into variables and naming and coding them …" (Fink, 2013:115). After coding data, it will be entered into database to be ready for analysis. The data will be analysed by employing descriptive statistics which give summarise about the responses of students and teachers to the questionnaire items. These summarises will be presented in the form of frequencies and frequency distribution (number and percentage) (Fink, 2013), and displayed into tables and charts. Moreover, the appropriate inferential statistics test will be used to compare between the answers of the junior and senior students to the likert scale items, while the answer of junior and senior students to the multiple-choice items will be compared by using the descriptive statistics (number and percentage). This comparison will reveal whether there are significant differences between preferences of junior and senior students for feedback or not. It will also show the differences between difficulties junior and senior students encounter and the differences between strategies used by them as they handle teacher written feedback. Furthermore, the comparison between the teachers and students' responses to some items of the questionnaires will be achieved by using descriptive statistics (number and percentage). This comparison will reveal the differences between preferences of students for feedback and the teachers' beliefs and practices of feedback. The analysis of the questionnaires will be discussed in more detail in the analysis of the quantitative data chapter.

4.6.2   The Interview

Interview, the second instrument used to collect data of this study, is one of the common tools generally used to collect data from respondents in the applied linguistic field (Dornyei, 2007; Nunan, 1992). It is defined as "a method of data collection that involves researchers asking respondents basically open-ended questions" (O'Leary, 2004:162). May (1997:109) describes interview as a method "of maintaining and generating conversations with people on specific topic or range of topics, and the interpretations which social researchers make of the resultant data." Newby (2010:340) acknowledges that interview "is more invasive than questionnaire", and it gives the interviewees more freedom and power to express their thoughts and attitudes about a topic of a research. It is also helpful for eliciting the participants' beliefs about the topic of the research because the best way of inferring people's beliefs is letting them speak about their beliefs (Pajares, 1992; Birello, 2012).

Patton (2002) summarises the advantages of the interview by saying:

> "We interview people to find out from them those things we cannot directly observe… the fact is that we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organised the world and the meaning they attach to what goes on in the world. We have to ask questions about these things" (Patton, 2002: 340-341).

Based on these reasons, it is believed that interview is a powerful tool in this study, as it would help to explore preferences and view of the students for feedback and to infer their accounts for their preferences and views. It would also be helpful to elicit the teachers' beliefs and practices of feedback and to understand different issues that might emerge during the interviews about their beliefs and practices. However, compared with questionnaire, using interview to collect data is more expensive and more effort and time consuming, and its data need hard work to be analysed (Oppenhiem, 1992; Wiersma, 2000).

There are three main types of interview used in qualitative research: structured interview, semi-structured interview, and unstructured interview (Nunan, 1992; May 1997; Patton, 2002; Dornyei, 2007; Newby, 2010). The differences between these types are that the structured interview questions are pre-prepared, and during the course of the

structured interview, the interviewer is constrained to ask the same pre-prepared questions in the same sequence. On the other hand, the unstructured interview questions are not pre-prepared, but during the course of the unstructured interview, the interviewers have the freedom to develop questions related to their research themes and to the emerged issues from their interviewees talk. While the semi-structured interview (the interview guide) is neither fixed like the structured interview nor free like unstructured interview (Nunan, 1992; Patton, 2002 O'Leary 2004; Dornyei, 2007; Newby, 2010). Semi-structured interview "provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular subject area" (Patton, 2002: 343).

4.6.2.1   Semi-structured Interview

The semi-structured interview was employed to collect the qualitative data of this study. Choosing this type of interview was grounded on the perception that it would help for collecting in-depth data about the issues investigated in this study (Cohen et al, 2007). It would also allow for exploring issues beyond the answers of the interviewees by asking questions about the emerged ideas and thoughts during the interview (Nunan, 1992; May, 1997; Dornyi, 2007; Bryman, 2008). To gain in-depth data about the issues investigated in this study, guided questions were prepared (see appendices 8 and 9 for student and teacher interviews guides). All of these questions were open ended to allow "the respondents to say what they think and to do so with great richness and spontaneity" (Oppenheim, 1992:81). These questions were not evaluation questions, and I tried to make them clear and comprehensible by the interviewees as well as covering the issues investigated in this study (Cohen, et al, 2007; Dornyei, 2007). Moreover, most of these questions are similar to those used in the questionnaires. However, they are different from the questionnaires' questions in that they elicit answers and responses from the teacher and student participants about the reasons and rationales of their preferences, beliefs and practices of feedback. Thus, utilising the semi-structured interview in this study is beneficial for gathering data from the teacher and student interviewees that could not be obtained by the questionnaires. It is also advantageous for probing and following up the responses of the interviewees as well as understanding the raised issues and ideas of the interviewees by asking them for more elaboration to their responses (May, 1997; Dornyi, 2007)

Using both interview and questionnaire in this study would be helpful to gain valuable data that give a clear picture about teachers' beliefs and practices of feedback and students preferences for feedback. In terms of teachers' beliefs and practices of feedback, the teacher questionnaire items (closed-ended questions) constrain the teacher participants to rate or choose specific items that show their beliefs and practices of feedback. The teachers' answers to these items would give general ideas about their beliefs and practices of feedback in their writing classrooms. On the other hand, the teacher interview questions (open-ended) allow the teacher interviewees to use their own words, ideas and explanations to elaborate deeply about their beliefs and practices of feedback. They also stimulate and motivate the teacher interviewees to give explanations, justifications and reasons for their beliefs and practices of feedback as well as narrating some of their experiences and stories with feedback that cannot be gained by using the questionnaire. Therefore, the integration of the teacher questionnaire and interview data would serve to thoroughly understand teachers' beliefs and practices of feedback in the context of the study.

Regarding to the students preferences for feedback, the student questionnaire allows student participants to rate and choose some of the questionnaire items that show their preferences for the different aspects of feedback and their difficulties and strategies of dealing with feedback. This data would give general indications and trends about the students' preferences for feedback and about their problems and strategies of handling feedback. The student interview, on the other hand, allows the student interviewees to talk freely about their preferences for feedback, narrate some of their real experiences with feedback and explain the reasons for their preferences. They also allow the student interviewees to talk about the actual problems they have encountered as they deal with feedback and to state some of their factual strategies they apply to handle feedback. Some of this information may not be obtained by the student questionnaire. Thus the incorporation of the quantitative data of the questionnaire and the qualitative data of the interview would be useful to reach a better understanding of the students' preferences for the different aspects of feedback as well as their problems and strategies of dealing with feedback. It would also be significant to understand the students' accounts for their preferences.

In short, the data obtained from both questionnaires and semi-structured interviews are essential for this study for the following reasons. First, combining the quantitative data

of the questionnaires and qualitative data of the interviews would confirm and complement each other. Second, the integration of this data would also deepen the insights and understanding of teachers' beliefs and practices of and learners' preferences for feedback (See Chapter 7). Third, it would help to thoroughly answer the research questions of the study (See Chapter 8). Finally, this integration would make the findings of this study more reliable and valid.

4.6.2.2   Piloting the Interview

Piloting the interview is important for making its questions clear, examining whether the answers to the question provide the required data or no, and preparing to what unexpected (Nunan, 1992; Dornyei, 2007). This can be achieved by experts' reflections (Gass & Mackey, 2007; Bryman, 2008). To pilot the interviews, firstly, the prepared guideline questions of the interview were discussed with my supervisor to determine whether they cover all the issues investigated in the study or not and to decide to what extent they are clear and adequate. Then a group of respondents who are similar to the target population were interviewed. Two of them were Libyan PhD students who study at the UK, and they were teachers of English at Libyan universities. Moreover, two students who study at the Department of English, University of Zawia were interviewed before administering the interview. The data obtained from these two students' interviews were included in the data set. The piloting processes were helpful to identify the words, terms and sentences that were misunderstood by the participants.

4.6.2.3   Administrating the Interview

Firstly, the student and teacher participants were some of those who indicated on their questionnaires that they would like to participate in the interview. The time and the place for carrying out the interviews were arranged with these students and teachers. Then, the fourth year students and the teachers were interviewed by me, while the first year students were interviewed by a volunteer teacher. All of the interviews took place in the Department of English. Before starting the interview, each interviewee was asked to sign a consent form showing that he/she accepts to participate in the interview. I also tried to create a friendly atmosphere by presenting myself to the interviewee and reminded him/her of the nature and aim of the study. Moreover, each interviewee was informed that he/she has the right to stop the interview if he/she feels uncomfortable. In addition, permission from each interviewee was taken to audio recorded the interview, and he/she

was informed that all the data obtained from the interview would be treated confidentially and for the research study purpose only (Flick, 2007; Dornyei, 2007). The interviewees were also given the choice to choose the language they want to be interviewed with, English or Arabic. All the teachers and most of the students chose to be interviewed in English as they feel that they can answer the questions of the interviews in-depth, and they found it a beneficial experience for them. Two students preferred to be interviewed in Arabic. During the interviews, a list of guided questions was used, and other questions were raised according to the respondents' answers. All these interviews were audio recorded, and then they were organised by creating a file, anonymously named, for each participants and stored in my computer (Dornyei, 2007).

4.6.2.4   Analysis of the Interview

The interview is the only qualitative data collection instrument used in this study. Thematic analysis method will be used to analyse the obtained data from the interviews. This method "is based on the creation of themes that are described in terms of categories. The category or code is a concept that describes some recurring feature of the data" (Gibson, 2010:303). Applying this method, therefor, would help to generate codes, categories and themes from the teachers and students' interviews data, and these themes and categories will be related to answer the questions of this study (Mile & Huberman, 1994). The process of analysing the teachers and students interviews data will go through the following stages:

1. ***Organising the data:*** The audio-recorded data of the interviews was organised by creating a file for each participant. These files were anonymised and stored in my computer (Dornyei, 2007).

2. ***Transcribing the data****:* "By transcription the direct face-to-face conversation becomes abstracted and fixed into a written form" (Flick, 2007:92). The data will be transcribed verbatim, and then the transcripts will be stored in files named anonymously. These transcriptions would help me to learn much about the interviews and start analysing the meanings reported by the interviewees about the different aspects of feedback.

3. ***Reading and re-reading the transcripts***: The transcripts will be read more than one time. This would help me to immerse myself in the data (Braun and Clarke's, 2006).

During reading the transcripts, notes will be taken and ideas and thoughts will be written.

4. *Coding data*: Codes are the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998: 63). Coding data is the most significant phase of qualitative data analysis (Mile & Huberman, 1994). During this phase, the entire data located in interviews transcripts will be coded deductively based on some themes derived from the literature review and the research questions, as well as, inductively based on the data itself.

5. *Searching for themes*: During this phase, the codes generated in the previous phase will be assembled together. Then these codes will be analysed, and the relationship between them will be identified. After that, they will be arranged to form different themes (Braun and Clarke, 2006). These stages of analysis will be described in detail in the next chapter.

4.6.3   Analysis of Teacher Written Feedback

Analysis of teacher written feedback is another method of data collection used in this study for describing teachers' ways of providing written feedback. The teacher participants' written feedback was collected by following the procedures applied by Lee (2004) to explore how Hong Kong secondary school teachers provide error correction to students writing. In doing so, a fourth year student was asked to give her last homework essay. That essay was descriptive about what she has done in the last Ramadan, a holy month in Islam. All the teacher participants in this task received a copy of this essay, and they were asked to give feedback on this essay as they usually do with their students' written texts.

To analyse the teachers' written feedback on the student essay, the classification of teacher written feedback model, which constructed from reviewing the literature will be utilised (see table 2.2). The analysis process will follow these steps. Firstly, the feedback points, (i.e. "any comment, underlining, or correction made on the student text by the teacher" (Hyland, 2003:220)), will be identified. Then the teachers' feedback points will be analysed in respect to three main categories: focus of feedback, error correction and written commentary. The analysis steps are as follow:

a. Focus of the Teacher Written Feedback

The feedback points provided by the teacher participants will be put under the main aspects of the student's written essay: content (ideas and arguments, relevance, clarity, originality, logic), organisation (paragraphs, topic and support, coherence, cohesion, and unity), language (syntax, grammar, mechanics, vocabulary), and others (handwriting and general comments). This analysis will clarify whether the teachers' written feedback focuses on all the aspects of writing or give more emphasis on some aspects than the others.

b. Error Correction

Error correction points provided by the teachers on the student's essay will be counted to reveal whether the teachers apply comprehensive or selective error correction. These points will also be identified in respect to the different types of error correction. This analysis will manifest whether the teachers use direct feedback, indirect feedback by indicating the errors, indirect feedback by using error codes, or they use more than one type of error correction.

c. Written Commentary

Written commentary provided by the teacher participants will be put under three main categories. These categories are: (1) function of comments (praise, criticism and suggestion), (2) linguistic features of comments (a. syntactic Forms: question, statement, exclamation, imperative, one word/two word comment; b. text specific: specific or general comments), and (3) place of comments (marginal comments, endnote comments and comments on a separate sheet). This analysis will reveal the different types of written commentary used by the teachers.

4.7   Validity of the Study

To obtain valid and meaningful data for the study, it is important to examine the validity of the instruments employed to collect the data of the study before administrating them. The validity of these instruments means examining how well these instruments are sufficient and efficient to cover, describe and investigate the phenomenon researched by the study (Gass & Mackey, 2007: Cohen, et al, 2007). Therefore, researchers have to measure whether their data collection instrument measure what they intend to measure or not.

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To gain valid quantitative data, the questionnaires utilised in this study were examined to what extent they are able to investigate teachers' beliefs and practices of feedback and preferences of students for the different aspects of feedback, students' difficulties to deal with feedback and their strategies to handle their teacher written feedback. This was achieved through experts' reflections on the questionnaires clarity, content and structures (Gass & Mackey, 2007; Bryman, 2008; Gomm, 2008). Practically, my supervisor and three colleagues who are PhD students at the UK universities examined both the teacher and student questionnaires. They assessed the relevance of questionnaires' items and gave their valuable feedback for improving the questionnaires' content and structure. Moreover, experts from the Department of Arabic Language, University of Zawia revised the Arabic version of the student questionnaire. All comments and suggestions given by my supervisor, colleagues, and experts were taken into account to modify these questionnaires.

To obtain valid and meaningful qualitative data, all the questions of the interviews (teacher and student interviews) were open-ended questions to allow the interviewees, teachers and students, express their thoughts, beliefs and views regarding to the different aspects of feedback in their writing classrooms. The guideline questions prepared for these interviews were discussed with my supervisor and some of my colleagues for examining to what extent they were clear and for measuring what they are supposed to cover. The feedback obtained from my supervisor and my colleagues was useful and helpful to improve the guideline questions of the interviews. Moreover, students who were interviewed were given the chance to use the language they want to be interviewed with (English or Arabic). In addition, most of the interviews were audio recorded and stored in separate files to be used later. All of these procedures were followed in order to obtain in-depth information about the target population to answer the research questions of the study. Finally, the integration of the data collected by questionnaires, interviews and analysis of teacher written feedback would help to enhance the validity of the study (Newby, 2010; Creswell, 2014).

4.8   Ethical Issues

Firstly, a permission letter to carry out this study in University of Zawia was obtained from the Department of English authorities. Regarding the student questionnaire, it was administrated in the department classrooms, which have normal safety measurements.

The teacher and students' questionnaires did not have any sensitive questions that cause any stress on the participants and answering their questions does not cause any problem to the participants (Dornyei, 2007). Before answering the questionnaires, both teacher participants and student participants were given participation information sheets in two versions, Arabic and English. The information sheet gives enough information about the study and about the participants' role and rights. Participants' were also reminded by their right to withdraw from the study at any time, and their participation is completely voluntary (Dornyei, 2007). Moreover, they were informed that their information would be treated confidentially and will be used for the study purpose only (Dornyei, 2007). After that, they were asked to fill a consent form and submit it with the answered questionnaire.

Regarding to the interviews, each interviewee, a teacher or a students, was asked to sign a consent form showing that he/she accepts to participate in the interview (Bell, 2005; Flick, 2007; Dornyei, 2007). Then I tried to create a friendly atmosphere by presenting myself to the interviewee, reminded him/her of the nature and the aims of the study, and asking participants not hesitate to raise any question or inquiry they think about (Bell, 2005; Dornyei, 2007). Moreover, each interviewee was reminded that he/she has the right to stop the interview if he/she feels uncomfortable. In addition to the above points, permission to record the interviews was requested from each interviewee who was also informed that all the data obtained from the interview would be treated confidentially and used for the research study purpose only (Dornyei, 2007; Mile et al, 2014).

4.9   Conclusion

This chapter starts with describing the research design of the study and presenting the different research methods employed to conduct this study. It explains how and why the mixed method is adopted for collecting data for this study, and how the triangulation of the quantitative and qualitative data would give clear picture about teachers' beliefs and practices of feedback and students preferences for feedback. Then a description of the different instruments employed to collect data for this study was presented. These instruments are questionnaire, interview and analysis of teacher written feedback. In additions, the different steps followed to collect the data of the study by these instruments were stated. After that, a brief introduction about how the data obtained from the questionnaires, the interviews and the teachers written feedback will be

analysed. This chapter ends with explaining the steps taken for ensuring the validity of the study and summarising the ethical issues related to this study. The following two chapters will introduce the findings of this study (i.e. the findings of qualitative data in chapter 5 and the findings of quantitative data in chapter 6).

Chapter 5: ANALYSIS OF QUALITATIVE DATA

5.1   Introduction

This chapter is dedicated to the analysis of the qualitative data collected by the interview (teacher and student interviews). It starts with defining qualitative data analysis, explaining the approach and method adopted to analyse the interview data and illustrating the steps undertaken to analyse this data. Next, the findings of the teacher and student interviews are displayed. This chapter ends with a summary to the main findings of these two interviews.

5.2   Qualitative Data Analysis

Cohen et al (2007: 461) clarify that "qualitative data analysis involves organising, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities." Similarly, Hatch (2002: 148) outlines that analysing qualitative data involves "organising and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanation, make interpretation, mount critiques, or generate theories." These definitions highlight that analysing qualitative data requires the researcher to organise, explore, interpret, explain the data from the participants' perspectives and present this data in a clear understandable way to their readers.

There are different approaches and methods of analysing the qualitative data. According to Gibson and Brown (2009:1), "the success of any research relies on the method of data analysis chosen by the researcher to achieve something interesting and important for both the understanding and interpretation of the phenomena being investigated." Likewise, Creswell (2014) acknowledges that qualitative data analysis is 'eclectic process' as there is no specific method or approach to follow for analysing it. Mile and Huberman (1994) suggest a number of approaches to analyse qualitative data and interpretive approach is one of them. According to Merriam (1998), it is one of the most common approaches employed by second language researchers This approach is employed in this study to analyse the interviews data because it involves "explaining the findings, answering "why" questions, attaching significance to particular results and

putting patterns into an analytic framework" Patton (2002: 438). This approach supports the meaning to be interpreted "by both the social actors and by the researcher" (Mile and Huberman, 1994: 8). "Interpretation is the core activity of qualitative data analysis for understanding or explaining what is in the data – whether explicitly mentioned or implicitly there to be elaborated" (Flick, 2014:375). Applying this approach, the researchers can find answers to the 'Why' questions, read beyond what the social actors said, and deeply understand the phenomenon investigated, as well as, " represent the data and communicate what the data reveal given the purpose of the study" (Patton, 1992: 433).

Furthermore, qualitative data analysis consists "of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (Mile and Huberman, 1994: 10). These activities can be done by applying one of these two methods: within-case analysis or cross-case analysis. Within-case analysis aims "to describe, understand, and explain what has happened in a single, bounded context-the "case" or site" (Miles et al, 2014: 100). On the other hand, the goal of cross-case analysis is "to see processes and outcomes across many cases, to understand how they are qualified by local conditions, and thus to develop more sophisticated descriptions and more powerful explanation" (Miles et al, 2014: 101). Applying cross-case analysis requires researchers to group "together answers from different people to common question, or analysing different perspectives on central issues" (Patton, 2002: 440). The cross-case analysis method is employed in this study to gain deep understanding and explanation of the issues investigated (i.e. teachers' beliefs and practices of feedback and students' preferences for feedback) (Miles et al, 2014).

Moreover, qualitative researchers suggest numerous analytic modes and methods for analysing qualitative data, which are content analysis, thematic analysis, and grounded theory. By using these methods, researchers endeavour to generate themes, categories, and codes for their collected data, and these themes and categories are related to the purposes of their studies (Mile & Huberman, 1994). Among these methods, thematic analysis method, which commonly used for analysing qualitative data, (Boyatzis, 1998; Braun and Clark: 2006; Namey et al, 2008) is employed for analysing the qualitative data of this study. Braun and Clark (2006: 79) define thematic analysis as "a method for identifying, analysing, reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this,

and interprets various aspects of the research topic." Thematic analysis concepts based on "searching across a data set … to find repeated patterns of meaning" (Braun and Clark: 2006, 86). This method not only focuses on describing the explicit ideas but also identifying and describing the implicit ones (Namey et al, 2008; Guest et al, 2012). Compared with grounded theory, both of them identify and generate categories and themes inductively within the data set and "require more involvement and interpretation from the researcher" (Guest et al, 2012:10). However, they are different in that the grounded theory aims to construct a theory while thematic analysis does not as "its primary goal is to describe and understand how people feel, think, and behave within a particular context relative to a specific research question" Guest et al (2012: 13). Thematic analysis is also different from the content analysis in that "the thematic analysis researcher is mainly advised to consider both latent and manifest content in data analysis, the content analyst can choose between manifest (developing categories) and latent contents (developing themes) before proceeding to the next stage of data analysis" (Vaismoradi, 2013:401).

In conclusion, thematic analysis is a flexible method for analysing qualitative data. Using this method, a researcher can identifies a theme "at manifest level (directly observable in the information) or at the latent level (underlying the phenomenon)" (Boyatzis, 1998:4) as well as generating themes inductively and deductively (Boyatzis, 1998; Braun and Clark: 2006). "Thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes" (Guest et al, 2012: 10). It also "allows the translation of qualitative information into quantitative data" (Boyatzis, 1998: 4). It is "appropriate for any study that seeks to discover using interpretation" (Alhojailan, 2012:40). Thus thematic analysis is employed for "discovering patterns, themes, and categories" (Patton, 2002: 453) in the interviews data of this study.

5.3   Phases of the Interview Data Analysis

Most qualitative researchers agree that the main phases for analysing qualitative data are: organising data, data familiarisation (i.e. transcribing data and reading the transcripts), generating codes and coding the data, identifying themes and reviewing them, and displaying the data (Braun and Clarke, 2006; Gibbs, 2007; Kvale, 2009;

Rubin and Rubin, 2012; Cresswell, 2014). Thus, I followed these phases to analyse the teacher and student interviews data of this study.

5.3.1 Organising the Data

After conducting the interviews with the teacher and student participants, the audio-recorded data were organised by creating a computer file for each participants. The participants' names (teachers and students) were anonymised. This is achieved by giving number to each participant and using the letters M or F referring to the gender of the participant (for example, T1.F refers to the first teacher interviewed and her gender is female/ S1.4th.M refers to the fourth year student who is a male) (Gibbs, 2007).These files were stored safely in my computer.

5.3.2 Transcribing the Data

"By transcription the direct face-to-face conversation becomes abstracted and fixed into a written form" (Flick, 2007:92). All the audio-recorded data of teachers and students' interviews were transcribed verbatim into written form. During this process, the audio recoded data of each interview was listened carefully more than one time to make the interviews' written transcriptions present accurately the actual words, phrases and sentences of the interviewees (Rubin and Rubin, 2012). Moreover, the transcripts were checked back against the audio recording data to ensure their accuracy (Braun and Clarke's, 2006; Rubin and Rubin, 2012). The two interviews which conducted by using Arabic were listened many times and translated into English. Transcribing interviews data process consumes a lot of time and effort (Gibbs, 2007; Creswell, 2014). However, it is a good start for the researcher to familiarise himself with the data, to learn much about the data and to begin the early stages of analysis (i.e. starting searching for the meaning and patterns in the data) (Braun and Clarke's, 2006; Gibbs, 2007; Flick, 2007). Next, the transcripts were stored into word files, which were anonymously named by using letters and numbers (for example, T2.F refers to the second interviewed teacher who is a female; S23.1st.F refers to a first year student who is a female) (Gibbs, 2007).

5.3.3 Reading and Re-reading the Interview Transcripts

Most qualitative research experts advise qualitative researchers to immerse themselves in the data and to become familiar with its content, and they suggest that immersion can

be attained by reading the data more than one time (Maxwell, 2005; Braun and Clarke's, 2006; Creswell, 2014). Based on this suggestion, all the interviews' transcripts were read actively more than one time. During reading and rereading the transcripts, notes were made about the major issues, a sense of the embedded different topics was acquired, and ideas and thoughts were written. All these activities made the researcher aware of the data content and assisted him "to develop tentative ideas about categories and relationships" (Maxwell, 2005: 96).

5.3.4   Coding Data

After data familiarisation phase and generating a list of initial ideas and notes from the data set, the generating initial code phase started. Mile et al (2014:71) define codes as "labels that assign symbolic meaning to the descriptive or inferential information compiled during a study." Braun and Clarke (2006:88) clarify that "codes identify a feature of the data (semantic content or latent) that appear interesting to the analyst." Boyatzis (1988) explains that codes are attached to data extracts and segments related to the phenomenon investigated in the study. The process of coding is the most important stage of analysis (Mile & Huberman, 1994). It "involves attaching one or more keywords to a text segment in order to permit later identification of statement" (Flick, 2007:105).

In this study, the production of codes are used to explore the data for coding concepts related to beliefs, practices and preferences regarding the use of feedback, specifically written feedback, in writing classrooms. The entire data set was examined and coded, based on some themes in mind derived from the literature review and the questions of the study (deductive coding) as well as on the data itself (inductive coding). During this process, the words, phrases and sentences produced by the interviewees about the different aspects of feedback in their writing classrooms were identified, and the repeated patterns across the data were written down. Moreover, data was coded by highlighting extracts and segment and codes written in the margin (See table, 5.1). Then these extracts and segments were copied and gathered with their codes in a separate word file. During this stage, few extracts were collated with more than one code because they were coded more than one time and they were relevant to represent these codes. At the end of this stage, all data was coded and collated and a list of codes was identified. These codes will be the foundation for forming themes and subthemes.

Table 5.1 Sample of Coding Data

Profile	Data	Initial codes
T1. F	**I:** what about peer feedback (.) do you think it is helpful **T1.F:** well I don't believe in its usefulness **I:** why can you tell why **T1.F:** usually the students in most cases the students belong to the same level of competence so you can't expect much of them	Negative belief regarding PF Ss with same level of competence
T2. F	**I:** what about the peer feedback **T2.F:** yes I already told you that peer feedback may not be useful in our Libyan context because (1)students do not think that it is helpful and it is acceptable to them because they feel shy or (.)they do not trust their peer their peer ability to comment on their writing	Negative belief regarding PF (1) Ss don't like PF (2) Ss don't trust on their peer

(**I**= interviewer/ **T1.F**= teacher 1. female/ PF= peer feedback/ Ss= students)

5.3.5 Searching for Themes

After coding all the data set, the phase of searching for themes began. "A theme is a pattern found in the information that at minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon" (Boyatzis, 1998: 4). It "captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (Braun and Clarke, 2006:83). During this phase, the different codes emerged from the data set was sorted into potential themes (see table 5.2). These codes were analysed and the relationships between them were identified, then they were arranged to form different themes. Some of codes were combined and others were refined. After that, a set of themes and sub-themes was devised and the coded data extracts were collated within these themes.

Table 5.2 Sample of Generating Categories and Sub-categories

Participants	Coded Text	Initial Codes	Interpretation	Sub-categories	Categories
T2.F	yes I already told you that peer feedback may not be useful in our Libyan context because students do not think that it is not helpful and it is not acceptable to them because they feel shy or they do not trust their peer their peer ability to comment on their writing	Negative belief regarding PF Ss with same level of competence	Ineffective type of feedback because of the students inability to provide valuable feedback and students do not trust on their peers feedback	Value of Peer Feedback	Teacher Belief regarding the Value of Feedback
T1.F	well I don't believe in its usefulness usually the students in most cases the students belong to the same level of competence so you can't expect much of them	Negative belief regarding PF (1) S don't like PF (2) S don't trust on their peer	Ineffective type of feedback because of the students inability to provide valuable feedback due to the students level of competence	. Students level of proficiency . Students attitudes towards peer feedback	Factors shape teachers beliefs

At the end of this phase, the set of themes and sub-themes was refined. The two levels suggested by (Braun and Clarke, 2006) for reviewing and refining the themes were conducted. The first one is that reading the collated data extracts for each theme and examined to know whether they form coherent pattern or not. Then the themes were examined to see whether they fit the data extract or not. The second level is to consider the validity of the themes in relation to the data set and to find out whether they reflect "the meanings evident in the data set as whole" (Braun and Clarke, 2006: 94). Therefore, the data set was read more than one time to ensure whether the themes are appropriate to the data set or not. At the end of this stage, a satisfactory list of themes and sub-themes was yielded for both teacher interview data (See table 5.3) and student interview data (See table 5.4).

5.4   Teacher Interview Findings

In the following sections, the findings of 5 hours and 16 minutes transcribed data of 12 teachers' interviews are presented in light of the first three research questions related to teachers' beliefs and practices of feedback (See 4.2). They are introduced according to the themes and sub-themes (See table 5.3) generated from the processes of coding the teacher interview data and searching for themes in this data (See 5.3.4/ 5.3.5). These findings are also explained by using some extracts from the interviews that are essential to support and exemplify the analysis of the data.

Table 5.3 List of Categories for Teacher Interview Findings

Research Question 1: Teachers' Beliefs and Practices	
Categories	**Sub Categories**
Writing and Approaches and Methods to Teaching Writing	
Value of the Approaches of Providing Feedback	Feedback in General Written Feedback Peer Feedback Teacher-student Conference Computer mediated Feedback
Strategies of Error Correction	Comprehensive vs. Selective Direct vs. Indirect
Time of Written Feedback	As soon as Possible/ Later Stages of providing Feedback
Focus of Written Feedback	Language/ Content/ Organisation
Types of Written Commentary	Syntactic Form (sentence, question, imperative, etc.) Specific Comments vs. General Comments Positive, Negative and Suggestions
Place of Written Commentary	Above the Error/ On the Margin/ At the Bottom of the Text

Research Question 2: Factors Shape teachers' beliefs and Practices of Feedback	
1. Factors Prevent Teachers from Practicing their Beliefs	
Contextual Factors	Time and Classroom Size
	The Availability of Resources
2: Sources of Teachers' Beliefs and Practices	
Teacher Experience	Experience as a Student
	Experience as a Teacher
Previous Studies	Academic Studies
	Courses and Training sessions
3: Factors Shape Teachers' Practices	
Students Factors	Students Level of Proficiency
	Quality of Students Written Texts
	Preferences of Students for Feedback
	Type of Error made by Students
Teachers Factors	Teacher Beliefs and Values
	Teachers Knowledge
	Teachers Training
Contextual Factors	Objectives of the Writing Courses
Research Question 3: Teachers Instructional Accounts for their Practices	
Developing Students Writing Skills Securing Students Understanding Promoting Students Engagement Building Students Confidence and Encouraging them Meeting Students Needs Enhancing Students Creativity	

5.4.1   Teachers' Beliefs and Practices

In the following sections, the results in relation to the first research question, which asks about teachers' beliefs and practices of feedback, are presented under the themes introduced in table (5.3). These results are as follows.

5.4.1.1   Teachers Beliefs and Practices concerning Writing

To deeply understand teachers' beliefs and practice of feedback in their writing classrooms, all the teacher interviewees were asked about their applied approaches and methods of teaching writing. Their answers to this question are helpful not only to perceive teachers' beliefs of writing and of the different approaches to teaching writing, but also to understand the impact of their used approaches and methods on their ways of providing feedback.

As they answered this question, the majority of the teacher interviewees described the methods and the activities they apply in their writing classrooms, and they did not mention or refer to the approaches to teaching writing by name. This result indicates that these teachers have limited knowledge about the different approaches to teaching

writing. This result could be a consequence of these teachers' educational background, which might include no courses about writing and teaching writing, and their lack of training about the different approaches and methods to teaching writing. However, their description of their ways to teaching writing reveals that they believe that accuracy is the most important aspect of writing, and a good writer should write correct grammatical sentences and use appropriate vocabulary. In other words, they believe that developing students' grammatical and lexical knowledge would reflect positively on developing their writing skills. Thus they emphasise these issues in their writing lessons for helping their students to build their vocabulary knowledge and understand the grammar rules. (See excerpt 1).

Excerpt 1

T10:M. *... you know writing is very very important and to be good writer you have to be (.) your grammar have to be good and most of students are weak grammatically ...*

T8.M. *… my main focus on the grammatical rules and I think (.) so I just (.) I build the students grammatical rules first and then to give them more practice about writing skills ...*

T6:F. *…. I try as much as I could to teach them to avoid the grammatical errors because it is very necessary when you write a paragraph to be grammatically correct*

Furthermore, these teachers reported that they start their writing lessons by presenting samples of paragraphs and essays to their students. These samples are used to explain the main parts of the paragraph or essay. Then some of them assist their students to imitate and write paragraphs and essays, using what they have learned from the samples they exposed to. Finally, they give their students the freedom to write their own paragraphs and essays. Describing his methods of teaching writing, one of these teachers reported that:

T10. M: *... first of all I give them a general idea about the paragraph then I start to explain the parts of paragraph to be clear for them and to know how to write a paragraph… I sometimes choose a paragraph from any book and start (.) I ... explain to my students where exactly to write the title and how to write it then start the parts of paragraph topics sentence what it is talking about how the supporting sentences than concluding sentence ...*

Another teacher said:

T6.F: *I start by giving them introduction about writing by giving them structure of paragraph and then give them sample and ask from the students to apply this sample in their own way (unclear) and after that I try to correct the mistakes of their writing ...*

The description of their ways to teaching writing suggests that these teachers apply product approach, which puts a particular emphasis on the form of the written texts and mainly focuses on developing students' grammatical and lexical knowledge (Badger and White, 2000). They also try to apply the different stages of the product approach, familiarization stage, controlled and guided stages and free writing stage.

On the other hand, some of the teacher interviewees demonstrated good knowledge about the different approaches to teaching writing. They reported that they have acquired this knowledge from their educational background, from attending some workshops about teaching writing and from their experiences as teachers in different contexts. For example, one of these teachers reported that she has developed her knowledge about teaching writing during her MA course, and she uses this knowledge to teach writing. This teacher said:

T2.F: … when I become a teacher I depended … on the previous studies which I used in my master degree

Another teacher reported that she usually tries to find some lectures and lessons about teaching writing in YouTube. She tries to apply what she learns from these lectures and lessons in her writing classrooms. She feels that following these steps effects positively in developing her methods of teaching writing. This teacher reported that:

T7. F … I get use You Tube to look for some classes in writing in other modern universities (.) other classes (.) so I do adopt the same type of clarification (.) actually in my laptop I can give you some websites I find it very useful for me (unclear) the type of method they used and I practice the same type of methods

The other teachers seem to develop their knowledge about writing and about the approaches and methods of teaching writing from their educational background which might include some courses about writing and teaching writing, from reading books and research studies about teaching writing, from attending some workshops about teaching writing and from their teaching experience.

Furthermore, these teachers claimed that they apply process approach to teaching writing, and they believe that process approach is more effective than the other approaches. They argued that the process approach to teaching writing raises the students' awareness of the writing process which is neglected in the other approaches. They believed that raising students' awareness of the writing processes would help them

to develop their writing skills and become good writers. One of these teachers reported that:

T2.F: … I prefer using the process approach (.) I mean you will tell the students the different steps (.) that writing is a process so that they can write at the end (.) alright this is my preferred approach of teaching writing

Nevertheless, these teachers' description to their application of the process approach to teaching writing suggests that they do not follow all the stages of this approach. For instance, most of them reported that they start their writing lessons by explaining the structures of the paragraph or essay to their students and try their best to assist their students go through all the stages of process approach. They assist their students in brainstorming, gathering ideas about the topic the students write about in the classroom (pre-writing stage). Then their students start writing their paragraphs and essays, while they go around the classrooms and give the students some tips and feedback that assists them to improve their writing (composing stage). After that the students are asked to take their paragraphs or essays home for revising and editing and make them ready for submission. The next lesson, the students submit their paragraphs or essays to the teachers who take these paragraphs and essays home for providing feedback on and then hand them back to the students. The interview data also reveal that most of these teachers do not apply the multiple-draft approach and peer feedback, which are main characteristics of the process approach to teaching writing (Hyland, 2003). These results indicate that these teachers cannot follow all the stages of the writing process in their writing classrooms, and they cannot adhere to all characteristics of the process approach to teaching writing, such as asking their students to write more than one draft and applying peer feedback. They cannot apply this approach perfectly because of some obstacles, such as time constraints and large classroom size. These teachers also remarked that one of their students' main problems in writing is using incorrect grammatical structures and inappropriate vocabulary. Therefore, they find themselves obliged to specify parts of their classes for focusing on their students' grammar and vocabulary, which is one of the main characteristics of product approach.

In short, the teacher interviewees can be divided into two groups regarding their beliefs and practices concerning writing. The first group, which represents the majority of the teacher interviewees, consists of the teachers who believe that writing is primarily concerned with linguistic knowledge (syntax, grammar, mechanics and word choice).

These teachers tend to apply product approach to teaching writing in their classrooms. Their practices of teaching writing seem to be influenced by their beliefs of writing (i.e. writing is mainly concerned about the accuracy of the text). It is speculated that these beliefs are influenced by their educational backgrounds which could lack instruction and training on writing and on teaching of writing. The other group of teachers consists of those who have some knowledge about the different approaches to teaching writing, and they believe that writing is a process. They consider process approach to teaching writing is more effective than the other approaches. Some of these teachers' beliefs of writing and their ways of teaching writing seem to be influenced by what they have learned during their postgraduate education. One of these teachers extends her knowledge about writing and teaching writing by being in touch to what is new in the field of teaching writing through the internet. The others have long experience in teaching English in different contexts and seem to have attended some training sessions and workshops about writing and teaching writing.

5.4.1.2   Value of Feedback

Describing the value of feedback in their writing classrooms, the teacher interviewees used words such as very helpful, important, necessary, absolutely essential, useful, a must and significant. All of them tend to perceive feedback as a crucial tool that affects positively on students' language learning and on the development of their writing skills. They seemed to believe that feedback increases students' awareness of their strengths and weaknesses in writing as well as assisting them not only to recognise their errors, but also to understand the nature of these errors and do not repeat them in their future writing (see excerpt 2).

Excerpt 2

T4.F: ... if they never know how well they are doing what they doing right and what they doing wrong there is no way to improve it so we see feedback absolutely essential

T10.M: ... if I do not give feedback and I do not explain the errors exactly to the student he or she will make the same mistake again

These results indicate that the teachers considered feedback essential for promoting students learning of English and developing their writing skills.

5.4.1.3   Value of the Approaches of Providing Feedback

The interview data reveal that most of the teachers acknowledged that providing feedback on their students' written texts is one of their major tasks, and they feel

obligated to do that despite the fact that it is time and effort consuming. In addition, the vast majority of the interviewees tended to believe in the usefulness of written feedback in developing students' writing skills, as it is familiar to both teachers and students and practical in their context. These beliefs seem to be translated into their practices as all of them reported that they apply written feedback for responding to students' writing. One interviewee commented:

T9.M: ... I feel strongly that written feedback will help them ... I strongly believe that written feedback will help them to correct their mistakes

Regarding teacher-student conference, the vast majority of the interviewees considered it as a valuable for developing students' writing skills. However, they admitted that it is impractical to apply this type of feedback with all students by virtue of time constraints, their large classes and students' level of proficiency. Therefore, they employ this type of feedback only with few students who come to them and ask about specific points in their writing, and with high proficient students. These results suggest that the teachers encounter difficulties in applying their beliefs about this type of feedback, as the following interview excerpt shows:

T2.F: it is helpful it depends on the type of (.) I mean on the level of student students who are in high proficiency and are competent they can discuss their writing with the teacher but some students are shy and they are low proficiency so they cannot cannot discuss with the teacher and even the time is another factor which make this as a problem

In terms of peer feedback, the interview data indicate that most of the teachers thought that it is impractical as well as ineffective in their context; therefore, they rarely apply it in their writing classrooms. Their main reasons for not practicing peer feedback are that their students are incompetent and unqualified to give reliable feedback to their peers, and they mistrust their peers' feedback as well. This data suggest that the teachers are not aware of the value of peer feedback, and they undermine their role of implementing peer feedback activities in their writing classroom (see excerpt 3).

Excerpt 3

T1.F: ... in most cases the students belong to the same level of competence so you can't expect much of them

T2.F: ... peer feedback may not be useful in our Libyan context because students do not think that it is helpful and it is inacceptable to them because they feel shy or they do not trust their peer their peer ability to comment on their writing

T5. M: ... peer feedback is not common and used for students ...

With respect to computer-mediated feedback, most teachers seemed to believe in its effectiveness, but they rarely utilise it in their writing classrooms. Their main reasons for the inability to use this type of feedback are the unavailability of internet connection

to some students and teachers as well as its unfamiliarity with most students and teachers. One teacher said:

T1. F: well it is useful but I do not use it because in many cases it is beyond my resources (.) sometimes I do not have internet connection at home so how can I keep in contact with them as well

In sum, not all of the teachers' beliefs about the value of the feedback types are practiced in their writing classrooms. This is due to a number of factors, which will be discussed later in this chapter (See 5.4.2.1)

5.4.1.4   Strategies of Error Correction

In the following two sections, the teachers' beliefs and practices of error correction types (comprehensive vs. selective and direct vs. indirect) are displayed.

a. Comprehensive vs. Selective

In this regard, the interview data reveal that the teachers' beliefs about error correction types are reflected into their ways of providing feedback. For instance, the vast majority of the teachers who conceived that students need to know their errors feel responsible to correct or indicate all or most of students' errors, and they apply this strategy when they respond to their students' writing. These teachers claimed that students' knowledge of their errors would help them to understand the reasons of their errors and do not repeat them in their future writing. One of these teachers explained:

T2. F: … I comment in all the errors I cannot exclude others because the student needs to know his mistakes and needs to improve himself by his mistakes…

Likewise, the few teachers who believed in the effectiveness of selective error correction apply it when they provide feedback to their students. These teachers argued that selective error correction assists students to focus on the type of the selected errors and understand the nature of these errors. They elaborated that their students make many errors, and correcting all of these errors would consume their time as well as affecting negatively on students' attitudes towards writing and demotivate them to write more (see excerpt 4).

Excerpt 4

T4. F: … I use a selective approach… I only giving importance to the points we are currently studying … if there are too many mistakes they do not know which one is important (.) so I select what I think it is the most important for the time being

T12. F: I do not like to give the student a red paper because when I give them a red paper that will psychologically demotivate them to write

b. Direct vs. Indirect

In term of direct and direct feedback, five of the teachers reported that they provide students with the correction forms of errors because this strategy helps students to understand their errors and avoid repeating these errors and. This strategy also saves students time. These teachers claimed that indirect error correction might confuse students and lead them to ignore the feedback provided. One of these teachers justified his use of direct feedback by saying:

T5.M: *... students may ignore some mistakes without without giving them the correction (.) but direct direct the students can see the correction of their mistakes and then they can do it*

Furthermore, two of the teachers demonstrated that they use indirect feedback by underlining or circling their students' errors and sometimes providing them with grammatical descriptions to their errors. They claimed that indirect error correction engages students in correcting their errors. This engagement assists students to understand the nature of their errors and overcome these errors in their future writing. One of these teachers added that indirect feedback saves his time and effort.

On the other hand, five teachers showed positive views to both strategies, direct and indirect. These teachers explained that students level of proficiency and types of errors made by students form their decisions about the use of direct or indirect error correction (see excerpt 5).

Excerpt 5

T3. M: *I use both of them ... I use direct and indirect I do whichever I feel comfortable appropriate useful to them ...*

T4.F: *it depends on the students I would say if the level is very high indirect because they can find it by themselves and remember it more but if the level is poor than I will say you do this to improve but if the level is pretty highest ... I try to let them find it themselves it depends on the students*

Error codes are also used by small number of teachers. These teachers reported that they use error codes with high proficient students only. Thy argued that low proficient students might encounter difficulties to understand these codes. One of them said:

T3. M. *... when I teach higher level of students these are fourth year students I use codes but (2) the preliminary level not at the first year and the second year I mostly do not use codes because they do not follow the codes ... they forget the codes they do not follow the codes ...*

Overall, these results indicate that teachers' beliefs about direct and indirect feedback are translated into their practices of feedback. They also suggest that students' proficiency level and types of errors influence the teachers' decisions of using these two strategies.

5.4.1.5   Time of Written Feedback

The interviews data show that most of the teachers ask their students to write paragraphs and essays as homework, and few of them ask their students to do such activities at classrooms. In addition, all teachers try their best to give back students' written texts with their written feedback on as soon as possible (i.e. in the next session after the submission of their written texts). They tended to believe that early feedback would activate students to deal with this feedback and to include it in their next drafts, whereas late feedback may lead students to ignore it, as they could be busy doing other activities. The data also illustrate that students receive feedback only on the final drafts of their written texts, as most of the teachers thought interventions during the different stages of writing might interrupt the students and obstruct their creativity. These results indicate that teachers' beliefs and practices of feedback time are consistent.

5.4.1.6   Focus of Written Feedback

With respect to the focus of feedback, all the teachers were in agreement that feedback should focus on all aspects of writing, and they try their best to do so. They believed that any good piece of writing should be grammatically correct, well organised and have interesting ideas and strong arguments. One of the teachers explained:

T2.F:… you have to be careful with the language whether there is a correct language or not you have to be careful with organisation I mean their work should be organised some way or other (.) right you have also to be careful with content if this content is relevant to to the topic or irrelevant (.) all these things should be taken into consideration while providing feedback for your students

However, some teachers reported that they give more emphasis on some aspects of writing. For example, a teacher of first year student illustrated that her feedback focuses more on the organisation of students' written texts because their course's aim is that students should write well organised simple paragraph. Another teacher reported that language receive his highest attention because it is the most important aspect of writing. This teacher argued that if students are able to write correct grammatical sentences and use appropriate vocabulary, they could express and write their ideas in well-organised written texts. It seems that the focus of feedback is specified by the teachers' beliefs about writing and their attitudes towards students as well as by the objectives of the writing courses they teach.

5.4.1.7   Types of Written Commentary

In the following sections, the teachers' beliefs and practices of written commentary types (syntactic forms, general vs. specific and positive vs. negative) are presented.

a. Syntactic Form

The data show that most of the teachers asserted that their written comments take the form of statements. They claimed that statement is communicative and clear for students, while one word comment is not sufficient for explaining the nature of students' errors as well as for guiding students to correct their errors, and questions may be misunderstood by students. One of these teachers reported:

T3. M: ok if I ask questions they may not understand (.) if I go for imperative they may be offended … ok and even if I use exclamation they may take it negatively (laugh)… for these reasons I go for statements and one word is not sufficient

However, few of the teachers showed positive attitudes towards imperatives and questions, and they use these forms of comments in their written feedback. Their accounts for their attitudes are imperative comments might make students feel obligated to do what teachers ask them to do, and questions might induce students to find solutions to their writing problems. One of these teachers said:

T8.M: when I use imperative when I order the student directly it may help him to focus directly on his error and correct it questions also is very important when I ask the students about the error I hope that they will get the answer

Furthermore, all syntactic forms of comments were considered by some teachers as effective and their use of these forms depends on student's error type. These teachers thought that the most important characteristics of their comments are clarity and comprehensibility for students. One of these teachers commented that:

T7. F: I must make them understand what kind of comment I want them to catch up or to understand (.) so here I think it still depends on the type of error or the type of mistake … it must be meaningful it must be meaningful even phrases or sentences or statements it must be meaningful for students

These results suggest that teachers care about students' understanding of their comments. Thus, most of them use statement form because they thought that they are clear for students.

b. Specific Comments vs. General Comments

The data show that the majority of the teachers are in favour to both specific and general comments, and their use of these comments depends on students' proficiency level and types of errors as well as on the quality of students' written work. For example, general

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comments are used with poor quality written texts because using specific comments with such texts would make them full of comments, which in turn might demotivate student writers and impact negatively on their attitudes towards writing. One of these teachers explained:

T4.F: it depends on the students it depends on the level of the work and what the (.) what is required something that is weak if it is very weak I stay general because otherwise they think everything is wrong if I am going to specific they will think that everything that they have done is wrong so I stay general if it is quite good if the level is quite high I want to specify try to go from good to very good so it depends on the students and on the work and on the level of the work

C. Positive, Negative and Suggestion

Regarding positive and negative comments, the majority of the teachers reported that they use positive comments only to encourage and motivate students to write. They also argued that negative comments might demotivate students and affect negatively on their attitudes towards writing. One of the teachers said:

T2.F: it must be positive comments to encourage the students if I give negative comments they will not respond to my comments and I will stop them writing

On the other hand, the data show that few of the teachers reported that they use negative comments only to notify students of their errors and induce them to understand the nature of these errors to avoid repeating them in the future writing. One of these teachers reported that her students' writing is weak and this enforces her to use negative comments. She said:

T1.F: to tell you the truth to be honest I have never seen anything that deserve to use praising ok so I use just what you call constructive criticism negative (1) criticism I use that

Some of the teachers also favoured the use of both positive and negative comments. These teachers claimed that positive comments encourage students to do their best and keep them writing, whilst negative comments inform them of their writing problems and stimulate them to work hard for overcoming these problems. One these teachers said:

T4.F: (laugh) yes I use everything (.) positive because I need to know that they can do something right (.) negative because if it is wrong they have to know it is wrong

All teachers also favoured suggestions because they guide students to find solutions to their writing problems, assist them to develop their writing skills and promote their learning.

5.4.1.8   Place of Written Commentary

Most of the teacher interviewees reported that they use all places (above the error, on the margin, at the bottom of the text) to write their corrections and comments, and the

place of their comments is specified by the type of the comments, the length of the comments and the space available for these comments. Some teachers reported that the corrections of the errors are written above students' errors and their short comments are put on the margin, while their long comments are written at the bottom of the text. Others write their specific comments on the margin and their general comments at the bottom of the text. Only one teacher reported that she uses a separate sheet when there are many comments (see excerpt 6).

Excerpt 6

T1.F: *if there are a lot of errors to be corrected to be commented on I sometimes need a separate piece of paper*

T6. F: *if I do not have many words to say or long comments I just write on the margin but if the comments is long I write at the end of the paragraph*

These results indicate that the type and length of the teachers written comments specify the place of their comments.

5.4.2   Factors Shape Teachers' Beliefs and Practices of Feedback

In the following sections, the findings of the interview in relation to the second research question, which asks about the factors that shape teachers beliefs, and practices of feedback are presented. These findings are classified under three main themes: (1) factors prevent teachers from practicing their beliefs; (2) sources of teachers' beliefs and practices; (3) factors shape teachers' practices.

5.4.2.1   Factors Prevent Teachers from Practicing their Beliefs

The interviews data show that the factors hinder teachers from practiced their beliefs about feedback are mainly contextual. These factors are as follows.

a. Time and Classroom Size

Time and classrooms size are the most crucial contextual factors that impact the teachers ways of responding to their students writing. The interviews data demonstrate that these two factors are the main reasons for the several conflicts between the teachers' beliefs and practices of feedback. All the teacher participants reported that time allocated to their writing classes is short, and they have many students in their classrooms. This prevents them from practicing feedback in the effective ways they believe in. For instance, most of the teachers seemed to believe in the importance of teacher-student conference in their writing classrooms, but they apply this type of

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feedback only with those students who ask them for some clarifications about their writing problems. Their reasons for this mismatch between their beliefs and practices are that the short time allotted for their writing classes and the large sizes of the classrooms prevent them from organising writing conferences with all students. One of the teachers explained:

T4. F: ... every time students come to see me I will take the time to sit and answer their questions but I do not do it in a systematic way I get too many students and too many groups it would be little bit difficult

Another example is that the vast majority of the teachers apply one draft approach; although, they believe in the effectiveness of multiple draft approach for developing students writing skills. Their justification for not applying their beliefs is that they do not have sufficient time for responding to more than one draft of students' writing, and most of their time dedicated to cover the syllabus of their writing course. One of these teachers illustrated that:

T2. F: I need to practice all types of feedback I need to receive the second draft of the students I need to discuss the mistakes with them ... the time is not enough so I cannot do or achieve these goals (2) another problem is the big classes the big classes ...

These two examples confirm that time constraints and large classroom size hinder the teachers from practicing feedback in the ways they believed in.

B. The Availability of Resources

The data show that lack of resources is another contextual factor seems to cause a mismatch between teachers' beliefs and practices. For example, most of the teachers conceived that computer mediated feedback is an effective approach of providing feedback, and it can help students to develop their writing skills. However, they could not apply this approach in their context because not all the students and teachers have computers and the internet access. One of the teachers reported:

T6.F: ... I have planned in some cases to use such feedback but I was not able to do that because of less facilities in the department but I find it very important because students are now good users of internet good users of computer (.) such material or such method actually will help them to catch up the idea very easily

The data also show that lack of resources is one of the obstacles that impede teachers from developing their ways of teaching in general. Most of the interviewees seemed to be eager to develop their ways of responding to their students writing, but the encounter difficulties find information resources such as, books, journals, and online material.

5.4.2.2   Sources of Teachers' Beliefs and Practices

It is hypothesised that teachers' beliefs and practices of feedback are derived from the same sources. This hypothesis is based on that teacher's beliefs about feedback serve as guides to his/her practices of feedback (Pajares, 1992; Johnson, 1992; Borg, 2003). Some of these sources, which were manifested from the interviewees, are as follows.

a. Teachers Experience

It appears that most of the teachers shape their beliefs about feedback from their experiences as students as well as teachers, and some of these experiences are reflected into their practices of feedback in their writing classrooms. These experiences vary from negative experience to positive one. For instance, one of the teachers reported that when she was a student, she encountered difficulties to understand the error codes used by her teacher. This experience made her to believe that indicating students' errors by using error codes is not an effective strategy of error correction. Consequently, she does not apply this strategy when she responds to her students writing. Another teacher stated that her ways of providing feedback is completely different from what her teachers did. This teacher reported that:

T12. F: … I feel that I teach different from the way teachers taught me at school and I was not really happy with the way they taught…

These results indicate that the teachers' experiences as students participate in forming their beliefs about feedback and in shaping their practices of feedback.

Furthermore, teachers' teaching experiences also engage in shaping their beliefs about feedback and in forming their ways of providing feedback. For instance, one of the teachers reported that she began her writing course with strong belief in the usefulness of peer feedback and she tried to apply it in her classroom. However, she found that her students did not like to interact with each other and distrust on their peers' feedback. Therefore, she stopped practicing peer feedback, and she became to believe that peer feedback is ineffective in this context. This indicates that the teacher's negative teaching experience with practicing peer feedback has changed her beliefs about the effectiveness of this type in this context and influenced her practices of peer feedback. Positive teaching experience might also influences teachers' beliefs and practices of feedback. For example, one of the teacher interviewees used direct error correction with his students, and he noticed that correcting the students errors by using this strategy affect positively in the improvement of the students writing accuracy. Consequently, he

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keeps practicing direct error correction as he provides feedback to his students. This teacher said:

T10.M: I have experience with this because I (.) when I use direct feedback I feel that students get more better than before

In short, teachers' teaching experiences influence their beliefs and practices of feedback. These experiences might guide teachers to change their beliefs and practices or reinforce these beliefs and practices.

b. Academic Background

The interviews data demonstrate that few teachers were exposed to theories of teaching writing and feedback during their prior academic studies. These teachers reported that some of their beliefs and practices of feedback are shaped by what they have learned during their academic study, the courses they attended and from the few articles they read about feedback. One of these teachers said:

T9. M: … we tried to give feedback based on principles we learned from our studies

The teachers' academic background seems to impact on few of the teachers' beliefs and practices of feedback. These results indicate that teacher participants' beliefs and practices of feedback are influenced by their experiences as students and teachers more than by their prior academic studies.

5.4.2.3   Factors Shape Teachers' Practices of Feedback

The data also show several factors that form teachers' practices of feedback. These factors range from teachers' factors, contextual factors to students' factors.

a. Teachers Beliefs and Values

It is reported that the Department of English Language at University of Zawia does not have policy requires teachers to respond to students writing in specific ways. It is also found that teachers have the freedom to practice the methods they think they are suitable for their students to achieve the aims of their writing courses. As there are no guidelines for teachers to follow when responding to their students writing, it is assumed that teachers' practices are guided by their beliefs. The interviews data reveals some examples confirm this assumption. One of these examples is that the teachers apply their beliefs about the error correction strategies. For instance, those who believe in the effectiveness of comprehensive error correction correct all of their students' errors and those who believe in selective error correction apply this strategy when correcting their

students' errors (see5.4.1.4). The interview data show many other examples about the effect of teachers beliefs in their practices and some of them mentioned in presenting the teachers beliefs and practices of feedback (see 5.4.1).

b. Teachers' Knowledge

Teachers' knowledge about the approaches of providing feedback and about the different aspects of written feedback seems to impact on their ways of responding to their students writing. For instance, some teachers acknowledged that they apply written feedback only because they are partly aware of how to employ the different approaches of providing feedback effectively. Others clarified that they do not employ peer feedback and teacher-student conference because their students are not familiar to these types of feedback, and the students' level of proficiency is low. This indicates that these teachers are not aware that one of their duties is to familiarise, guide and train their students to use these types of feedback. One of the teachers revealed her unawareness about some aspects of feedback before participating in this study by saying:

T1. F: … believe me I have never thought of feedback in this way but when I discussed it with you when I participated in the questionnaire I discovered many many things these things in the past I've never paid any attention to …

In sum, teachers' lack of knowledge about the ways of providing feedback and about the different aspects of feedback influences their ways of responding to their students writing.

c. Teachers 'Training

Lack of training is another important factor seems to impact on teachers' beliefs and practices of feedback. This is apparent as the vast majority of the teachers reported that they have not received training or attending workshops about responding to students writing. Moreover, the Department of English Language, where they teach, does not require them to respond to students writing in specific ways and does not provide them with any guidelines to follow as they respond to students writing. This means that the teachers are free to practice the method they think it is suitable for their students to achieve the aims of the writing courses. This leads most of them to depend on their experiences as they provide feedback to their students.

The findings also demonstrate that most of the teachers eager to develop their ways of practicing feedback by participating in workshops and attending training sessions. However, workshops and training sessions about teaching writing and feedback are

unattainable in their context as their institution has little to offer in terms of their professional development. Furthermore, few of the teachers try their best to learn about feedback by reading articles and watching lectures online. Then they try to apply what they have learned from these sources into their classrooms. These results suggest that teachers have little training opportunities, and this lack of training obstructs them from improving their ways of providing feedback.

d. Goals of the Writing Course

One of the contextual factors that influence teachers' ways of providing feedback is the objectives of the writing courses they teach. For example, one of the teachers reported that her written feedback focus more on the organisation of the students written texts because the aim of the writing course she teach is qualifying students to write well-organised paragraphs. Some teachers also indicated that their feedback always focus on the errors related to the lessons discussed in their writing classrooms. They argued that this would assist their students to achieve the objectives of these lessons. These results mean that the aims of the writing courses guide the teacher ways of providing feedback.

e. Students' Level of Proficiency

The data also demonstrate that students' level of proficiency might also shape teachers' ways of applying feedback. This is a common view amongst the interviewees. For instance, some teachers' use of teacher-student conference is guided by the students' level of proficiency. These teachers claimed that applying this type of feedback is ineffective with students whose linguistic competence is low because these students cannot discuss their writing problems with their teachers efficiently. Therefore, their practice of teacher-student conference is restricted to the high proficient students. Another example is that some of the teachers' use of direct and indirect error correction is directed by their students' level of proficiency. These teachers' views are that indirect error correction appropriate with high proficient students because they are able to search and find solutions to their error, while direct error correction is suitable for students with low linguistic competence because they can handle this type. In sum, students' linguistic abilities seem to play significant role in determining the appropriate type of feedback used by teachers for developing students writing skills.

f. Type of Errors Made by Students

The type of errors made by students is another factor specifies teachers' ways of providing feedback on their students written texts. It is found that the type of errors made by the students sometimes guides the teachers to use direct or indirect feedback. For instance, some teachers stated that they apply direct feedback with complicated errors because students might find difficulties to correct these errors. Conversely, they use indirect feedback with simple errors that can be corrected by students. It is also found that the type of students' errors sometimes directs the teachers' use of general and specific comments. For example, one of teachers reported that his use of general and specific comments:

T11. M: ... depends on the type of errors committed here sometimes certain types of errors require general comments and sometimes thing if they are ok that repeated more than once it should require specific actually

Overall, these results indicate that types of the students' errors influence the teachers' ways of responding to their students writing.

g. Quality of the Student Written Text

The quality of the students' written texts is another factor impacts on the teachers' use of the written commentary types. For example, positive comments are provided to those students who write well-organised text with correct grammatical sentences and interesting ideas. On the other hand, negative comments are delivered to those students who write poor written texts. The use of general and specific comments is also guided by the quality of the students' texts. For example, one of the teachers uses general comment with poor written text because using specific comments would make their written texts full of comments and this may affect negatively on their attitudes towards writing. These results reveal that the quality of the students writing influences the teachers' ways of providing feedback.

h. Students' Preferences for Feedback

Although scholars advise teachers to take students' preferences regarding feedback into their accounts as they respond to the students writing (see 3.3), most of the teacher interviewees reported that they do not do so. Only few of them indicated that they rarely follow their students' preferences regarding feedback. One of these teachers reported that she gives her students the choice of the stage of writing they would like to receive feedback on. Another teacher reported that he always elicits his students' attitudes

regarding his ways of providing feedback. These findings suggest that students' preferences might also influence the teachers' ways of providing feedback on their students' written texts.

5.4.3 Teachers' Instructional Reasons for Practicing Feedback

The teacher interviewees reported several instructional reasons for practicing feedback in the ways they apply. These reasons are as follows.

5.4.3.1 Developing Students Language Learning and Writing Skills

Developing their students' language learning and writing skills is the most common reason reported by all the teacher interviewees in explaining their instructional decision for providing feedback. It is found that the teachers believed that their ways of providing feedback assist their students to identify their strengths and weaknesses in writing. Their feedback also raises students' understanding of the nature of their writing problems and enables them to overcome these problems.

5.4.3.2 Securing Students' Understanding of Feedback

Another reason stated by most of the teachers is that their ways of providing feedback should secure their students understanding of feedback. This is derived from their belief that students' understanding of feedback is significant for its success. To translate this belief into practice, the teachers try their best to make feedback clear and understandable by students. For instance, most of the teachers reported that their written commentary take the form of declarative statements more than the other syntactic forms because this form is clear and easy to understand by their students. In addition, most of the teachers stated that they do not use error codes because their students might face difficulties in understanding these codes. Some teachers also reported that they put their error correction above students' errors and their comments on the margin near to students' writing problems because this would make their corrections and comments clear for students.

5.4.3.3 Promoting Students' Engagement

The teachers also put into their consideration students' engagement as they provide feedback on their students writing. They believed that students' engagement with

writing and with feedback would reflect positively in the development of their writing skills. For example, some of them use indirect error correction to stimulate students exerting more effort for correcting their own errors. Correcting their error by themselves would help them to understand the grammatical rules of these errors and to do not repeat these errors in their future written texts. Other teachers provide their students with advises and suggestions that engage students in learning and developing their writing. One of the teachers reported that she advises her students to consult specific books that help them to solve their own writing problems. This would make them aware of such errors in future.

5.4.3.4   Encouraging Students to Write and Building their Confidence

Most of the teachers reported that they respond to their students writing in ways that make students confident as they write and encourage them to write more. They also try to avoid providing feedback in ways that impact negatively on students' attitudes towards writing. For example, all the teachers stated that they use positive comments to encourage their students to write more and to reinforce their strengths in writing. In addition, most of them stated that they avoid using negative comments because this type of comments might demotivate students to write more and affect negatively on their confidence.

5.4.3.5   Meeting Students' Needs

Students' needs and writing courses aims seem to direct teachers' ways of providing feedback. Some teachers reported that they provide feedback in ways that meet their students' needs and the aims of their writing courses. They believed that putting these aspects in their accounts as they provide feedback would make their feedback more effective in developing students' writing skills. For example, few teachers stated that their feedback is always related to the lessons discussed in their writing classes. This would help their students to understand the lessons and to develop their writing as well. One teacher reported that she focuses on the organisation of her students' written texts because the aim of this course is to help the students write well organised paragraphs. Another teacher focuses on grammatical mistakes of his students because most of them have problems to write correct grammatical sentences.

5.4.3.6   Ensuring Students' Creativity

The data also show that some of the teachers care about students' writing creativity as they provide feedback in ways that do not affect negatively on students' creativity. For example, one of the teachers stated that he does not provide his students with negative comments because this would affect negatively on their writing creativity and would stop them to write. Another teacher said that he does not like to interfere during the different stages of the writing process because this might influence students' use of their own ideas and structures. This teacher said:

T9. M: they have to write let them write if I interrupt their own ideas they will lose creativity so let them write whatever fashion they follow ...

5.4.4   Summary of the Teacher Interviews Findings

It can be said that the teacher interviewees consider feedback as a necessary method for developing students' writing skills, and all approaches of providing feedback are liked by most of the teachers, except peer feedback. It is also noticed that written feedback is the most employed approach by all teachers because it is easy to use and well known to teachers and students. The teachers also believe that early feedback is necessary for students, but they do not welcome the idea of intervening during the different stages of writing process and interrupting students' thoughts and ideas. They conceive that all aspects of writing skills are important to focus on as they provide feedback to their students. However, their focus of feedback might be directed by the objectives of their writing course or by their students' needs. In addition, the statement form of written commentary is used by most of the teachers because it is clear to students as well as informative. All the teachers use suggestions to guide their students develop their writing, and they use positive comments because this type of comments encourages students to write more and develop their writing. However, few of the teachers use negative comments because they think that this type may stimulate students to work harder. Most of them use specific comments because they are more helpful than the general and they do not care about the place of their feedback. Their main concern is the clarity and comprehensibility of their feedback.

In regard to the factors that impede teachers from applying their beliefs about feedback, the findings suggest that these factors are mainly contextual, such as time constraints, large classrooms size and unavailability of resources. Concerning the sources of

teachers' beliefs and practices of feedback, the results indicate that the teachers' experiences as students as well as teachers strongly influence their beliefs regarding feedback. The teachers' previous academic studies also influence few of the teachers' beliefs and practices of feedback. The findings also provide important insights into the roles of teachers' training, teachers' knowledge and objectives of the writing courses in shaping their ways of responding to students' writing. The results also indicate that students' level of proficiency, types of their errors, quality of their written texts and their preferences towards feedback influence the teachers' ways of responding to their students writing.

In respect to the instructional reasons that guide teachers' ways of responding to students writing, a range of considerations was articulated. Firstly, the teachers try applying feedback in ways that enhance students' language learning and develop their writing skills. Secondly, they try to provide clear feedback for securing students' understanding of teachers' comments and corrections. Thirdly, they respond to their students writing in ways that attract students to engage with writing and feedback provided on their writing. Fourthly, their ways of providing feedback aim to build students' confidence as they write and to encourage them writing more. Finally, the teachers' feedback is guided by the needs of their students to develop their writing skills and achieve the aim of the writing courses.

5.5   Student Interview Findings

In the following sections, the findings of 6 hours and 31 minutes transcribed data obtained from interviewing the student participants are presented (See 4.5.1 for information about the student participants). These findings are presented in light of the research questions four and five, which are about preferences of students for feedback, students' accounts for their preferences and difficulties students encounter and strategies students apply as they handle their teacher written feedback (See 4.2). Two main themes were gained by using thematic analysis to code the interviews data and generate themes and sub-themes (see 5.3.4/ 5.3.5). These themes are: (1) preferences of students and their accounts for their preferences; (2) difficulties encountered by students and strategies used by them (See table 5.4). Based on these themes the findings of the students' interviews are presented in the following sections.

Table 5.4 List of Categories for Student Interview Findings

Research Questions 4: Preferences of students and Accounts for their Preferences	
Categories	**Sub Categories**
Types of Feedback	. Feedback in General . Written Feedback . Peer Feedback . Teacher-student conference/ .Computer mediated Feedback
Strategies of Error Correction	. Comprehensive vs. Selective . Direct vs. Indirect
Time of Written Feedback	As soon as Possible/ Later
Focus of their Written Feedback	. Langage/ Content/ Organisation
Form of Written Commentary	. Syntactic Form (sentence, question, imperative, etc.) . Specific Comments vs. Generic Comments . Positive, Negative and Suggestions
Place of Written Commentary	. Above the Error/ On the Margin/ At the Bottom of the Text
Research Question 5: Difficulties Encountered by Students and strategies used by them	
Difficulties Encountered Students	
Strategies Applied by Students	

5.5.1   Preferences of Students and their Accounts

In the following sections, the results of the students' interviews in relation to research question 4 which ask about preferences of students for feedback and the accounts for their preferences are presented under the themes introduced in table (5.4), research question 4. These results are as follows.

5.5.1.1   Perceptions of Students to the Value of Feedback

All the student interviewees, senior and junior, seem to be in agreement that feedback is significant for developing their writing skills. Most of them explained that feedback assists them to recognise the strengths and weaknesses of their writing as well as understanding the nature of their writing problems and overcome these problems in their future writing. Some students regarded feedback as a source of knowledge that provides them with new structures and vocabulary about the language they learn. The students positive attitudes towards feedback might suggest that feedback affect positively in promoting their English language learning and developing their writing skills in particular (see excerpt 7).

Excerpt 7

S7.4th. M: *feedback allows you to know your errors and correct them next time to do not fall in those errors again*

S15.4th. F: *feedback is the main resource for me to get knowledge about the new vocabulary about the new topics I want to write about …*

S1.1st. F: yes it very useful because the teacher will point out my mistakes if I have any and tell me how to correct them to help me and guide me when I write my paragraph I know exactly what to look for in my practice

5.5.1.2   Perceptions of Students regarding Types of Feedback

Teachers' feedback (oral or written) is favoured by all the student interviewees and teachers are regarded as the most knowledgeable people about the language in general and about writing in specific. Teachers were also regarded as responsible people for responding to their writing. One of the students explained:

S17.4th.F: ... having teacher feedback is very good because teacher has has very good experience with writing and he knows or she knows how it should be done and steps we taking to reach that perfect essay the ideal essay

Although, teacher-student conference is rarely used in their writing classrooms, half of the students showed preferences to this type of feedback rather than written feedback. They explained that this type of feedback allows them to discuss their writing problems with their teachers, to identify the reasons of these problems and to ask questions about their weakness in writing. It also helps them to gain suggestions that guide them to overcome their writing problems. One of the students reported that:

S4. 4th. M: I think teacher students conference is the most helpful because you can sit with your teacher and discuss with him your writing problems and mistakes moreover the errors will be corrected immediately and you will understand the reasons of those errors and how to solve them

The other half of the students considered teacher written feedback as more valuable than the other types of feedback. They claimed that teacher written feedback assists them to identify their errors, know the corrections of these errors and understand the type of these errors. Some of the students elaborated that written feedback on their written texts can be used as references that helps them to do not repeat their previous errors. One of the students said:

S20.4th.F: ... the most helpful is the teacher written feedback because you know the teacher is the one who knows the best ... when I am going to write for the next time I just get the previous papers and see where is the mistakes and try to avoid making the same mistakes for the next time

The majority of student interviewees also favoured peer feedback because it allows them to exchange ideas and to share their writing problems with their peers as well as working with their peers for solving these problems. However, most of these students stated that the usefulness of peer feedback depends on their peers' level of proficiency and knowledge about language and writing. On the other hand, few students had negative attitudes towards peer feedback. They argued that they do not expect helpful

feedback from their peers, and they distrust this feedback because all students have the same level of proficiency (see excerpt 8).

Excerpt 8

S12.4th. F: it depends on my partner If I think he will be good and have good ideas about writing so it is useful to ask him and to ask him for explanation about something but if he is not good of writing so I do not need his ideas

S10.4th. F: ... peer feedback yes some some not all the peers some classmates or peers have good knowledge and and can help you ...

Although most of the student participants have no experience with computer-mediated feedback, they showed preferences for this type of feedback. They thought that it would assist them to learn more and develop their writing skills.

The comparison between junior and senior students shows that both of them valued feedback and believed that teacher feedback is more valuable than the other types of feedback. They also have positive attitudes regarding the other types of providing feedback.

5.5.1.3   Preferences for Strategies of Error Correction

In the following sections, the preferences of students for error correction strategies (comprehensive vs. selective and direct vs. indirect) are demonstrated.

A. Comprehensive vs. Selective

There is a consensus among the majority of student interviewees that errors existing in their written texts should be corrected or indicated. They claimed that teachers' corrections would help them to understand the reasons of their errors and to do not repeat them in future. They elaborated that if their errors are not corrected or marked, they may think what they have written is correct and this might lead them to repeat the same errors (see excerpt 9).

Excerpt 9

S2.4th. M: ... I prefer that he corrects all of them so that I know (.) because if he correct some of them sometimes I think this one that he did not correct it is ok there is no mistake

S4.1st.F: ... I prefer they would correct all of them so I could understand what I have done wrong and this will be useful as I said in the future as well

On the other hand, the few students who were in favour to selective error correction thought that they can recognise some of their mistakes and they need their teachers to focus on their major errors, especially those that are hard to notice and correct. Moreover, two of the student interviewees showed preferences to both types,

comprehensive and selective. One of them liked her teacher to correct all errors existing in one of her written text and to be selective in the other because this way of correction would help to recognise her errors and develop her writing. The other student wanted her teacher to be selective in the first draft and to correct all errors in the final draft.

The comparison between senior and junior students shows that both of them share the same views about these two strategies of error correction as most of them were in favour to comprehensive error correction. This indicates that the students experience does not influence their preferences regarding these two strategies of error correction.

B. Direct vs. Indirect

The data illustrate that most of the students preferred direct feedback, and they thought that the correction forms of errors attract their attention to these errors and assist them to learn and remember them. They added that direct feedback is easy to understand and clear, while indirect error correction is confusing and difficult to deal with. One student explained:

S10.4ᵗʰ.F: *actually the direct feedback is the most useful it is when he or she gives the direct feedback she put her finger on the mistake itself … if she use indirect feedback you will be confused and do not know what is the problem where is the problem you will get confused …*

The data also show that few students had positive attitude towards indirect error correction. They explained that searching for the correct forms to their errors would help them to understand the nature of these errors as well as remembering their errors and do not repeat them in their future writing. One of these students reported that:

S4.4ᵗʰ.M: *I would like my teacher to use the indirect this type of feedback will give me the chance to pay an effort looking for solution to my error and then he see whether I find the correction or no moreover the effort which I will pay looking for solutions to my errors will help me to understand more my errors*

It is also found that few students favoured both strategies, direct and indirect. These students thought that they have to try correcting their errors by themselves and if they fail to do so then their teachers should correct their errors. One of the students stated:

S12.4ᵗʰ. F: *I like to receive (.) can I choose both of them because at the first stage I need indirect feedback I want to test myself if I can improve these mistakes by myself that is ok If I cannot correct these mistakes so I need direct feedback from the teacher.*

The comparison between senior and junior students shows that the vast majority of junior students preferred to receive direct feedback, while more than half of senior students did so. Moreover, few of the senior students preferred to receive both strategies and no one of the junior students showed that. This might suggest that the students' experience slightly influence their preferences regarding these two strategies.

5.5.1.4   Time of Teacher Written Feedback

When asked about the best time of receiving feedback, the vast majority of the student interviewees preferred to get back their written texts with teacher written feedback as soon as possible. They reported that early feedback activates them to deal with this feedback since their ideas and structures used on their written texts are still in fresh their mind. They added that late feedback might receive little attention from them as they may involve in doing new works and forget what they have written in their previous texts. One of these students said:

T20.4th. F: … I need it as soon as possible because the essay will be fresh in my mind and I will know why I have done these mistakes and why I've done that and I will be able in order to correct it as well to learn from the mistakes so as soon as possible is the best one here

However, few students showed no attention to the time of feedback, and they believed that teachers know the appropriate time for giving feedback. Some of them argued that teachers should have enough time to provide them with valuable feedback on their written work.

Concerning the stage of receiving feedback, the majority of the students liked to receive feedback after they finish writing their paragraphs or essays. They explained that teachers' interference during the different stages of writing process might interrupt the flow of their writing activity and confuse their own ideas and structures. Some of them stated that they want to write their own ideas and to use their structures without teachers' interferences during the early stages of writing. One of these students reported that:

S12.4th. F: … I need to use my own ideas to write myself but then I think in the last draft I need the evaluation of the teacher

However, few of the students preferred their teachers to interfere and provide them with feedback during the different stages of writing. They claimed that with their teachers' assistance they can produce well-written texts. Moreover, correcting their errors immediately helps them to understand the nature of their errors and do not repeat them in the future. One of these students said:

S4.4th. M: I want the teacher to provide me with feedback during the different stages of writing and this will help to correct the errors immediately and I understand them

The comparison between senior and junior students shows that about two third of the fourth year students preferred to receive feedback as soon as possible, while only half of the first year students liked that. Regarding the different stages of writing, the majority

of both senior and junior students prefer to receive feedback at the evaluation stage. This indicates that the students' experience slightly impacts on their preferences for the time of feedback.

5.5.1.5   Focus of Teacher Written Feedback

In terms of the focus of feedback, the majority of the students believed that teachers' written feedback should focus on all aspects writing (language, content and organisation). They explained that any good piece of writing need to be well organised and have correct grammar and appropriate vocabulary as well as interesting ideas and convinced arguments. However, some students believed that feedback on content and language of their written texts should receive the highest attention, while others thought that feedback should emphasis more on content and organisation of their written texts. This indicates that content of written texts comes first in the order of the students' priority (see excerpts 10).

Excerpt 10

S7.4th. M: I think all of them because all the three depend on each other you know, the language , organisation and content all depend on each other, yes all of them

T12.4th. F: all aspects of writing are important for me but I think the language and the content are more important because I think the coherent and such things are less important than language and the content

The interview data also demonstrate that few of students need feedback to focus only on their weaknesses and needs to develop their writing (see excerpts 11).

Excerpts 11

S8.4th. F: I think on the first two content and organisation the ideas these are the things which I like my teacher to focus on because I have difficulty to organise my writing and my ideas… I have many information about grammar and I do not need more explanation about it

S4.4th. M: firstly, I would like my teacher to focus in language because I have many grammatical mistakes and when I revise the feedback provided this will help me to write better

Furthermore, few students want their teachers to focus only on content of their written works because they believed that their ideas are the most important part of their written texts. Others claimed that correct grammar is the most important feature of any piece of writing, and they cannot convey their ideas and messages to readers without writing correct sentences.

Concerning students' views about multiple drafts approach, the vast majority of students appreciated this approach. They claimed that writing more than one draft assists them to improve their current written texts and to develop their writing skills. Most of these students also liked feedback to focus on all aspects of writing in all drafts.

The comparison between senior and junior students' demonstrates that their majority need feedback to focus on all aspects of writing. However, senior students wanted feedback to focus more on content, while junior students needed feedback to focus more on content and organisation. This may suggest that the students have no difficulties to write correct grammatical sentences and use appropriate vocabulary.

5.5.1.6 Form of Written Commentary

In the following sections, preferences of students for written commentary types (syntactic forms, general vs. specific and positive vs. negative) and the reasons for their preferences are demonstrated.

A. Syntactic Form

The results reveal that statement form was favoured by most students. Their reasons were that statement form is clear, and it provides them with sufficient information about their writing which helps them to understand the nature of their writing problems. Conversely, the other forms of written commentary such as one word, exclamation and question are not favoured by most of the students because they might be confusing and ambiguous and may not provide adequate details about their writing problems (see excerpt 12).

Excerpt 12

S7.4th. M: *I think statement is better than the others because it is clearer than others (.) I can understand them easily and know the errors from them*

S1.1st.F: *I think statement will be like the best way cause if it is one word the student may not understand it if it is an imperative ... the student confuse of your view so you have to explain in a statement yes that is it*

On the other hand, few students liked the question form. These students maintained that questions stimulate them to think about their writing problems and find solutions to these problems. Likewise, few students favoured the form of imperative. These students reported that imperative comments guide them to find solutions to their problems and develop their writing skills. The data also show that few students showed little attention to written commentary types, and their main concerns were the clarity and the comprehensibility of the comments. One of these students said:

S15.4th. F: *anything that helps me to know the errors the ways not important if it is question statement, detailed statements…*

The comparison between senior and junior students clarifies that the majority of junior students preferred to receive question form, while the majority of senior students liked

statement form. This indicates that students experience might influence their preferences for the syntactic form of written commentary.

B. General Comments vs. Specific Comments

In this regard, the majority of student interviewees favoured specific comments. Asked about their explanations, these students agreed that specific comments refer directly to their strengths and weaknesses in writing and assist them to develop their writing skills as well as enhancing their language learning, whereas general comments are ambiguous and confusing. One of these students said:

S20.4th. F: *obviously specific because you know general like saying* good *or not good will not clarify anything so being specific will help me help me to know the mistake help me to find a way to correct it it helps*

On the other hand, few students expressed that both general and specific comments can be beneficial and writing problem types direct teachers whether to use specific or general comments. The comparison between senior and junior students shows that both of them are in agreement that specific comments are more effective than general ones.

C. Positive Comments, Negative Comments and Suggestions

All students showed preferences for positive comments and their majority liked to receive negative comments. Their preferences to positive comments were explained by that this type of comments encourages them to reinforce their strengths and to develop their future writing as well as enhancing their confidence to write more. Few of these students warned that positive comments sometimes are deceptive as they give students excessive confidence, which might not induce them to work hard for developing their writing (see excerpt 13).

Excerpt 13

S10.4th. F: *Positive comments will give you the confidence that you need to write again and again and you will get better*

S11.4th. F: *I think praises is better because he encourages you to do better and to write better and to try more and more to improve your writing.*

In terms of their preferences to negative comments, the students explained that this type of comments assists them to identify their weaknesses and induces them to work hard for overcoming these weaknesses. Despite their preferences to negative comments, the students were concerned about teachers' ways of delivering this type of comments. They claimed that the harsh way of delivering negative comments might demotivate

them and guide them to have negative attitude towards writing and sometimes towards teachers (see excerpt 13).

Excerpt 13

S5.4th. F: … the negative one will encourage me to do the best in the next time …

S9.4th. F: yes, negative comments make me to work more.
S20.4th. F: … just a little criticism but not in a tough way which can you know decrease my self-confidence or make me pessimistic or unable to write for the next time fearing that I'm going to make big mistakes like the one that I've done before

The data also show that few students disliked receiving any negative comments. They argued that negative comments frustrate them and demotivate them to work hard and to deal with the teachers' feedback (see excerpt 15).

Excerpt 15

S12.4th. F: I do not like negative feedback … negative feedback they will make me depressed …

S13.4th. F: … negative will affect the students level may be he will he will hate the writing …

Furthermore, all the students liked to receive comments in the form of suggestion. They believed that suggestions would show them how to deal with their writing problems and this would reflects positively on developing their ideas and structures and makes their writing better. One of these students reported that:

S15.4th. F: I get more use from suggestion and learn from suggestions I have my own ideas and he has his ideas from gathering these both ideas I may create something new.

However, few students claimed that not all suggestions are helpful, such as those ask students to replace their ideas by teachers' ones and those general suggestions, which do not guide students to solve their writing, problems (see excerpt 16).

Excerpt 16

S17.4th. F: … he says no you should not do this you should do that but I like it I like it but some teacher ask you should remove it this suggestion but this is my written work it is me

S20.4thF: ah suggestions are good but some suggestions does not help most of the time like when the teacher says you have to improve your essay so what I am going to improve exactly …

The comparison between senior and junior students demonstrates that both junior and senior students had positive opinion towards all types of comments, and they thought that they are helpful in developing their writing skills. However, few of senior students did not like negative comments at all. In addition, some of senior students noted that negative comments should be mitigated in ways that do not demotivate them to write more.

5.5.1.7   Place of Written Comments

In terms of the place of feedback, the findings show that writing corrections and comments above the errors or near writing problems was appreciated by most of the students. These students reported that margin and endnote comments might confuse them and find difficulties to identify to which piece of writing these comments refer to (see excerpt 17).

Excerpt 17

S4.4th. M: *above the errors because it will be clear and it will help me to understand my errors*

S2.4th. M: *... at the bottom or in the margin I do not know which what the mistake is maybe I do not know whether this word or this word he leaves it for me to think but it is better to put it under the mistake itself*

However, endnote comments were also preferred by few students who thought that teachers, at the bottom of the texts, can find sufficient space for writing their comments clearly. Moreover, endnote comments are likely to be well-organised legible, while above the errors and margin comments tend to be confusing, illegible and incomprehensible as they might conflict with students' words and sentences and cause a mess in the written text. One of these students said:

S7.4th. M: *I think at the end of the text to make it more organised and not mess the piece of writing ...*

It is also found that few of the participants did not care about the place of written comments. These students cared about the content and clarity of the comments. One of these students reported that:

S15.4th. F: *the place is not important because I know I want the information he write it at the margin at the end*

The comparison between senior and junior students demonstrates that both of them favoured feedback to be placed above their writing problems where they can identify their errors and understand their writing problems.

5.5.2   Difficulties Encountered by Students and Strategies used by them

The following two sections are devoted to present difficulties encountered by students as they deal with teacher written feedback and their strategies to handle this feedback.

5.5.2.1   Difficulties Encountered by Students

The students were asked about the problems they encounter as they deal with teacher written feedback. It is found that their major problem is difficulty in understanding

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teachers' comments. This problem is a result of teachers' ways of forming their comments. For instance, some students reported that they find difficulties in understanding the error codes used by their teachers. Others stated that indirect error correction by circling or underlining errors is not clear as it does not give them any information about the nature of their errors and does not guide them to correct these errors. Some of the students reported that some of their teachers' comments are general, and they find difficulties to identify to which part of their written texts these comments refer to. Few students clarified that some comments indicate that teachers do not understand or do not appreciate their ideas so that these teachers try to impose their ideas and thoughts on students. Some of the students also stated that they face difficulties to read teacher comments. Few students reported that their teachers' comments focus only on the negative side of their writing and provide them with demotivated comments that affect negatively in their attitudes towards writing. Very few students stated that they face no difficulties to understand and deal with their teachers comments (see excerpt 18).

Excerpt 18

S8.4th.F: ... sometimes the comments are not clear, and some of our teachers refer to your errors and do not tell you anything about your errors ...

S9.4th.F: ... Sometimes teacher just comment in negative things and do not comment in positive things ....

S12.4th.F: ... the comments of the teacher are not direct so I face problem to understand what (unclear) exactly what is the way that he wants me to correct this error or mistake. That is it

S3.1st. F: ... if the teachers use abbreviations or codes may then I have problems with the teachers feedback ...

S4.4th. M: I have no problems with the teacher feedback?

5.5.2.2   Strategies Used by Students

With regard to the strategies for handling teacher written feedback, it appears that the students utilise several strategies. Their most employed strategy is reading teacher feedback more than one time and trying to correct their errors themselves. The students also apply several strategies if they face difficulties to deal with their teacher written feedback. Their most common strategy is asking their teachers for more clarification to the comments and error corrections. They also depend on themselves by searching for solution to their writing problems in dictionaries and grammar books. These strategies help to improve their spelling and to learn new words and new grammar rules. Few of the students ask classmates and consulting experienced people for handling feedback. It is also found that some students surfing the web to find corrections for their errors and

some students try to memorising their errors to avoid repeating them in the future (See excerpt 19).

Excerpt 19

S1.4th. M: ... I will read it and I will keep it in a safe place I may be need it sometimes ... I may go home I have my sister she graduated from here from this university so she can help me in most cases I need help

S4.4th. M: I make use of the feedback by reading it and try correct my errors by myself by using books or dictionaries

S12.4th.F: I am forward to seeing my mark ,the first stage ... and then try to memorise these mistakes in my head, and the second stage I think I will try to correct these errors by going on the internet ...

S2.1st.F: ... I ask the teacher if the teacher did not give me good answer I go and google it or ask my friends or another one who actually good at English you know yes

5.5.3   Summary of the Student Interview Findings

All student participants seemed to perceive that feedback is essential for enhancing their language learning and developing their writing skills. Their preferences for the different aspects of feedback are in agreement about time of written feedback as most of them prefer to receive early feedback and do not like their teachers to intervene during the different stages of writing. However, they have different views regarding the focus of teacher written feedback and some of them relate the focus of teacher feedback to their needs and weaknesses. The results also illustrate that both senior and junior students have the same preferences for some aspects of feedback such as comprehensive error correction. However, they have different preferences for others. For instance, most of junior students preferred their teachers to use direct, while the majority of senior students liked their teachers to apply indirect feedback. These results suggest that the students experience and needs influence their preferences for some aspects of written feedback.

Concerning the difficulties faced by students as they deal with feedback, the students acknowledged that their main problems are misunderstanding of teachers' comments and error codes and difficulties to read teachers comments. Regarding strategies applied by students to handle teacher feedback, the students utilises different strategies which vary from reading teachers feedback, trying to correct their errors themselves, asking their teachers from more clarifications, consulting grammar books and dictionaries, consulting their peers and experienced people and using the internet. The comparison between senior and junior students demonstrates few differences between their difficulties of dealing with feedback and their strategies of handling written feedback.

Chapter 6: ANALYSIS OF QUANTITATIVE DATA

6.1   Introduction

This chapter is devoted to present the results of the quantitative data collected by using teacher and student questionnaires and analysis of teacher written feedback. These results would support and validate the findings of the qualitative data. They will be integrated and discussed with the qualitative data in the next chapter for answering the research questions of the study. This chapter starts with a description of how the questionnaires were analysed. Then the findings of the teacher and student questionnaires are presented. After that, the procedures of analysing the teachers' written feedback are clarified and the results of the teachers' written feedback analysis are introduced. Later, a conclusion of all the findings is drawn.

6.2   Questionnaire Data Analysis

The questionnaire data was prepared for analysis by following these steps. Firstly, the data was coded by converted the participants answers to the questionnaire items into numbers. During this stage, the variables were defined and every possible value that a variable can take was given a code (number). For example, the participant answers to the likert scales questions were coded as (5 for strongly agree, 4 for agree, 3 for neither agree nor disagree, 2 for disagree and 1 for strongly disagree) (Dornyei, 2007). Then the coded data were put into Excel files, which were given simple names referring to the data (e.g. teacher value to feedback). After that this data was transferred into SPSS version 21.0 (Statistical Package for the Social Sciences), which is a common statistics software package, for conducting the different statistical tests needed for analysis (Puri, 2002; Dornyei, 2007).

To analyse the questionnaire data, descriptive and inferential statistics were utilised. The descriptive statistics is employed to describe and present summaries about the responses of the teacher and student participants to the questionnaires items (Dorynei, 2007; Cohen et al, 2007). This is achieved by using "frequencies or frequency distributions (numbers and percentage), measures of central tendency (the mean, median, and mode, and measures of variation (range and standard deviation)" (Fink, 2013: 117). The inferential statistics is employed to measure the differences between the

senior and junior students' responses to Likert scale items of the questionnaire "in the statistical sense" (Dorynei, 2007: 209). To do so, the data of the students' questionnaire Likert scale items, firstly, were checked by using SPSS to conduct the 'Kolmogorov-Smirnov' statistic test for identifying whether they were normally distributed or not (Dorynei, 2007). The results of the test show that the data of the students' Likert scale items were not normally distributed. Therefore, the appropriate test to examine the differences between senior and junior responses to the Likert scale items is a non-parametric test, Mann-Whitney test (Dorynei, 2007). On the other hand, the responses of senior and junior students to the other items (non-Likert scale) of the questionnaire were compared by using descriptive statistics (i.e. the percentage of the students' responses to each item). The results of the questionnaires are presented in the following sections.

6.3   Teacher Questionnaire Findings

The findings of the teacher questionnaire, which was answered by 21 teachers (see 4.5.2 for information about the teacher participants), would help to investigate the teachers' beliefs and practices of feedback. They might also reveal some of problems faced teachers as they provide feedback and some of principles that influence the teachers' feedback practices. This information is significant for answering the research questions 1 and 2, which ask about the teachers' beliefs and practices of feedback (See 4.2). These findings are presented under the following themes:

1. Teachers' perceptions regarding the value of feedback

2. Teachers' practices of Feedback

     a. Types of feedback

     b. Error correction strategies

     c. Focus of Feedback

     d. Written commentary types

     e. Time of feedback

     f. Place of written commentary

3. Difficulties of providing written feedback

4. Teachers' principles and philosophies of providing feedback

6.3.1 Teachers' Perception regarding the Value of Feedback

The first five items of the questionnaire examine teachers' perceptions regarding usefulness of feedback and of feedback types for developing students' writing skills. The participants were asked to choose one of these answers: 5= useful, 4= quite useful, 3= does not matter, 2= not useful and 1= not useful at all. The results, in the table (6.1), suggest that all teacher participants perceived that feedback is either useful (57%) or quite useful (43%) for developing students' writing skills. They also believed in the value of written feedback to develop students' writing (42% useful and 58% quite useful). Moreover, the majority of the teachers valued peer feedback (28% useful and 43% quite useful), teacher-student conference (38% useful and 48% quite useful) and computer-mediated feedback (38% for useful and 24% for quite useful). These results suggest that the teacher participants estimated the importance of feedback in writing classrooms and recognised teacher written feedback as the most valuable type for developing students' writing skills. Moreover, most of them appreciated the usefulness of the other types of feedback.

Table 6.1 Teachers Perceptions regarding the Value of Feedback

Questionnaire Items 1-5	Responses	Frequency	Percent
The Value of Feedback in General	Useful	12	57
	quite useful	9	43
	Total	21	100
The value of Teacher Written Feedback	Useful	9	42
	quite useful	12	58
	Total	21	100
The Value of Peer Feedback	Useful	6	28
	quite useful	9	43
	does not matter	5	24
	not useful	1	5
	Total	21	100
The Value of Teacher-student Conference	useful	10	38
	quite useful	8	48
	does not matter	3	14
	Total	21	100
The Value of Computer-mediated Feedback	useful	8	38
	quite useful	5	24
	does not matter	7	33
	not useful	1	5
	Total	21	100

6.3.2 Teachers' Practice of Feedback

The teachers' practices of feedback are presented in the following sections. First their practices of feedback types and error correction strategies are described. Then their

feedback focus and their practices of written commentary type are shown. Last, their preferred place of written commentary and their preferred time of providing feedback are demonstrated.

6.3.2.1 Feedback Types

The findings (table 6.2) show that all the teachers use written feedback in their writing classrooms (43% Always, 38% usually and 19% sometimes). They also indicate about 20% of the teachers usually employ peer feedback (19% usually), while the rest sometimes, rarely or never apply this type. Moreover, the results demonstrate that about quarter of the teachers utilise the teacher-student conference (5% always, 19% usually), whereas the rest sometimes, occasionally or never use this type. Concerning the computer mediated feedback, the majority of the subjects never (52%) or occasionally (33%) apply this type. These results indicate that written feedback is the most used type, while peer feedback and teacher-student conference are sometimes employed. Conversely computer mediated feedback is rarely utilised.

Table 6.2 Teachers Practices of Feedback Types

Questionnaire Items 6-9	Responses	Frequency	Percent
Teachers Practices of Written Feedback	Always	9	43
	usually	8	38
	sometimes	4	19
	Total	21	100
Teachers Practices of Peer Feedback	Usually	4	19
	Sometimes	9	43
	Occasionally	4	19
	Never	4	19
	Total	21	100
Teachers Practices of Teacher-student Conference	Always	1	5
	Usually	4	19
	Sometimes	6	28
	Occasionally	6	29
	Never	4	19
	Total	21	100
Teachers Practices of Computer-mediated Feedback	Always	1	5
	usually	1	5
	sometimes	1	5
	occasionally	7	33
	never	11	52
	Total	21	100

6.3.2.2 Error Correction Strategies

In terms of the used error correction strategies, figure (6.1) reveals that the majority of the teachers (67%) apply comprehensive error correction strategy, while the rest (33%) select some of students' errors to be corrected or indicated.
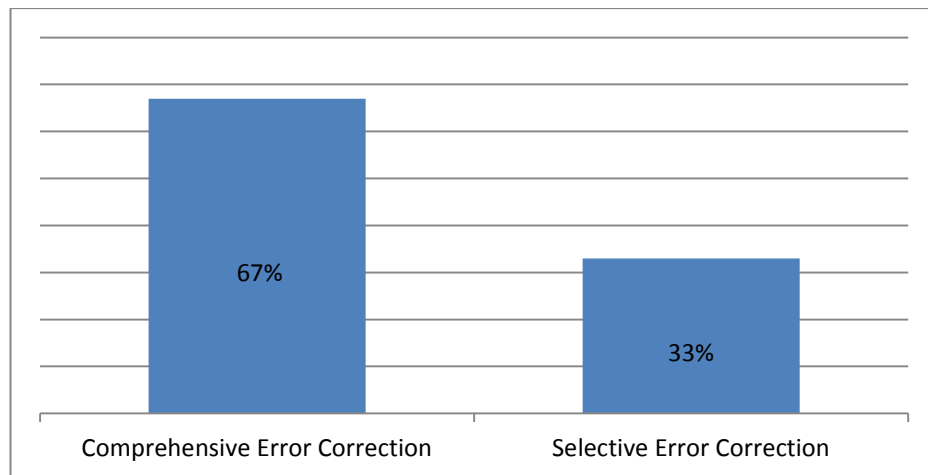
Figure 6.1 Comprehensive vs. Selective

Those teachers who stated that they use selective error correction were asked about the type of errors they correct or indicate. Their answers (figure 6.2) were that 43% of them correct global errors only, 15% correct frequent errors, 14% select global and frequent errors, 14% correct frequent and structural errors, and 14% focus on global and structural errors. This indicates that the teachers consider global error as the most important type.
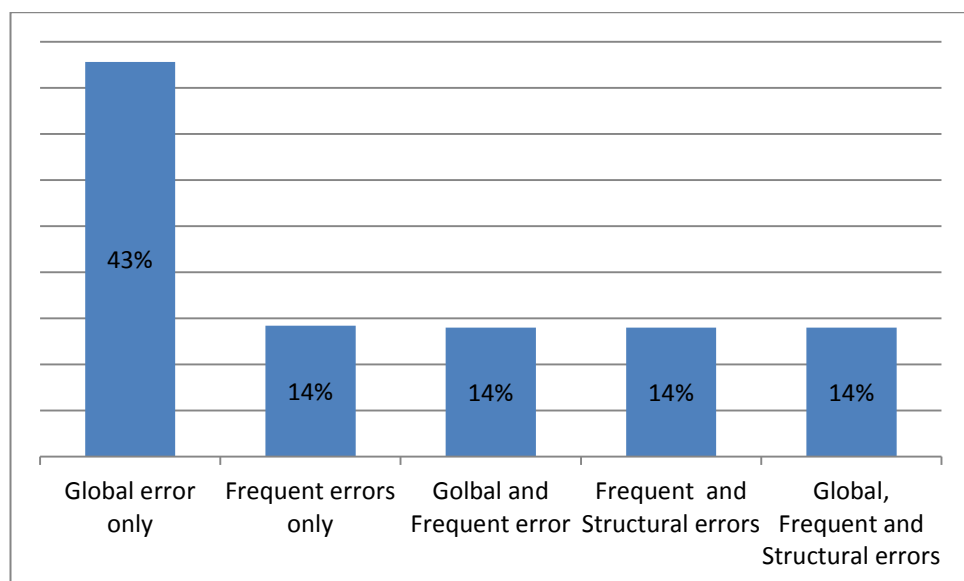
Figure 6.2 Types of Errors Corrected by Teachers

Regarding direct and indirect error correction, figure (6.3) shows that most of the teachers (57%) apply both types and those who use direct error correction only (29%) are more than those who apply indirect error correction only (14%).
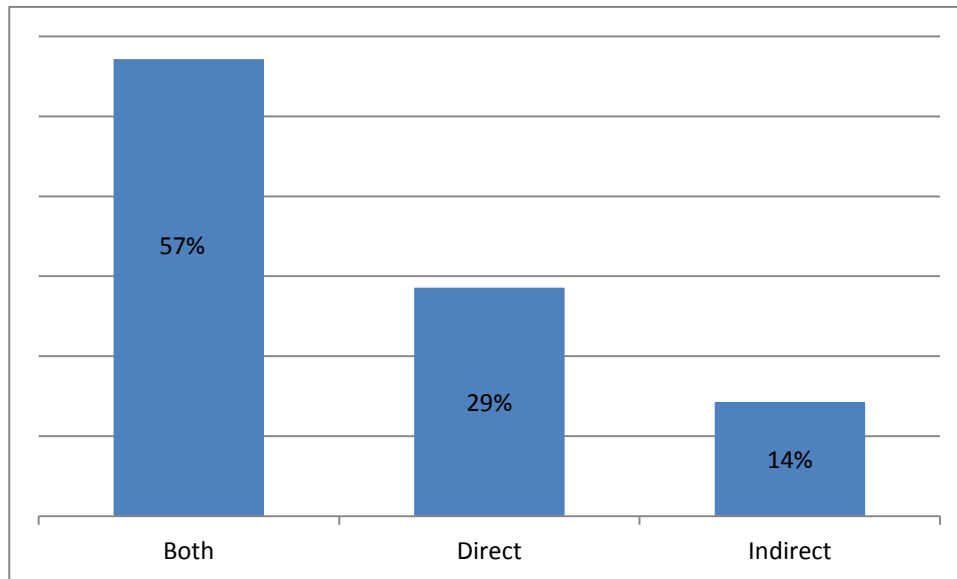
Figure 6.3 Direct vs. Indirect

Furthermore, the results in figure (6.4) reveal that most of teachers who use indirect error correction (53%) employ error codes, and 20% of them indicate student errors by underlining or circling. The rest use a combination of these strategies (figure 6.4)
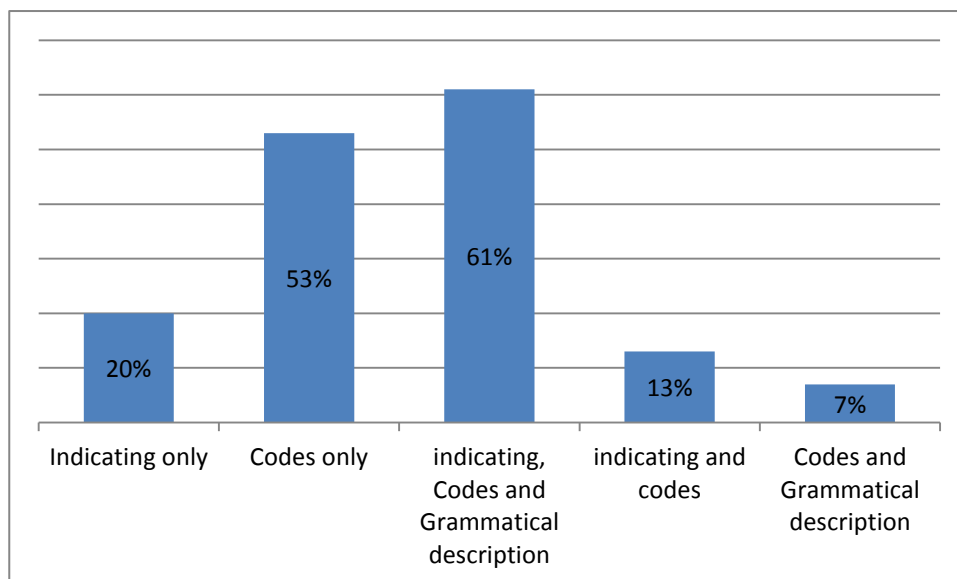
Figure 6.4 Type of Indirect Feedback

6.3.2.3   Focus of Written Feedback

In term of feedback focus, figure (6.5) demonstrates that about half of the teachers (48%) focus on all the aspects of writing as they provide feedback on their students written texts. Few of them focus on one aspect alone (5% focus on language, 5% on content and 5% on organisation). The rest of the participants' feedback focuses on a combination of the writing aspects (Figure 6.5). These results suggest that most of the

teacher participants care about all the aspects of writing with more attention to language and organisation rather than content.
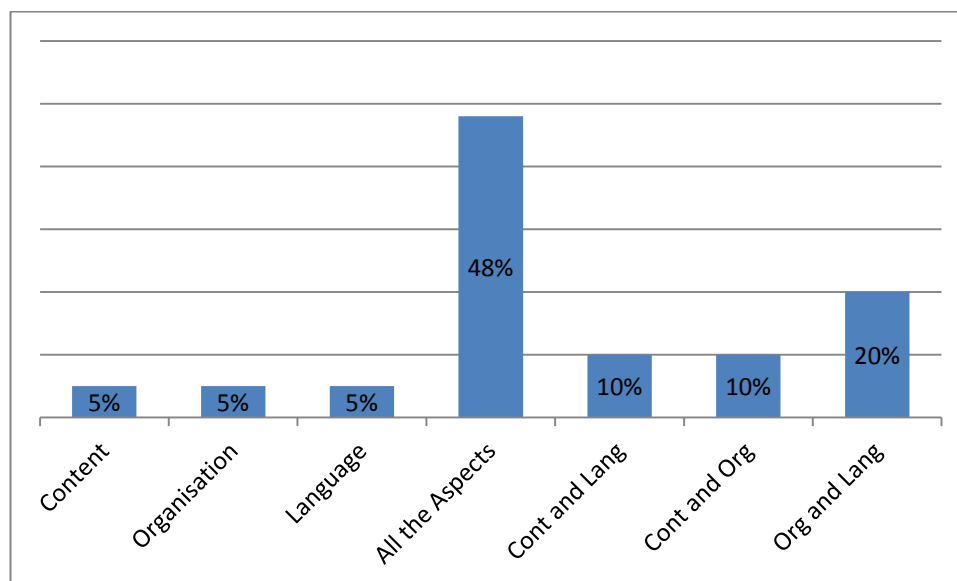
Figure 6.5 Focus of Feedback

6.3.2.4   Written Commentary Types

Regarding the teachers' use of syntactic forms of written commentary, figure (6.6) shows that the vast majority of the teachers (95%) use the statement form to write their comments, and about half of them (52%) use one word form and (42%) question form. However, imperative and exclamation are the least used syntactic forms by teachers (28% use imperatives and 24% use exclamation).
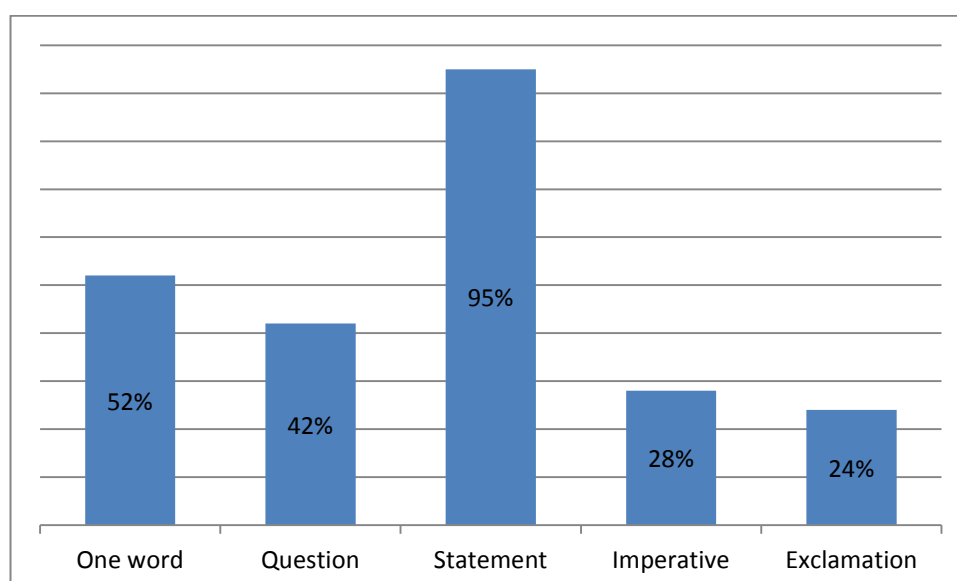
Figure 6.6 Syntactic Forms of Written Commentary

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With respect to their use of positive and negative comments, figure (6.7) depicts that few of the teachers (19%) prefer to use both types of comments, and the teachers who favour to employ positive comments only (48%) are more than those who like to apply negative comments alone (33%). Moreover, about half of these teachers (43%) prefer to write some suggestions on their students written texts.
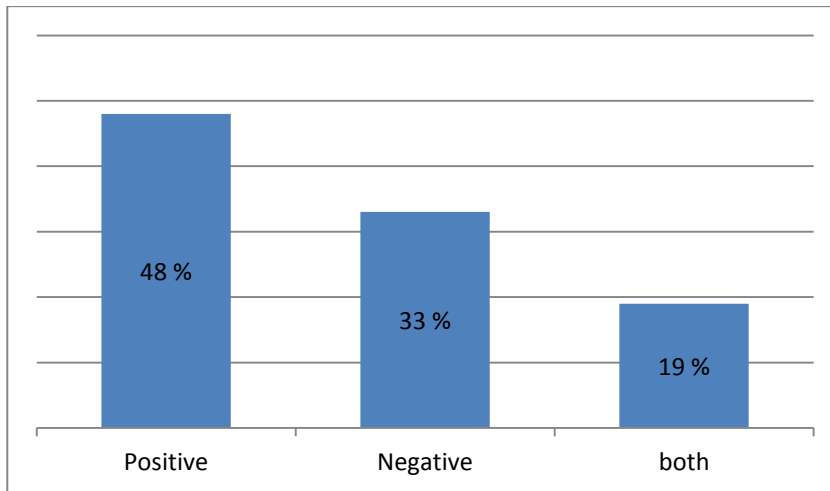
Figure 6.7 Positive vs. Negative

With Regard to the practice of general and specific comments, figure (6.8) demonstrates that about half of the teachers (48%) employ both types of comments, 42% of them use specific comments only and few of them (9%) use general comments alone. This indicates that specific comments are the most used type by the teachers.
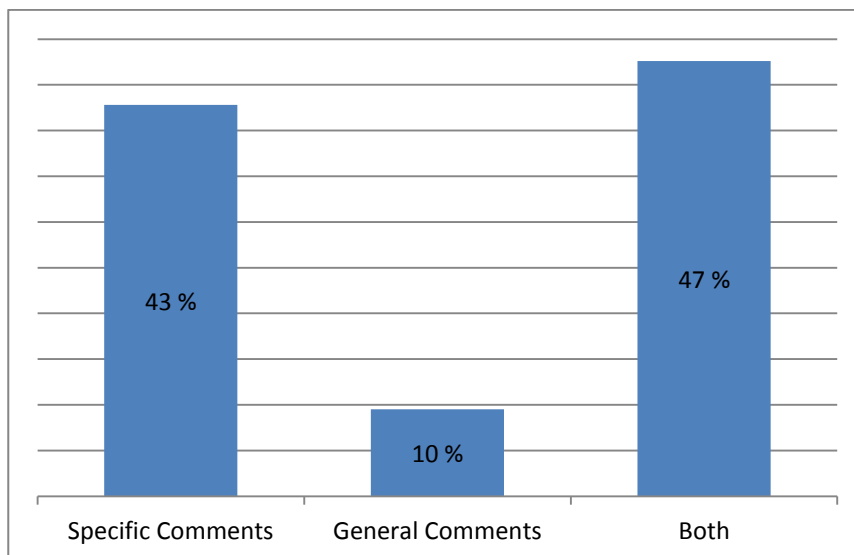
Figure 6.8 General vs. Specific

6.3.2.5   Time of Feedback

When asked about the time of providing feedback, most of teachers (62%) indicated that they give back students written texts with their written feedback as soon as possible. About a third of the teachers give back the students' written works with their feedback later, and few of them do not care about the time of feedback (Figure 9.6).
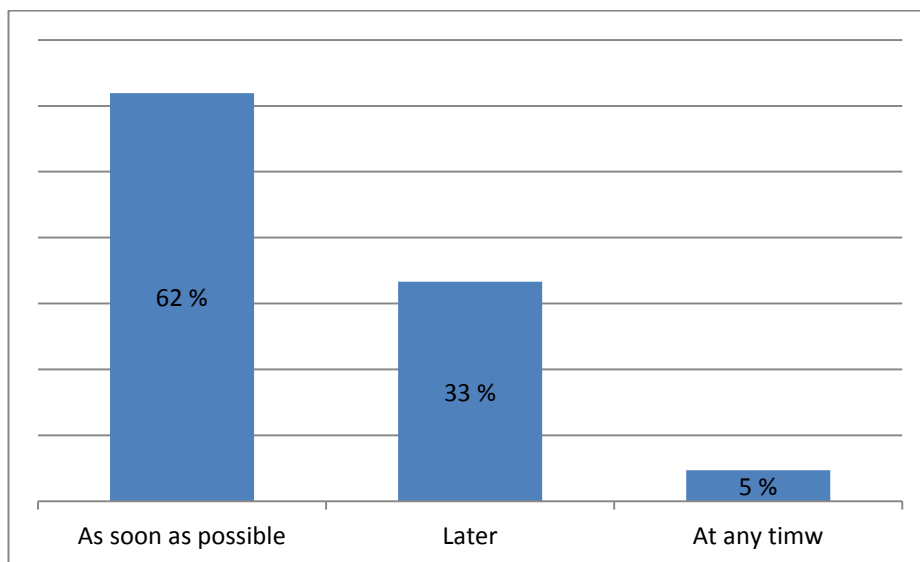
Figure 6.9 Time of Written Feedback

The data also shows that most of the teachers prefer to provide feedback to their students at the revising and editing stage, while some of them tend to intervene during the different stages of the writing process. This indicates that most of teachers give chance for students to complete the writing tasks and then provide them with feedback.

6.3.2.6   Place of Written Commentary

The teachers were asked about the best place of their written commentary and they had the chance to choose more than one place. Figure (6.10) shows that the majority of the teachers (67%) prefer to put their comments above the error, and more than half of them (57%) like to write their comments in the margin. On the other hand, few (19%) favour to write their comments at the bottom of the text and very few (10%) like to use a separate sheet for their comments. This indicates that the teachers' favoured places for writing comments are the margin and above the errors.
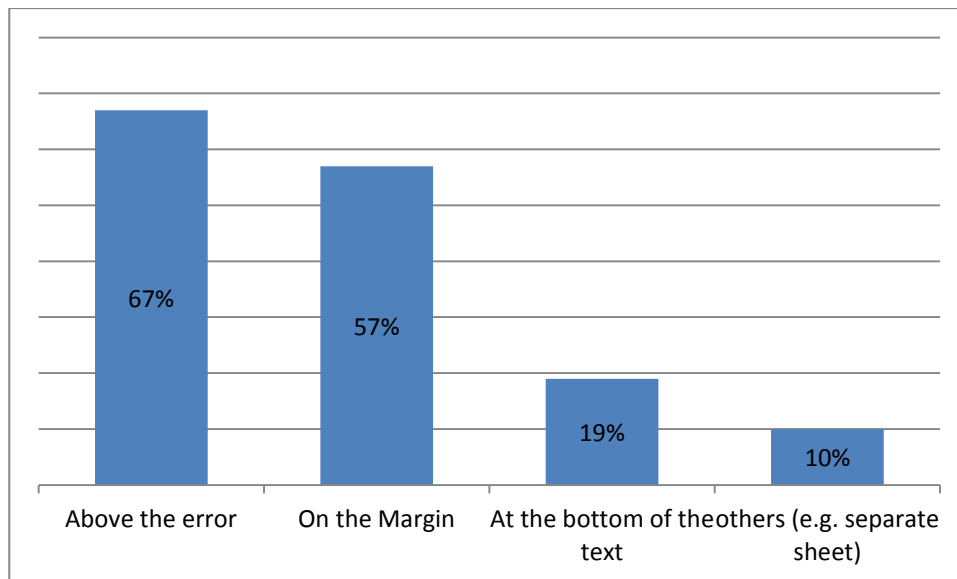
Figure 6.10 Place of Written Feedback

6.3.3 Difficulties Encountered Teachers as Providing Feedback

The teachers were also asked about the difficulties they encounter when providing feedback, and they had the chance to indicate more than one problem. Figure (6.11) shows that the most common problems are providing feedback on students writing takes a long time and the students make many errors. The second common problems are that there are many papers to correct and students ignore their feedback. The teachers are also worried that student sometime ignores their feedback. Their least problem is that students misunderstood their comments and error codes.
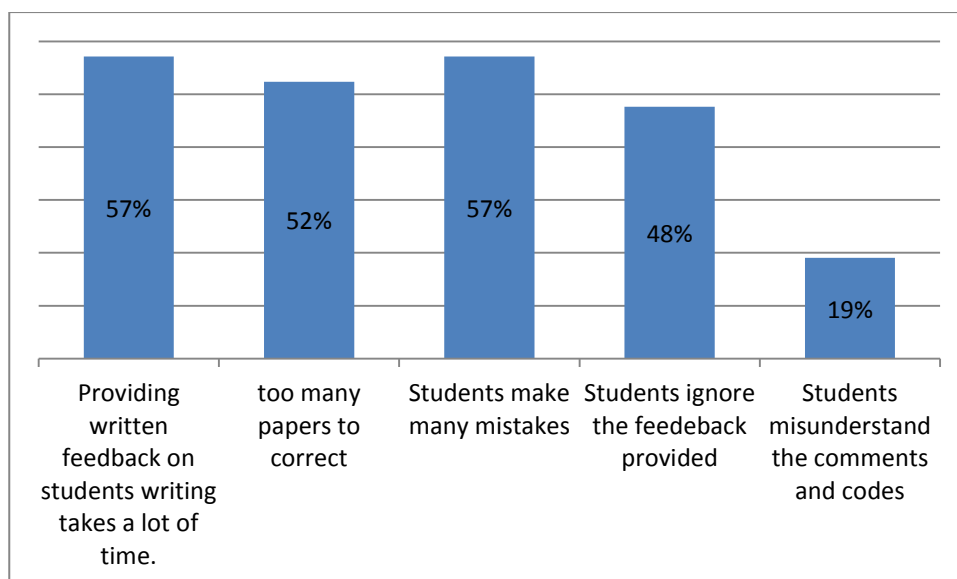
Figure 6.11 Difficulties Faced by Teachers

6.3.4 Teachers' Principles and Philosophies of Providing Feedback

The results (Figure 6.3) show that all teachers thought that they are responsible for providing feedback on students written texts, and most of them (90%) indicated that students appreciate receiving feedback from their teachers. Moreover, most of the teachers (85%) indicated that they explain their ways of providing feedback to students, and about half of them liked to apply multiple-draft approach.

In Regard to the principles of providing feedback, the findings suggest that most of the teachers (85%) base their practices of feedback on their teaching experience, and their majority (66%) base their practices of feedback on the knowledge they acquire from their previous education and from some articles about feedback. The teachers (66%) also noted that that they do not follow their department principles of providing feedback because the department does not restrict them to follow specific principles and gives them the freedom to apply the appropriate methods they believe in. The majority of the teachers (52%) stated that they have not attended workshops and training session about writing and feedback, and most of them (86.6%) thought that they need training to develop their ways of providing feedback and make their feedback more useful and effective.

Table 6.3 Teachers Philosophies of Providing Feedback

Questionnaire Items 21-30	Responses	Frequency	Percent
Providing written feedback on student writing is the teacher responsibility	Strongly agree	18	86
	Agree	3	14
	Total	21	100.0
Students like to receive written feedback from their teachers	Strongly agree	9	43
	Agree	10	47
	Neutral	1	5
	Disagree	1	5
	Total	21	100.0
I explain my way of providing written feedback in advance to my students	Strongly agree	8	38
	Agree	10	47
	Neutral	1	5
	Disagree	2	10
	Total	21	100.0
I ask my students to write more than one draft of their written work	Strongly agree	3	14
	Agree	8	38
	Neutral	2	10
	Disagree	7	33
	Strongly disagree	1	5
	Total	21	100.0
I base the practice of my written feedback on guiding principles (e.g. theories, previous studies)	Strongly agree	7	33
	Agree	7	33
	Neutral	5	24
	Disagree	1	5
	Strongly disagree	1	5
	Total	21	100.0

I base the practice of my written feedback on my teaching experience	Strongly agree	8	38
	Agree	10	47
	Neutral	1	2
	Disagree	2	10
	Total	21	100.0
I base the practice of my written feedback on the policy of the Department of English Language, University of Zawia	Agree	3	14
	Neutral	4	20
	Disagree	11	52
	Strongly disagree	3	14
	Total	21	100.0
My written feedback changes from a student's paper to another	Strongly agree	7	33
	Agree	10	48
	Disagree	3	14
	Strongly disagree	1	5
	Total	21	100.0
I need some training on feedback to expand my knowledge of giving written feedback	Strongly agree	5	24
	Agree	13	62
	Neutral	3	14
	Total	21	100.0
I attended courses and workshops about feedback in writing	Yes	10	48
	No	11	52
	Total	21	100.0

6.3.5   Summary of Teacher Questionnaire Findings

The information obtained from questionnaire about the teachers' beliefs and practices of feedback is summarised in the following points:

1. Feedback is considered as useful tool for developing writing skills.

2. Written feedback is valued by all teachers, and the other types (peer feedback, teacher-student conference computer-mediated feedback) are also appreciated by most of them.

3. The teachers' beliefs and practices of written feedback are consistent as all the teacher participants believed in the usefulness of this type for students, and they employ it in their writing classrooms.

4. The teachers' beliefs and practices of the other types of feedback are incongruent as most of them appreciated these types, but they sometimes or occasionally employ them in their writing classrooms.

5. Comprehensive error correction is the most used strategy by the teachers.

6. Selective error correction is applied by some teachers, and these teachers give more attention to global errors than the other types of errors (frequent and structural errors).

7. Direct and indirect error correction strategies are used by most of the teachers, and their use of direct feedback is more than their use of indirect one.

8. All aspects of writing (content, organisation, language) received attention from teachers as they respond to students writing with more focus on language and organisation.

9. Declarative statement is most used form of written commentary by the teachers.

10. Imperatives and exclamation are rarely used by teachers.

11. Giving students' written text back as soon as possible is believed to be more beneficial than delayed feedback.

12. Providing feedback on the final draft is believed to be more effective than intervening during the different stages of writing.

13. The teachers' best places for error correction and written commentary are above the errors and on the margin.

14. Some of the teachers' problems are that providing feedback takes a long time, there are many papers to correct, students make many mistakes and students ignore their feedback.

15. Providing feedback to students is believed by most of the teachers to be one of their main responsibilities.

16. the most influential factors on the teachers' practices of feedback are their teaching experience and prior studies.

17. Most of the teachers need to attend training sessions and workshops for developing their ways of responding to students' writing.

These findings are important for this study, as they will be used to validate and support the findings of the interviews and teacher feedback analysis (see chapter 7). The integration of these results would help to answer research question 1, 2 and 3 (See 8.2).

6.4   Student Questionnaire Findings

The student questionnaire, which was answered by 155 students (See 4.5.1 for information about the student participants), was devoted to investigate preferences of EFL junior and senior students for feedback in their writing classrooms. It was also dedicated to identify the participants' problems and strategies as they handle teacher written feedback. The findings of this questionnaire would help to reveal the influence

of the students' experience on their perceptions and preferences for the different aspects of feedback as well as on their problems and strategies of dealing with feedback. These findings, which would help to answer the research questions 4 and 5 (see 4.2), are presented under the following themes:

1. Students' perceptions of feedback value

2. Students' perceptions of feedback types value

3. Students' preferences for the aspects of written feedback

     a. Preferences for error correction strategies

     b. Preferences for focus of feedback

     c. Preferences for written commentary types

     d. Preferences for time of feedback

4. Difficulties encountered students to deal with written feedback

5. Strategies employed by students to handle written feedback

6.4.1   Students' Perception of Feedback Value

The first part of the questionnaire is utilised to explore the students' perceptions of feedback value in their writing classrooms. The findings demonstrate that the vast majority of the students (52% strongly agree and 44% agree) regarded feedback as a useful tool for developing their writing skills. Only small minority of them (4%) choose neutral option to express their views about feedback value. To differentiate between the perceptions of senior and junior students, non-parametric test (Mann-Whitney Test) was conducted. The result of the test indicates that the perceptions of students of feedback value is greater for senior students *(Median=5)* than for junior students *(Median=4), U= 2197, p= .001<.05* (See table 6.4/ item 1)*. This result suggests that senior students' experience with feedback might make them valued feedback more than junior students.

6.4.2   Students' Perceptions of Feedback Types Value

In terms of the students' perceptions of feedback types value, the vast majority of the students either strongly agreed (50%) or agreed (46%) that teacher written feedback is important for them. only one senior student disagreed that this type of feedback is

useful, and the remaining participants (3%) were undecided. Man-Whitney test shows that senior students *(Median =5)* has greater perception to the value of teacher written feedback than junior students group *(Median =4), U= 2397.500, p= .015* (See table 6.4/ item 2).

Similarity, the vast majority of the students either strongly agreed (46%) or agreed (47%) that teacher-student conference is beneficial for developing their writing skills. Only one senior student showed disagreement about the usefulness of this type, and the rest (7%) were undecided. There is no significant difference between senior *(Mdn=4)* and junior students' perceptions *(Mdn=4)* of teacher-student conference value, in that *(U=4 2740.000, p= .304>0.05)* (See table 6.4/ item 4).

However, just over half of the students (strongly agree 21%, agree 32%) perceived that peer feedback is useful for developing their writing skills. Mann-Whitney test indicates that there is no significant differences between senior *(Median =4)* and junior students attitudes *(Median =3)* regarding the value of peer feedback as *(U= 2476.500, and p= .053>0.05 two tailed)* (table 6.4/ item3).

Likewise, about half of the students (strongly agreed 10% and agreed 38%) believed that computer-mediated feedback is beneficial in their writing classrooms. Few of them disagreed (19%) or strongly disagreed (1%) that this type of feedback is valuable, and the rest (32%) were undecided. The comparison between senior and junior students perceptions to the value of computer-mediated feedback shows that there is no significant difference between the perception of senior *(Mdn=4)* and junior students *(Mdn=3)* regarding this type as *U= 2639.500, p= .178>0.05* (See table 6.4/ item 5).

The data also demonstrate that most of the students (71%) believed that correcting students' errors is teacher responsibility. Only few of them (16%) did not, and the rest chose the neutral option for this item of the questionnaire. The results also show that there is no significant differences between junior *(Mdn=4)* and senior students beliefs *(Mdn=4)* regarding this concept, as *U= 2777.000, p= .407>0.05* (See table 6.4/ item 6).

Moreover, the majority of students (71%) thought that a good piece of writing should have as few errors as possible. Junior *(Mdn=4)* and senior students *(Mdn=4)* had the same beliefs, as *U= 2721.000, p= .298>0.05* (See table 6.4/ item 7).

Although, the majority of students (71%) believed that providing feedback is teacher's responsibility, approximately a third of them (31%) did not trust on their teacher

feedback and 19% of them were undecided. The rest (48%) showed trust in the teacher feedback. It is also found that there is no significant differences between junior *(Mdn=4)* and senior students *(Mdn=3)* regarding their trust on teacher feedback, as *U= 2466.500, p= .050>0.05* (See table 6.4/ item 8).

The findings also indicate that the majority of the students (74%) believed that writing more than one draft is important for developing their writing skills. Few of them (11%) disagreed on the value of multiple draft approach of writing, and the rest were undecided. Mann-Whitney test indicates that senior students *(Mdn=5)* valued multiple draft approach more than junior students did *(Mdn=4)* did, *U= 1677.000, p= .000< .05* (See table 6.4/ item 9).

Table 6.4 Students Value of Feedback

Item 1. The Value of Feedback in General											
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	28	37.8	4.3378	4.0000	53	65.4	4.6173	5.0000	81	52.3	4.4839	5.0000
Agree	43	58.1			25	30.9			68	43.9		
Neutral	3	4.1			3	3.7			6	3.9		
Total	74	100.0			81	100.0			155	100		

Item 2. The value of Teacher Written Feedback											
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*F*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	34	45.9	4.4189	4.0000	43	53.1	4.4815	5.0000	77	49.7	4.4618	5.0000
Agree	37	50.0			35	43.2			72	46.5		
Neutral	3	4.1			2	2.5			5	3.2		
Disagree	0	0			1	1.2			1	.6		
Total	74	100.0			81	100.0			155	100.		

Item 3. The Value of Peer Feedback											
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*F*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	17	23.0	3.3378	3.0000	15	18.5	3.6790	4.0000	32	20.6	3.9618	4.0000
Agree	14	18.9			36	44.4			50	32.3		
Neutral	23	31.1			20	24.7			43	27.7		
Disagree	17	23.0			9	11.1			26	16.8		
Strongly disagree	3	4.1			1	1.2			4	2.6		
Total	74	100.			81	100.			155	100.		

Item 4. The Value of Teacher-student Conference											
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	31	41.9	4.3243	4.0000	40	49.4	4.4198	4.0000	71	45.8	4.4236	4.0000
Agree	36	48.6			36	44.4			72	46.5		
Neutral	7	9.5			4	4.9			11	7.1		
Disagree	0	0			1	1.2			1	.6		
Total	74	100.			81	100.0			155	100.		

Item 5. The Value of Computer-mediated Feedback												
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	5	6.8	3.2568	3.0000	10	12.3	3.4691	4.0000	15	9.7	3.8819	4.0000
Agree	27	36.5			32	39.5			59	38.1		
Neutral	25	33.8			25	30.9			50	32.3		
Disagree	16	21.6			14	17.3			30	19.4		
Strongly disagree	1	1.4			0	0			1	.6		
Total	74	100.0			81	100.0			155	100		

Item 6. Correcting Students errors is teacher responsibility												
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	18	24.3	4.0000	4.0000	30	37.0	3.6667	4.0000	48	31.0	4.1285	4.0000
Agree	42	56.8			20	24.7			62	40.0		
Neutral	10	13.5			11	13.6			21	13.5		
Disagree	4	5.4			14	17.3			18	11.6		
Strongly disagree	0	0			6	7.4			6	3.9		
Total	74	100.0			81	100.0			155	100.0		

Item 7. It is important to have few errors in the written work												
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	18	24.3	3.7162	4.0000	28	34.6	3.8395	4.0000	46	29.7	4.1042	4.0000
Agree	32	43.2			31	38.3			63	40.6		
Neutral	10	13.5			6	7.4			16	10.3		
Disagree	13	17.6			13	16.0			26	16.8		
Strongly disagree	1	1.4			3	3.7			4	2.6		
Total	74	100.0			81	100.0			155	100.0		

Item 8. Student trusts in teacher written feedback												
Responses	**Junior Students**				**Senior Students**				**All Students**			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*F*	*%*	*M*	*Mdn*
Strongly agree	12	16.2	3.5000	4.0000	17	21.0	3.1111	3.0000	29	18.7	3.8438	4.0000
Agree	29	39.2			16	19.8			45	29.0		
Neutral	17	23.0			13	16.0			30	19.4		
Disagree	16	21.6			29	35.8			45	29.0		
Strongly disagree	0	0			6	7.4			6	3.9		
Total	74	100.0			81	100.0			155	100.0		

Item 9. It is important to write more than one draft												
Responses	**Junior Students**				**Senior Students**				**All Students**			
	F	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Strongly agree	9	12.2	3.5541	4.0000	41	50.6	4.2716	5.0000	50	32.3	4.1840	4.0000
Agree	36	48.6			27	33.3			63	40.6		
Neutral	17	23.0			9	11.1			26	16.8		
Disagree	11	14.9			2	2.5			13	8.4		
Strongly disagree	1	1.4			2	2.5			3	1.9		
Total	74	100.0			81	100.0			155	100.0		

f= frequency, *%*= percent, *M*= mean, *Mdn*=median

These results suggest that feedback seem to be valued by all students, and written feedback and teacher student- conference are regarded as the most beneficial types of feedback. However, peer feedback and computer-mediated feedback were less favourable by students. This could be a result of the rare use of these types at their classrooms and their classrooms are teacher centred. The students also believed that providing feedback is teachers' responsibilities and their written text should have as few errors as possible. This is likely a consequence of the teachers' ways of providing

feedback who focus on all or most of the students errors and sometimes or rarely apply peer feedback and computer-mediated which engage students in the feedback process (6.2.2.1/ 6.2.2.2). The comparison between senior and junior students shows that senior students rated the value of feedback and written feedback higher than junior students did. Senior students also had stronger positive attitude regarding multiple draft approach than junior students had. It appears that senior students have more beneficial experience with feedback, specifically, with written feedback and multiple draft approach than junior students have. These results suggest that students' experience influence their attitudes regarding feedback types.

6.4.3   Preferences of Students for the different Aspects of Written Feedback

The students were also invited to express their preferences regarding the different aspects of written feedback. The following sections are dedicated to present these preferences.

6.4.3.1   Strategies of Error Correction

When asked whether they prefer their teachers to apply comprehensive error correction, selective error correction or correcting no errors, the majority of the students (77%) showed tendency to comprehensive error correction, and some of them (23%) preferred their teachers to be selective (see table 6.5). The comparison between junior and senior students' preferences regarding these two strategies reveals that there is no great difference between them as the majority of junior students (73%) and senior students (81%) liked their teacher to correct all their error (see table 6.5). This result can be due to the influence of the strategy applied by their teachers, which is the comprehensive strategy (See 6.3.2.2).

Table 6.5 Preferences of Students for Comprehensive and Selective Error Correction

Item 10. I prefer my teacher to mark						
Responses	Junior Students		Senior Students		All Students	
	f	*%*	*f*	*%*	*F*	*%*
All my error	54	73	66	81	120	77
My significant errors	20	27	15	19	35	23
No error	0	0	0	0	0	0
Total	74	100.0	81	100.0	155	100.0

Those students who showed preferences to selective error correction were asked to identify the type of errors they prefer their teachers to correct, and they were able to choose more than one type. The data shows that their most preferred type of errors to be corrected was that errors interfere with communicating of their ideas, followed by their

major errors and their frequent errors. Their least preferred type of errors to be corrected was their structural error discussed in classrooms. The comparison between junior and senior students' preferences indicates that junior students preferred their teachers to focus on the errors impede them from communicating their ideas more than senior students did (table 6.6). These results may suggest that junior students encounter difficulties to transfer their ideas into their written texts in clear understandable ways.

Table 6.6 Preferences of Students for the Type of Errors to be Corrected

Item 11. The type of error I like my teacher to mark is:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	**%**	*f*	**%**	*f*	**%**
Major Errors	5	8	6	7	11	7
Frequent errors	5	8	4	5	9	6
Errors in structures discussed in classroom	2	3	4	5	6	4
Errors interfere the communication of my ideas	11	15	6	7	17	11
Total	23	34	20	25	43	28

In terms of students' preferences to direct and indirect error correction, table (6.7) displays that almost half of the student participants (47%) preferred to receive the corrections to their errors (direct feedback), just over a third of the students (34%) appreciated to receive indirect feedback and the rest (19%) showed tendency to both strategies, direct and indirect. It also illustrates a significant difference between junior and senior students preferences as the majority of junior students (62%) liked to receive direct feedback, while some of the senior students (33%) liked to receive this type only. This indicates that junior students are more dependent on their teachers' corrections than senior students do. In addition, only 6% of the junior students preferred to receive both types, whereas 32% of senior students preferred to receive both types. The preferences of junior and senior students for indirect feedback seem to be the same as good proportion of both junior (32%) and senior (35%) students liked to receive this type only.

Table 6.7 Preferences of Students for Direct and Indirect Error Correction

Item 12. Preferred Strategy of Corrective Feedback:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	**%**	*f*	**%**	*f*	**%**
Direct	46	62	27	33	73	47
Indirect	24	32	28	35	52	34
Both	4	6	26	32	30	19
Total	74	100.0	81	100.0	155	100.0

Regarding the type of indirect feedback, table (6.8) presents that the most preferred type is underlining and numbering the errors with providing grammatical description and explanation for each numbered error. The second preferred type are indicating the errors only and providing error codes to the errors. The least one is the indirect feedback by only locating the place of the errors. Table (6.8) also illustrates clear differences

between senior and junior students' preferences for these types as senior students preferred to receive grammatical description and explanation to their errors more than junior students did. This could be explained by that senior students have experience in dealing with the grammatical rules, and this experience helps them to understand the nature of their errors and correct these errors. Surprisingly, junior students liked indirect feedback by indicating their errors only more than senior students did. This type of indirect feedback requires students to do hard work which is finding a solution to their errors by themselves.

Table 6.8 Preferences of Students for Indirect Error Correction Types

Item 12. I prefer my teacher to use:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	**%**	*f*	**%**	*f*	**%**
. Indirect feedback (locating the error)	7	9	5	6	12	8
. Indirect feedback (indicating there is an error)	15	20	9	11	24	15
. Indirect feedback (using error code)	6	8	17	21	23	15
Indirect feedback (using grammatical description)	5	7	33	41	38	25
Total	33	44	64	79	97	63

6.4.3.2   Focus of Feedback

In term of students' preferences for the focus of feedback, table (6.9) illustrates that the majority of students (60%) preferred their teacher written feedback to focus on all aspects of writing (language, content and organisation). The students also liked feedback to focus on content more than the other aspects of writing. The comparison between junior and senior students' preferences indicates that senior students (69%) preferred feedback to focus on all aspects of writing more than junior students (50%) did. Moreover, junior students liked their teacher feedback to focus on organisation more than senior students did. This could be due that junior students have difficulties to organise their written texts. It was also found that content received great attention from both senior and junior students. However, most of the students gave little attention to language. This could be explained by that the students are aware that good piece of writing should not only have a correct language but also should be well organised and have strong ideas and arguments.

Table 6.9 Preferences of Students for Teacher Written Feedback Focus

Item 12. I prefer my teacher written feedback to focus on:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	*%*	*f*	*%*	*f*	*%*
. Content Only	16	22%	11	13%	27	17
. Content and Organisation	2	3%	3	4%	5	3
. Content and Language	3	4%	3	4%	6	4
. Organisation Only	9	12%	3	4%	12	8
. Organisation and Language	0	0%	1	1%	1	1
. Language Only	7	9%	4	5%	11	7
. All Aspects	37	50%	56	69%	93	60
. Total	74	100%	81	100%	155	100

6.4.3.3 Types of Written Commentary

With respect to students' preferences for syntactic forms of written commentary, table (6.10) shows that the majority of students preferred their teacher written commentary to take the form of statement. The second syntactic form in rank preferred by students is question, followed by one word comment. Exclamation and imperative statements were disfavoured by most of the students. The data also illustrate that senior and junior students have the same preferences regarding the different syntactic forms of written commentary. These results could be explained by that declarative statement is clearer and understandable to the students than the other syntactic forms of written commentary. The students' disfavour to imperatives and exclamations can also be attributed to that these forms may confuse students and discourage them to write more.

Table 6.10 Preferences of Students for Syntactic Forms of Written Commentary

Item 12. I prefer my teacher written commentary to take the form of:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	*%*	*f*	*%*	*F*	*%*
. One Word	7	9	4	5	11	7
. One Word and Question	0	0	1	1	1	1
. One Word and Statement	0	0	5	6	5	3
. One Word, Question and Statement	0	0	1	1	1	1
. One Word, Question, Statement and Imperative	0	0	1	1	1	1
. Question	9	12	9	11	18	12
. Question and Statement	5	7	6	8	11	7
. Question, Statement and Exclamation	1	2	0	0	1	1
. Question, Statement and Imperative	0	0	1	1	1	1
. Statement	47	63	49	61	96	62
. Statement and Imperative	1	2	2	2	3	2
. Imperative	2	3	2	2	4	3
. Exclamation	1	2	0	0	1	1
. All Syntactic Forms	1	2	0	0	1	1
. Total	74	100.0	81	100	155	100.0

In terms of students' preferences to general and specific comments, table (6.11) depicts that students preferred to receive specific comments more than general ones. It also shows that senior students (79%) preferred specific comments more than junior students (64%) did. The students' preferences to specific comments could be due that this type of comments help students to not only identify their writing problems, but also give them detailed information about these problems. This information helps them to find

solutions to their writing problems. On the other hand, general comments do not specify their writing problems and give them insufficient information about these problems, which might cause confusion and misunderstanding.

Table 6.11 Preferences of Students for General and Specific Comments

Item 12. I prefer my teacher to provide me with:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	**%**	*f*	**%**	*f*	**%**
. General Comments	27	36	17	21	44	28
. Specific Comments	47	64	64	79	111	72
. Total	74	100	81	100	155	100

Regarding students' attitudes towards positive and negative comments and suggestions, table (6.12) shows that the students' most favoured type of comments was suggestion, as 48% of student participants preferred their teachers to provide them with this type of comments only. Other students preferred their teachers to provide them with this type of comments combined with other types such as positive and negative. Moreover, positive comments was more favoured than negative comments as 21% of the students preferred to receive only positive comments, and 5% of them appreciated negative comments alone. The comparison between senior and junior students' preferences indicates that junior students (31%) preferred positive comments more than senior students (11%) did, and senior students favoured suggestion more that junior students did, while they had nearly the same preferences for negative comments.

Table 6.12 Preferences of Students for Positive and Negative Comments and Suggestions

Item 12. I prefer my teacher to provide me with:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	**%**	*f*	**%**	*F*	**%**
. Positive Comments Only	23	31	9	11	32	21
. Positive and Negative Comments	3	4	2	3	5	3
. Positive and Suggestions	9	12	13	16	22	14
. Negative Only	2	3	6	7	8	5
. Negative and Suggestions	1	1	5	6	6	4
. Suggestions Only	31	42	43	53	74	48
. All Types	5	7	3	4	8	5
. Total	74	100	81	100	155	100

With regard to students' preferences to the place of feedback, table (6.13) illustrates that 52% of the students liked teachers' comments to be place directly above their error. 22% of the students preferred teachers' comments to be written at the bottom of the text, while 7% of the participants favoured their teachers to put their comments in the margin alone. The comparison between the preferences of senior and junior students regarding the place of comments shows that they nearly have the same preferences to the place of comments. The most preferred place for both of them was above the error followed by the bottom of the text, and the least favoured place was the margin. This preference could be attributed to that a comment above the error refers directly to the error.

However, teachers might find insufficient space to write clear detailed comments on this place.

Table 6.13 Preferences of Students for Written Commentary Place

Item 12. I prefer my teacher to put the written comments:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	F	*%*	*f*	*%*	*f*	*%*
. Above the Error	42	57	39	48	81	52
. Above the Error and on the Margin	1	1	2	3	3	2
. Above the Error and at the Bottom of the Text	1	1	10	12	11	7
. Above the Error and Other	0	0	2	3	2	1
. Above the Error, In the Margin and Other	0	0	1	1	1	1
. On the Margin	6	8	5	6	11	7
. On the Margin and at the Bottom of the Text	1	1	1	1	2	1
. At the Bottom of the Text	16	22	18	22	34	22
. At the Bottom of the Text and Other	0	0	1	1	1	1
. Other	5	7	2	3	7	5
. All Places. Total	2	3	0	0	2	1
. Total	74	100.0	81	100	155	100

Time of Feedback

Concerning students' favoured time of receiving feedback, table (6.14) demonstrates that a significant majority of the students (70%) preferred to receive back their written texts with teacher written feedback as soon as possible. The comparison between senior and junior students' preferences indicates that senior students (77%) liked to receive feedback as soon as possible more than junior students did (62%). Moreover, about a third of junior student gave no attention to feedback time, while, only 11 % of senior students did so.

Table 6.14 Preferences of Students for Teacher Written Feedback Time

Item 12. I prefer to receive the teacher written feedback:						
Responses	**Junior Students**		**Senior Students**		**All Students**	
	f	*%*	*f*	*%*	*F*	*%*
As soon as Possible	46	62	62	77	108	70
Later	5	7	10	12	15	10
At any Time	23	31	9	11	32	20
Total	74	100.0	81	100	155	100

Students were also asked about their favoured stage of writing process for receiving feedback. Table (6.15) shows that the majority of students preferred their teacher to provide feedback on their written texts after they finish writing their first draft (30% revising stage and 27% evaluation stage). It also shows that few students (14%) preferred their teacher to start providing feedback from the pre-writing stage. Comparing between senior and junior students preferences, table 6.15 shows that some senior students preferred their teacher to interfere during the different stages of writing process, while just few junior students liked teachers to do so. It is also clear that most of the junior students preferred their teachers to provide them with feedback after they

finish writing their first draft (42% at revising stage and 30% at evaluation stage) while about 45% of senior students preferred that.

Table 6.15 Preferences of Students for the Writing Stage of Receiving Feedback

Item 12. I prefer to receive the teacher written feedback:						
Responses	Junior Students		Senior Students		All Students	
	F	*%*	*ƒ*	*%*	*ƒ*	*%*
Pre-writing Stage	10	13	12	15	22	14
Pre-writing Stage and Drafting Stage	0	0	2	2	2	1
Pre-writing Stage and Revising Stage	3	4	6	7	9	6
All Stages	0	0	2	2	2	1
Drafting Stage	5	7	15	19	20	13
Drafting Stage and Revising Stage	1	1	4	5	5	3
Drafting Stage and Evaluation Stage	0	0	4	5	4	3
Revising Stage	31	42	15	19	46	30
Revising Stage and Evaluation Stage	2	3	1	1	3	2
Evaluation Stage	22	30	20	25	42	27
Total	74	100.0	81	100	155	100

6.4.4 Difficulties Encountered by Students to Deal with Written Feedback

The questionnaire also examined difficulties encountered by students as they deal with teacher written feedback. The data show that the most common problem encountered by about a third of the student participants is that some of their teachers comments are illegible (9.1% Always; 21.3 % usually). The second problems in rank are that students find difficulties to overcome their writing problems pointed by their teachers (2.6% always; 19.4% usually), and they feel that their teacher feedback is general (5.2% always; 16.8% usually). The third common problems are that students find difficulties to understand the error codes used by teachers (3.2% always; 12.9 usually), and they have difficulties to correct all the errors indicated by teachers (2.6% always; 12.9% usually). The least problems faced by students are that difficulties in understanding teachers' comments (1.3% always; 9.0% usually), and feeling that teachers' comment is useless (1.3% always; 11.0% usually).

To differentiate between senior students and junior students, Mann-Whitney test indicates that there is no significant difference between most of the difficulties encountered by the senior and junior students as the *p>0.05* (table 6.20). The significant differences are found in two difficulties which are that junior students *(Mdn=3)* face more difficulties in understanding the error codes than senior students do *(Mdn=2), U= 2428.000, p= .034<0.05*; senior students *(Mdn=3)* face more difficulties to find solutions for their writing problems than junior students do *(Mdn=3), U=2332.000, p=.013<0.05*. The first difference could be attributed to that senior students experience makes them able to understand the different codes used by their teachers. The second difference could be explained by that senior students deal with advanced writing

problems such as developing their ideas and writing coherent and coherence written texts, whereas junior students deal with simple issues, such as writing conventions (spelling, punctuation and others).

Table 6.16 Difficulties Encountered by Student as Dealing with Teacher Written Feedback

Item 22. Teacher's handwriting is not clear

Responses	Junior Students				Senior Students				All Students			
	f	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*	*f*	*%*	*M*	*Mdn*
Always	2	2.7	2.6892	3.0000	1	1.2	2.8889	3.0000	3	1.9	2.7935	3.0000
Usually	16	21.6			17	21.0			33	21.3		
Sometimes	25	33.8			38	46.9			63	40.6		
Occasionally	19	25.7			22	27.2			41	26.5		
Never	12	16.2			3	3.7			15	9.7		
Total	74	100.0			81	100.0			155	100.0		

Item 23. I do not understand the error codes used by the teacher

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*f*	%	M	Mdn	*f*	%	M	Mdn
Always	2	2.7	2.6486	3.0000	3	3.7	2.2840	2.0000	5	3.2	2.4581	3.0000
Usually	13	17.6			7	8.6			20	12.9		
Sometimes	27	36.5			28	34.6			55	35.5		
Occasionally	21	28.4			15	18.5			36	23.2		
Never	11	14.9			28	34.6			39	25.2		
Total	74	100.0			81	100.0			155	100.0		

Item 24. I do not understand the teacher comments

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*f*	%	M	Mdn	*f*	%	M	Mdn
Always	0	0	2.2703	2.0000	2	2.5	2.3333	2.0000	2	1.3	2.3032	2.0000
Usually	8	10.8			6	7.4			14	9.0		
Sometimes	23	31.1			27	33.3			50	32.3		
Occasionally	24	32.4			28	34.6			52	33.5		
Never	19	25.7			18	22.2			37	23.9		
Total	74	100.0			81	100.0			155	100.0		

Item 25. Difficulties to overcome the problems pointed out by the teacher

Responses	Junior Students				Senior Students				All Students			
	F	%	M	Mdn	*f*	%	M	Mdn	*F*	%	M	Mdn
Always	1	1.4	2.4730	3.0000	3	3.7	2.9136	3.0000	4	2.6	2.7032	3.0000
Usually	9	12.2			21	25.9			30	19.4		
Sometimes	32	43.2			30	37.0			62	40.0		
Occasionally	14	18.9			20	24.7			34	21.9		
Never	18	24.3			7	8.6			25	16.1		
Total	74	100.0			81	100.0			155	100.0		

Item 26. Teacher comments are too general

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*f*	%	M	Mdn	*F*	%	M	Mdn
Always	3	4.1	2.4189	2.0000	5	6.2	2.6914	3.0000	8	5.2	2.5613	2.0000
Usually	10	13.5			16	19.8			26	16.8		
Sometimes	20	27.0			22	27.2			42	27.1		
Occasionally	23	31.1			25	30.9			48	31.0		
Never	18	24.3			13	16.0			31	20.0		
Total	74	100.0			81	100.0			155	100.0		

Item 27. Teacher comments are not useful

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*f*	%	M	Mdn	*F*	%	M	Mdn
Always	1	1.4	1.7973	1.0000	1	1.2	1.9136	1.0000	2	1.3	1.8581	1.0000
Usually	7	9.5			10	12.3			17	11.0		
Sometimes	7	9.5			11	13.6			18	11.6		
Occasionally	20	27.0			18	22.2			38	24.5		
Never	39	52.7			41	50.6			80	51.6		
Total	74	100.0			81	100.0			155	100.0		

Item 28. Difficulties to correct all the errors indicated by the teacher

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*f*	%	M	Mdn	*F*	%	M	Mdn
Always	2	2.7	**2.5946**	**3.0000**	2	2.5	2.6790	3.0000	4	2.6	2.6387	3.0000
Usually	5	6.8			15	18.5			20	12.9		
Sometimes	36	48.6			30	37.0			66	42.6		
Occasionally	23	31.1			23	28.4			46	29.7		
Never	8	10.8			11	13.6			19	12.3		
Total	74	100.0			81	100.0			155	100.0		

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6.4.5   Strategies Employed by Student to Handle Written Feedback

Table (6.17) illustrates that the most used strategy by students is making a mental note to the teachers' error corrections and written commentary (always 27%, usually 49%). The second strategies employed by students are asking their teachers for more clarification to written feedback (always 30%, usually 35%), and identifying the points indicated by their teacher written feedback to be explained (always 26%, usually 37%). The third strategies applied by students are using the internet to find more references that help them to handle their teacher written feedback (always18%, usually 27%), and they depending on their knowledge of the language for overcoming their writing problems (always 17%, usually 21%). The fourth strategies utilised by the students are consulting reference material such as dictionaries and grammar book (always 8%, usually 26%), asking classmates for help (always 8%, usually 23%) and consulting experts for more explanation (always 9%, usually 14%). The least strategy applied by students to handle their teacher feedback is going back to their previous compositions to find solution to their writing problems (always 8%, usually 14%).

Mann-Whitney test indicates that there is no significant difference between the junior and senior students use of three strategies which are seeking explanation from classmate *(U=2820.000, p=.511>0.05),* consulting reference material *(U=2687.000 p=.252>0.05)* and doing the corrections themselves *(U=2800.500, p=.470>0.05).* On the other hand, this test shows that junior students *(Mdn=4)* use mental note to deal with feedback more than senior students do *(Mdn= 3), U= 1168.000, P= .000<0.05.* Junior students *(Mdn=4)* identify the problems to be explained more than senior students do *(Mdn=2), U= 1069.500, p= .000.* Junior students *(Mdn=4)* ask their teachers for more clarification than senior students do *(Mdn=2), U= 903.500, p= .000.* Junior students *(Mdn=2)* use their previous compositions more than senior students do *(Mdn=1), U= 2218.500, p= .004.* Junior students *(Mdn=3)* use internet to find references that help them to deal with their writing problems more than senior students do *(Mdn=3), U= 2364.500, p= .020,* and junior students *(Mdn=3)* consult experts more than senior students do *(Mdn=2), U= 2191.500, p= .003.*

Table 6.17 Strategies for Handling Teacher Written Feedback

Item 31. Making mental note

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	20	27.0	3.9595	4.0000	40	49.4	2.8889	3.0000	21	13.5	3.4000	3.0000
Usually	36	48.6			30	37.0			53	34.2		
Sometimes	13	17.6			8	9.9			51	32.9		
Occasionally	5	6.8			2	2.5			27	17.4		
Never	0	00.0			1	1.2			3	1.9		
Total	74	100.0			81	100.0			155	100.0		

Item 32. Identifying the point to be explained

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	19	25.7	3.7568	4.0000	26	32.1	2.2840	3.0000	22	14.2	2.9871	3.0000
Usually	27	36.5			34	42.0			34	21.9		
Sometimes	20	27.0			14	17.3			48	31.0		
Occasionally	7	9.5			6	7.4			22	14.2		
Never	1	1.4			1	1.2			29	18.7		
Total	74	100.0			81	100.0			155	100.0		

Item 33. Asking my teacher for more explanation

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	22	29.7	3.8514	4.0000	25	30.9	2.3333	2.0000	24	15.5	3.0581	3.0000
Usually	26	35.1			26	32.1			32	20.6		
Sometimes	19	25.7			21	25.9			46	29.7		
Occasionally	7	9.5			5	6.2			35	22.6		
Never	0	00.0			4	4.9			18	11.6		
Total	74	100.0			81	100.0			155	100.0		

Item 34. Seeking explanation from my classmate

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	6	8.1	2.8243	3.0000	8	9.9	2.9136	3.0000	9	5.8	2.8710	3.0000
Usually	17	23.0			16	19.8			38	24.5		
Sometimes	18	24.3			33	40.7			48	31.0		
Occasionally	24	32.4			15	18.5			44	28.4		
Never	9	12.2			9	11.1			16	10.3		
Total	74	100.0			81	100.0			155	100.0		

Item 35. Consulting reference material (e.g. grammar book, dictionary)

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	6	8.1	2.9054	3.0000	11	13.6	2.6914	3.0000	11	7.1	2.7935	3.0000
Usually	19	25.7			21	25.9			35	22.6		
Sometimes	19	25.7			30	37.0			41	26.5		
Occasionally	22	29.7			14	17.3			47	30.3		
Never	8	10.8			5	6.2			21	13.5		
Total	74	100.0			81	100.0			155	100.0		

Item 36. Going back to previous compositions

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	6	8.1	2.4459	2.0000	13	16.0	1.9136	1.0000	7	4.5	2.1677	2.0000
Usually	10	13.5			12	14.8			20	12.9		
Sometimes	14	18.9			25	30.9			25	16.1		
Occasionally	25	33.8			16	19.8			43	27.7		
Never	19	25.7			15	18.5			60	38.7		
Total	74	100.0			81	100.0			155	100.0		

Item 37. Using internet to find more references

Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	*F*	%	M	Mdn	*F*	%	M	Mdn
Always	13	17.6	3.1351	3.0000	11	13.6	2.6790	3.0000	15	9.7	2.8968	3.0000
Usually	20	27.0			10	12.3			35	22.6		
Sometimes	16	21.6			20	24.7			46	29.7		
Occasionally	14	18.9			23	28.4			37	23.9		
Never	11	14.9			17	21.0			22	14.2		
Total	74	100.0			81	100.0			155	100.0		

Item 38. Consulting an experienced person												
Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	F	%	M	Mdn	F	%	M	Mdn
Always	9	12.2	2.9324	3.0000	7	8.6	2.3580	2.0000	15	9.7	2.6323	3.0000
Usually	14	18.9			19	23.5			17	11.0		
Sometimes	22	29.7			25	30.9			50	32.3		
Occasionally	21	28.4			19	23.5			42	27.1		
Never	8	10.8			11	13.6			31	20.0		
Total	74	100.0			81	100.0			155	100.0		
Item 39. Making the corrections by myself												
Responses	Junior Students				Senior Students				All Students			
	f	%	M	Mdn	F	%	M	Mdn	F	%	M	Mdn
Always	9	12.2	3.0541	3.0000	18	22.2	3.1605	3.0000	27	17.4	3.1097	3.0000
Usually	17	23.0			15	18.8			32	20.6		
Sometimes	22	29.7			26	32.1			48	31.0		
Occasionally	21	28.4			6	7.4			27	17.4		
Never	5	6.8			16	19.8			21	13.5		
Total	74	100.0			81	100.0			155	100.0		

6.4.6 Summary of Student Questionnaire Findings

The findings of the student questionnaire are summarised in the following points:

1. All students believe that feedback is useful for developing their writing skills.

2. The students appreciate teacher written feedback and teacher-student conference more than peer feedback and computer-mediated feedback.

3. The students believe that providing feedback on their written texts is teachers' responsibility.

4. Most of the students prefer multiple draft approach and perceive that their written texts should have as few errors as possible.

5. Senior students value feedback, teacher written feedback and multiple draft approach more than junior students do.

6. Comprehensive error correction is valued by the majority of the students.

7. The few students who prefer selective error correction like feedback to focus on the errors that cause difficulties to communicate their ideas and on their major errors.

8. Direct feedback is favoured more than indirect feedback.

9. Junior students like to receive direct feedback more than senior students do.

10. Senior students prefer their teachers to locate their errors and provide them with grammatical description or error codes to these errors, while junior students prefer their errors to be only indicated or referred to.

11. The majority of students prefer their teacher written feedback to focus on all aspects of writing (content, organisation and language).

12. Declarative statement is the most favoured syntactic form, while exclamation and imperatives are the least favoured forms

13. Specific comments are preferred more than general comments.

14. Suggestions are favoured more than positive and negative comments, and positive comments are preferred more than negative comments.

15. Above the error is the most favoured place for comments.

16. Receiving their written texts back with teacher written feedback as soon as possible was preferred by most of the students.

17. Most of the students like to receive feedback after writing their first draft.

18. Students most common problems when dealing with feedback are difficulties to read teachers' comments and to find solutions to their writing problems indicated by teachers.

19. Junior students face more difficulties to understand error codes than senior students do, while senior students encounter more difficulties in finding solution to their writing problems more than junior students do.

20. Making mental notes to the errors indicated or corrected by their teachers and identifying the problems that need more explanation are the most used strategies by students for handling teacher written feedback.

21. Junior students employ more strategies for handling teacher written feedback than senior students do.

This data will be integrated with the interviews data (See chapter 7) to answer the first part of the research questions 4 (See 4.2) which ask about the preferences of students for the different aspect of feedback. This data would also help to answer research question 5 (See 4.2) which ask about the students difficulties for dealing with feedback and the students' strategies to for handling teacher written feedback.

6.5   The Findings of Teacher Written Feedback Analysis

The analysis of the teacher written feedback would reveal the teachers' ways of providing written feedback on their students writing. The results of this analysis would participate in answering research question 2 (See 4.2) which asks about teachers' beliefs

and practices of feedback. These results, which are based on the analysis of eight teachers' written feedback on a student essay, are presented in the following sections. Firstly, the analysis steps are introduced. Then the results of the analysis are demonstrated. Finally, a summary of these results are stated.

6.5.1   The Analysis Steps

To analyse the teacher participants' written feedback, I followed what Lee (2008a) implemented for analysing Hong Kong secondary school teachers written feedback. Firstly, a fourth year student gave me her last written assignment, which was an essay about what she did in last Ramadan, a holy month in Islam. Next, a copy of this essay was given to each teacher participant to provide his/her written feedback on. Then the copies of the essay with the eight teacher participants' written feedback were collected. After that, these copies were perused to identify the teachers written feedback points. A feedback point is described "as single written interventions that focused on a particular aspect of the text" (Hyland & Hyland, 2001: 190). In other words, it is any error correction on the student written essay (e.g. a correction to an error, underlining or circling an error) or any written comment about a specific or general aspect of the essay (e.g. praise to specific aspect of the essay) written by the teacher participants. To identify the feedback points, I follow these steps:

1. Each copy of the essay was read more than one time;

2. The frequency (number and percentage) of error correction points and the written commentary points on each copy were put on a file classifies them under the categories of the model, which constructed for analysing written feedback.

3. Based on a recommendation of Hyland and Hyland (2001), all error correction and written commentary points were identified, revised and double checked, with the help of a colleague who is a PhD student at modern languages school.

4. After that, all feedback points were collated and put in one file under the main categories of the model: focus of feedback, error correction, and written Commentary.

a. Focus of Teacher Written Feedback

To identify the focus of teacher written feedback, the feedback points given by the teachers on the student's essay were put under four main aspects of writing. These aspects are: (a) language (syntax, grammar, mechanics, and vocabulary); (b) content

(ideas and arguments, relevance, clarity, originality, and logic); (c) organisation (paragraphs, topic and support, coherence, cohesion, and unity); (d) others (handwriting, general comments) (Lee, 2008a).

b. Error Correction

To identify the error correction strategies applied by the teachers, their error correction points provided on the essay's errors and mistakes were classified under comprehensive and selective error correction strategies as well as under direct error correction (giving the correction form) and indirect error correction (indicating or locating the error, metalinguistic feedback by using of error code) (Ellis, 2008).

c. Teacher Written Commentary

The teachers' written commentary on the student's essay was put under three main categories. First, function of the comments (praise, criticism, suggestions) (Hyland and Hyland, 2001). Second, linguistic features of the comments (syntactic forms: question, statement, exclamation, imperative, one word/ two words and text specific: general comments or specific comment) (Ferris et al, 1997). Third, place of comments (marginal notes, end notes, others) (Ferris & Hedgcock, 2005).

Finally, the frequencies (numbers and percentages) of the feedback points provided were examined and tabulated to describe the teachers' ways of providing feedback.

6.5.2   The Results

The eight teacher participants provided 387 feedback points on the student essay. 338 (87%) of these feedback points are identified as error correction points, and the rest (49) are recognised as written comments (see table 6.18).

Table 6.18 Number of Feedback Points Provided by Teachers

Teachers	T1	T2	T3	T4	T5	T6	T7	T8	Total
Number of error correction points	38	52	56	21	46	67	41	17	338
Number of written comments	1	4	10	9	5	5	5	10	49
Number of feedback Points Provided	39	56	66	30	51	72	46	27	387

6.5.2.1   Focus of Teacher Written Feedback

Table 6.19 shows that the vast majority (92%) of the teachers' feedback points focused on language of the essay. The rest of these points (18%) were dedicated to the other aspects of writing: 3% of the feedback points focused on content, 2% of them devoted to the organisation of the essay and 3 % of these feedback points concentrated on the

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others (general comments). These results suggest that the teachers give more attention to language than the other aspects of writing (content and organisation).

Table 6.19 Focus of Written Feedback

Focus of Feedback	Number of Feedback points	Percentage
Language	354	92%
Contents	12	3%
Organisation	9	2%
Others	12	2%
Total Number	387	100%

6.5.2.2   Error Correction Strategies

The results demonstrate that 92% of the feedback points were error correction points, which focused on writing conventions of the students' essay (i.e. spelling, punctuation, capitalisation, grammar and vocabulary). Seven of the teachers provide more than 25 error correction points, and only one teacher provided 17 error correction points (Table 6.20). This indicates that most of the teachers apply comprehensive error correction, and only one teacher seems to adopt selective error correction.

Furthermore, table 6.20 shows that 218 (64%) of these error correction points were direct that provide the correction of errors and inserting some words and punctuations. On the other hand, 120 (36%) of these error correction points were indirect that underline and circle errors to indicating their existences, and no error codes were used. The analysis also shows that only one teacher used direct feedback alone, only one teacher applied indirect feedback alone and the others utilised both direct and indirect error correction. These results suggest that most teachers used both direct and indirect feedback and their use of the direct strategy is more than their use of the indirect one.

Table 6.20 Corrective Feedback Strategies

Error Correction Strategies	Number of Error Correction Points	Percentage
Direct Feedback	218	64%
Indirect Feedback (indicating the existence of the errors)	120	36%
Indirect Feedback (metalinguistic feedback using codes)	0	0%
Total Number	338	100%

6.5.2.3   Written Commentary

The eight teachers provided 49 written comments on the student essay. These comments are analysed according to their function (praise, criticism, suggestions), to their linguistic features (syntactic forms: question, statement, exclamation, imperative, one word/two words; and text specific: general and specific comments) and to their places

(marginal notes, endnotes, others). The following sections show the results of this analysis.

a. Function of the Comments

Table 6.21 shows that 34 (69%) of the teacher comments were negative, referring to the students writing weaknesses. 11 (13%) of the teachers comments provided some suggestions to the student for developing her essay. Only 4 (8%) of the teachers comments were positive, praising some points of the student essay.

Table 6.21 Function of Written Commentary

Function of the comment	F	%
Praise **Examples:** *. good thesis statement* *. I really appreciate your attempt of writing an essay, 'Last Ramadan'*	4	8%
Criticism **Examples:** *. your concluding paragraph is weak* *. The use of punctuation is not correct*	34	69%
Suggestions **Examples:** *. It is better to make it passive voice* *. Try to shorten some long sentences to be clear*	11	23%
Total Number	49	100%

b. Linguistic Features of the Comments

In terms of the linguistic features of the written comments, teachers used only three syntactic forms: statement, imperative and one word/two words. Table 2.22 illustrates that 22 (45%) of the teacher written comments took the form of statement, 14 (28%) of them took the form of one word or two words, and the rest 13 (27%) were imperatives. Questions and exclamations were not used. These results indicate that teachers have tendency to use statement and one word/two words forms.

Furthermore, table 6.22 shows that 27 (55%) of the teachers comments, are specific and 22 (45%) of them are general. This indicates that teachers used both types of comments and apply more specific comments than general one.

Table 6.22 Linguistic Features of Teacher Comments

Linguistic Features of the comment	F	%
Syntactic Forms		
Question	0	0%
Statement **Examples:** *. your concluding paragraph is weak* *. There is lack of unity of thoughts all-to-gather*	22	45%
Exclamation	0	0%

Imperative **Examples:** **.** *pay attention to the capital and small letters* *. use short sentences*		13	27%
One word/ Two word **Examples:** *. incomplete sentence* *. long sentence*		14	28%
Total Number		49	100%
Text Specific		*F*	**%**
General comments **Examples:** *. poor organisation and paragraph*		22	45%
Specific Comments **Examples:** *lack of unity to the thesis statement*		27	55%
Total Number		49	100%

c. Place of Comments

Table 6.23 shows that 33 (67%) of the teachers comments were put at the bottom of the student written text, 9 (19%) were on the margin and 7 (14%) were above the writing errors or problems. The analysis of the teacher written commentary also illustrates that four of the teachers used both marginal and end notes, three put their comments only at the end of the texts, only one put his comments on the margin (5 comments). This indicates that most of the teachers have tendency to write their comments at the bottom of the text and on the margin of the student text.

Table 6.23 Linguistic Features of Teacher Comments

Place of Comments	*f*	%
Marginal Notes	9	19%
End Notes	33	67%
Others (Above the students writing problem)	7	14%
Total Number	49	100%

6.5.3   Summary of Teacher Written Feedback Analysis

The results obtained from the analysis of the teachers' written feedback is important for this study as they would reveal the teachers ways of providing written feedback on their students written texts. These results are summarised in the following points:

1. The teachers' feedback gave more attention to the language of the student's essay than to the other aspects of writing.

2. Comprehensive error correction is applied by the vast majority of the teachers.

3. Both direct and indirect error correction strategies are applied by the teachers, and direct feedback is more used than indirect one.

4. The only indirect feedback type used by the teachers is locating and indicating the existence of the errors. Error codes were not used by them.

6. The majority of the teachers' written comments take the form of statements.

7. Both specific and general comments were used by the teachers.

8. Most of the teachers comments were put at the bottom of the text and few of them were on the margin or above the student's writing problem.

These finding will be integrated with the teacher questionnaire and interviews findings (See chapter 7). The integration of these findings would help to answer the research questions related to the teachers' beliefs and practice of feedback.

Chapter 7: INTEGRATION AND DISCUSSION OF QUALITATIVE AND QUANTITATIVE DATA

7.1   Introduction

> "The fundamental rationale behind mixed methods research is that we can often learn more about our research topic if we can combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of each method" (Punch, 2014: 303).

Before integrating the quantitative and qualitative data and discussing the results of this integration, it is essential to reiterate the objectives of this study. These objectives are: (i) examining EFL teachers' beliefs and practices of feedback in their writing classrooms, (ii) identifying the factors that shape EFL teachers' beliefs and practices of feedback, (iii) understanding teachers' instructional accounts of their methods of providing feedback, (iv) investigating preferences of EFL students for feedback in their writing classrooms, (v) understanding the accounts of EFL students for their preferences, (vi) exploring difficulties EFL students encounter and strategies they apply in handling teacher written feedback (vii) and comparing between preferences of students and teachers' practices feedback. To achieve these objectives, the findings of both the qualitative and quantitative data are integrated, interpreted and discussed in this chapter. The integration and discussion of these data could help to understand the teachers' beliefs and practices of feedback and the preferences of students for feedback in an EFL context (Department of English, University of Zawia).

In this chapter, the integration and discussion of the quantitative and qualitative data are presented in three parts. In the first part, the key findings of both the qualitative and quantitative data about the teachers' beliefs and practices of feedback are drawn together. In the second part, the significant findings of both the qualitative and quantitative data about perceptions and preferences of students for feedback and the students' accounts for their preferences are discussed. In the last part, a comparison between the teachers' practices of feedback and the students' preferences for feedback is presented.

7.2 Teachers' Beliefs and Practices of Feedback

The discussion and interpretation of the integrated qualitative and quantitative data would give a clear picture on teachers' beliefs and practices of feedback in their writing classrooms. They would also participate in identifying the factors that shape teachers' beliefs and practices of feedback as well as understanding the teachers' instructional accounts of their methods of providing feedback. This discussion is presented under the following categories:

1. Teachers' perceptions regarding value of feedback

2. Teachers' beliefs and practices of feedback types

3. Teachers' beliefs and practices of written feedback

      a. Types of error correction (comprehensive vs. selective and direct vs. indirect)

      b. Focus of written feedback

      c. Written commentary types

      d. Place of written commentary

      e. Time of written feedback

7.2.1 Teachers' Perception regarding Value of Feedback

The results of both teacher questionnaire and interview demonstrate that all teacher participants perceived feedback as an indispensable tool for enhancing students' English language learning and developing their writing skills. Although, providing feedback on students' writing is time-consuming process, most of the teachers admitted that it is one of their main responsibilities. They also regarded feedback as a significant component of teaching and as a communicative tool between teachers and students by which they can assist students to be aware of their strengths and weaknesses in writing as well as supporting them to reinforce these strengths and overcome these weaknesses. A possible explanation of these findings is that the teachers might realise the importance of feedback from noticing the positive effects of feedback in the development and progression of their students' writing. These findings might also be a result of what they have learned about feedback from their experiences as language learners and as teachers and from their prior studies.

In support of the teachers' conceptions regarding the value of feedback, Schmidt (1990), Swain (1993) and Long (2006) indicate that error correction which is a part of feedback assists students to notice their output deficits through pinpointing the differences between their interlanguage and the target language conventions. Consequently, students pay more attention to their linguistic deficiencies and work out to adjust their output to correspond the basic forms of the target language. Keh (1990), Ferris et al (1997) and Goldstein (2005) also support teachers' views that written commentary is a means of communication between teachers and students and provides students with information about their writing. Moreover, the teachers' perceptions of the feedback value seem to support the different definitions of feedback offered by Lalande (1982), Hyland & Hyland (2001) Ellis (2005) Hattie and Timperley (2007) (See 2.3). These results are also consistent with those of Cohen Cavalcanti (1990), Hamouda (2011) and Junqueira and Payant (2015) who found that teachers value the importance of feedback for developing students' writing skills.

7.2.2   Teachers' Beliefs and Practices of Feedback Types

The data integration illustrate that most of the teachers believed in the usefulness of multiple-draft approach, but not all of them apply this approach in their writing classrooms. The main reason for not applying this approach is that time allotted for writing classes is short, and most of this time is consumed to cover the topics of their writing course. These results are similar to those found by Lee (2008a) in EFL secondary school context where teachers have insufficient time to apply this approach, and their time is devoted "to practice writing a great variety of text types to prepare for public examination" (Lee, 2008a:80). However, these results are different from the findings of Ferris (2014) in postsecondary sites, universities and colleges in North California, Diab (2005a) in EFL context and Junqueira and Payant (2015) in ESL context where teachers employ multiple draft approach and provide feedback on their students' different drafts. This indicates that time constraints in the context of this study and in Lee's study (2008a) is the main barrier for applying multiple draft approach. These results also reveal that the teachers' application of feedback is inconsistent with L2 writing scholars' recommendations, which insist on the importance of applying multiple draft approach in writing classrooms (Zamel, 19985; Ferris, 2003a). Their accounts for the importance of applying this approach are that it gives students

opportunities to receive feedback from their teachers and peers as well as encouraging them to revise and edit their written texts before submitting their final drafts for evaluation.

The integration of the data also show that all the questionnaire respondents and interview participants believed that written feedback is the most useful tool for developing students' writing skills. Although written feedback is time and effort consuming on the part of the teachers, they asserted that they always or usually apply this approach because it is common to their students and applicable in their context. According to these results, it can be inferred that the teachers' beliefs and practices of written feedback are in agreement. This agreement is attributed to the suitable context for applying this approach, to its familiarity to students and to students' positive attitudes regarding this approach.

Moreover, the majority of teacher participants in both the questionnaire and interview also believed in the usefulness of teacher-student conference, but they occasionally implement this approach of feedback in their writing classrooms. They attributed their rare use of this approach to three main factors: time constraints, large classroom size and the low level of students' proficiency. However, scholars greatly insist on applying these conferences, as they are great occasions for teachers to be fully aware of the students' weaknesses, to clear up the difficulties students encountered as they write as well as providing students with strategies and techniques that help them to become better writers (Tribble, 1996; Goldstein, 2004). These conferences also give students opportunities to interact with their teachers. The interaction between students and teachers may assist students to enhance their acquisition and learning of the target language and development of their writing skills (Long, 1996)

In terms of the teachers' beliefs and practices of peer feedback, the data demonstrate that more than half of the participants believed in its effectiveness for developing students' writing skills, but they rarely or never use it in their writing classrooms. The rare application of peer feedback is attributed to students' unfamiliarity to this type, the students' limited knowledge about providing feedback to their peers, students' low level of proficiency and their distrust of their peers' feedback. Several possible explanations could be associated to the teachers' reasons for not applying peer feedback. Firstly, teachers' negative opinions about the ability of their students to perform peer feedback guide them to do not apply this approach in their writing classrooms. Secondly, teachers

underestimate the effectiveness of peer feedback in the writing classrooms. Finally, teachers seems to be fully unaware of implementing peer feedback in effective ways which requires them to "(a) model the process for students before beginning (i.e., provide training); (b) structure peer response tasks carefully; (c) form peer review groups thoughtfully; and (d) include accountability/reflection mechanisms so that students take the process seriously" (Ferris, 2014:8). Applying peer feedback also requires them to set up groups, to create a comfortable environment for students to establish peer trust and to distribute a purposeful and appropriate peer feedback sheets for students to follow (Ferris and Hedgcock, 1998; Hansen, 2005).

Regarding their beliefs and practices of computer-mediated feedback, the majority of the teacher participants believed in its usefulness, but only few of them use this approach of feedback to respond to their students writing. Their reasons for not using this approach are that both teachers and students do not have permanent access to the internet, and some students and teachers are unfamiliar with this approach of providing feedback. It is reasonable that teachers rarely or never apply this type of feedback because students and their teachers do not have permanent access to internet. However, not applying this approach for students' unfamiliarity with this type of feedback indicates that teachers are not aware that one of their responsibilities is to present new strategies and techniques to students for helping them to develop their skills and ease their learning. This could also be attributed to that some teachers do not have enough knowledge about this approach of feedback, and some of them are still computer illiterate, especially the veteran teachers, while students appear to be more digitally competent. This might also be attributed to the educational authorities who overlook the implementation of computer technologies in schools and universities and their policies do not match the development of language teaching and learning techniques and methods.

In conclusion, the questionnaire and the interview data show that all the teachers believed in the usefulness of written feedback and they were able to apply this type of feedback in their writing classrooms. On the other hand, the majority of the teachers believed in the value of the other approaches of providing feedback, but they rarely or never apply these approaches in their writing classrooms. The mismatch between the teachers' beliefs and practices of the different types of feedback is attributed to several factors which impede them form practicing their beliefs. These factors are time

constraints, large classroom sizes, availability of resources, students' low level of proficiency, students' unfamiliarity to the different approaches of providing feedback and teachers' lack of knowledge of implementing these approaches in effective ways. These results suggest that the feedback process in this context is teacher-cantered. This can be seen from that, all the teachers use written feedback, and the majority employ a single draft approach in their writing classrooms. Moreover, the other approaches of providing feedback which give opportunities for students to take part in the feedback process and interact with their teachers and with each other such as peer feedback, teacher-student conference and computer-mediated feedback are rarely or never used in this context.

7.2.3   Teachers' Beliefs and Practices of Written Feedback

One of the main objectives of this study is to investigate teachers' beliefs about the different aspects of written feedback and their methods of providing written feedback to their students. To achieve this objective, the data obtained from questionnaire, interview and the analysis of the teachers' written feedback are integrated, presented and discussed in the upcoming sections. The discussion of the integrated data are presented under these categories: (1) teachers' beliefs and practices of error correction strategies, (2) focus of written feedback, (3) written commentary types, (4) place of written commentary and (5) time of feedback. The integrated data describe the teachers' beliefs and practices of written feedback and reveal whether teachers' beliefs and practices are consistent or not. If not, this data would identify and discuss the main reasons and factors that cause the mismatches between teachers' beliefs and practices.

7.2.3.1   Strategies of Error Correction

The following sections discuss the findings of the data regarding the teachers' beliefs and practices of error correction strategies. The first section reveals teachers' beliefs and practices of comprehensive and selective error correction, while the second section illustrates teachers' beliefs and practices of direct and indirect error correction.

a. Comprehensive vs. Selective

Both the questionnaire and interview results indicate that the majority of teachers believed in the effectiveness of correcting all or most students' errors (comprehensive error correction). Likewise, the data obtained from teachers' written feedback analysis

demonstrate that most teachers seem to apply comprehensive error correction as they provided numerous error correction points on the student's written essay. From these data, it is evident that the teachers' beliefs are reflected into their practices, and this confirms that teachers' beliefs serve as guidance to their practices (Pajares, 1992; Johnson, 1992; Borg, 2003). The teachers' instructional reasons for their beliefs and practices of comprehensive error correction is that correcting all or most of students' errors assists students in distinguishing the nature of their errors and eliminating these errors in their future written texts. The teachers also feel obligated to correct all students' errors as students usually find difficulties in identifying and correcting their own errors. A further reason brought up by some teachers is that they apply this strategy in order to justify their grades and evaluations of students' written texts. However, their beliefs and practices of comprehensive error correction do not embrace the experts' warning that correcting all students' errors overwhelms and discourages students as well as consuming teachers' time and effort (Raimes 1983; Byrne 1988; Lee 2003; Zhu 2010).

These findings are incongruent with those of Lee (2003, 2008a) in EFL contexts and Diab (2005b) in ESL context, which suggest that teachers believed in the effectiveness of selective error correction, but they practiced the comprehensive one. For instance, the teacher participant in Diab's study (2005b) perceives that comprehensive error correction "should be avoided, but she also seems to believe that grammatical errors should at least be pointed out to students, if not corrected" Diab (2005b:33). Similarly, the teacher participants in Lee's study (2008a) do not believe in the effectiveness of comprehensive error correction, but they are enforced by the school policy to correct all the students' errors. Accordingly, it can be inferred that ESL and EFL teachers are attracted or enforced to correct all or most of students' errors whether they believe in the effectiveness of this strategy or not. One possible explanation for these results is that students make many linguistic errors and most of the teacher participants are still responding to a single draft of students' written texts. This makes them feel obligated to correct all students' errors. Applying comprehensive error correction extensively in this context could also be attributed to the teachers' unawareness of the negative effects of this strategy due to their limited knowledge and lack of training about how to respond effectively to students writing. The authorities of the Department of English at University of Zawia also seem to have a responsibility for this as they do not have a

policy that requires teachers to provide feedback in specific ways, and they do not provide guidelines for teachers to follow as they respond to students writing.

On the other hand, the results show that few teacher participants apply selective error correction. Their reasons behind this are that this strategy contributes in saving teachers' time and attracting students' attention to the selected errors. These teachers also focused on students' major errors and frequent errors in addition to errors related to the subjects discussed in the classroom. These results are in line with L2 writing scholars' suggestions that selective error correction helps students to internalise the linguistic form of the selected errors as well as saving teachers' time (Raimes 1983; Byrne 1988; Ferris 2002; Lee 2003; Zhu 2010). It is clear that the teachers' practices of selective error correction are influenced by their beliefs about this strategy. These beliefs could be acquired from their beneficial experiences of using this strategy or from the knowledge obtained during their prior studies.

b. Direct vs. Indirect

The majority of questionnaire respondents and about half of the interview participants stated that they use both direct and indirect feedback and those who reported that they use direct feedback only are more than those who use indirect feedback. These findings are consistent with the results of the teacher written feedback analysis, which demonstrate that most of the teachers use both direct and indirect feedback, and one teacher uses direct corrective feedback only, and another one uses indirect feedback only. Moreover, the number of the errors corrected by using direct feedback is more than those indicated by using indirect feedback, and no error codes were used. These results suggest that the teachers' beliefs guide their practices of these error correction strategies (Pajares, 1992; Johnson, 1992; Borg, 2003).

As for the interviews, some teachers explained that their use of these strategies is guided by the type of errors made by students, direct feedback with untreatable errors and indirect feedback with treatable errors, and by students' level of proficiency, direct feedback with low proficient students and indirect feedback with high proficient students. These results are in line with Ferris & Hedgcock's (2005) suggestions about the use of direct and indirect error correction. This is correspond to the suggestions of Ferris et al (1997) and Ferris and Roberts (2001) in which error correction impacts positively on students' development of their writing accuracy when it is appropriate to their linguistic knowledge. For instance, the indirect error correction by using codes

"may not give adequate input to produce the reflection and cognitive engagement that helps students to acquire linguistic structures and reduce errors over time" (Ferris and Roberts, 2001: 177). The results also indicate that the ultimate goal of the teachers is securing students' understanding and ensuring their ability to deal with these two strategies. It can thus be inferred that the student factors, which are students' level of proficiency and their ability to handle these direct and indirect error correction, influence the teachers' practices of these two strategies (Goldstein, 2004).

Moreover, the teachers who use direct error correction only believed that this strategy is clear and understandable for students as well as saving students' time. One of these teachers had experience with the benefits of direct feedback in developing his students writing accuracy. This teaching experience shaped his belief about the usefulness of direct error correction and affected his practice of error correction strategy. This confirms that teachers teaching experience is one of the sources to their beliefs (Richardson, 1996).

Furthermore, the data indicate that the teachers use no error codes as they correct their students' errors. One of these teachers reported during the interview that she had difficulties in understanding the error codes used by her teacher in the past when she was a student. This negative experience shaped her beliefs about the use of error code. It also formed her way of providing feedback as she corrects students' errors. This supports that teacher's experience as a student influence on their beliefs and practices (Pajares, 1992; Borg, 2003).

In short, the teachers' practices of direct and indirect error correction are guided by their beliefs about the effectiveness of these two strategies. Their practices of these two strategies are influenced by students' level of proficiency and students' ability to handle these strategies. The teachers' beliefs and practices of these two strategies are also acquired from their teaching experience as well as from their experiences as students.

7.2.3.2   Focus of Teacher Written Feedback

The majority of teacher participants in the questionnaire and interview indicated that they are concerned about all aspects of writing (language, content and organisation) as they respond to their students writing. These teachers thought that any good piece of writing should be grammatically correct and well organised as well as having interesting ideas and convincing arguments. However, the analysis of teachers' written feedback on

the student's essay demonstrates that most of the teachers' feedback points give attention to the student's linguistic errors and mistakes, and only few of their comments are concerned about content and organisation of the essay. These results suggest that there is mismatch between teachers' practices and their beliefs of feedback focus.

These findings are in line with the results of the Montgomery and Baker's study (2007) in ESL context, Lee's study (2008a) in EFL context and Junqueire and Payant's case study (2015) in ESL context. The teacher participants in these studies thought that their feedback was more concerned about global issues rather than local issues, but close examinations of their actual feedback revealed that they focused more on local issues rather than global issues. It seems that ESL and EFL teachers are attracted to correcting or commenting on their students' language errors. Zamel (1995) interprets this phenomenon by saying that teachers appear to act as language teachers rather than writing teacher. Ferris (2003:22) also explains this by stating that these teachers might be "trained by linguists rather than rhetoric/composition experts." Junqueire and Payant (2015: 26) give another explanation which is "feedback on organisation … might be addressed with one or two comments while local issues, such as verb tenses, might elicit more WCF instances throughout the essay."

Furthermore, some of the teacher participants believed that their feedback should address all aspects of writing with more emphasis on language because their students' language is weak. This is similar to the justification reported by the teacher participant in Junqueira and Payant's study (2015) about her focus on the local issues. This teacher reported that her students were non-native speakers, and they made many grammatical errors so they needed to be aware of these errors. Similarly, some teachers in Lee's study (2008a) reported that students have few problems in content and organisation; therefore, their feedback focuses on students' grammatical errors. This might indicate that teachers respond to their students' writing in ways that meet their students' needs. In other words, students' needs may shape teachers' ways of providing feedback.

7.2.3.3 Written Commentary Types

In following sections, the results of the teachers' beliefs and practices of written commentary types: forms of written commentary, general and specific comments, positive comment and negative comments and suggestion are integrated and discussed.

a. Syntactic Forms of Written Commentary

The analysis of the teachers' written feedback demonstrates that most of the teachers' comments take the declarative statement form and some of them are imperative, one word and question. In addition, there is no comment that takes the form of exclamations. These results are nearly in agreement with the teachers' beliefs revealed in the interview and questionnaire. The teachers stated that their most valuable form of written commentary is 'statement' and the least valuable one is 'exclamation' form. About half of teacher participants reported that one word and two word comments and questions are ineffective. The interview data also show two main instructional reasons which guide the teachers' use of the different syntactic forms of written commentary. Firstly, the teachers care about students' understanding of the comments; therefore, most of them use 'statement' form because they assume it is clear and easy to be comprehended by students. About half of the teachers do not use one word comment as it could be confusing and unhelpful for students to identify their weaknesses and strengths in writing. Secondly, the teachers want students to take responsibility for finding solutions to their problems. Thus, they use 'imperative' form that guides students in correcting their errors themselves. They also avoid using 'exclamation' form because it is confusing and demotivating to students.

However, the few studies, which examined the effect of these syntactic forms on students' revisions of their written texts, give no conclusive evidence that one form is more effective than the other (Ferris, 1997; Conrad and Goldstein, 1999) (see 2.7.1.1). The most effective aspects of written commentary are not their syntactic forms but their clarity to students, their directness and specific relation to students' written texts (Hyland and Hyland, 2001; Goldstein, 2005). These suggestions are in line with the teacher participants' accounts for using specific types of comments and avoid using others. In sum, the teachers' pedagogical reasons, which are students' comprehensibility of the comments and students' engagement with the comments, guide their use of the syntactic form of written commentary.

b. General vs. Specific

In terms of the teachers' beliefs and practices of general and specific comments, the majority of questionnaire respondents and interview participants stated that they use both general and specific comments and those who use specific comments only are more than those who use general comments only. The analysis of the teachers' written

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feedback on the student essay also reveals that teachers use more specific comments than general comments. This indicates that the teachers translate their beliefs into practice. The teachers' instructional accounts for using specific comments rather than general comments are that specific comments identify students' writing problems and motivate them to engage in finding solutions to these problems. On the other hand, general comments might confuse and demotivate students from dealing with these comments and lead them to disregard these comments.

The teachers' beliefs about specific comments value seem to reflect the views of Fathman and Whalley (1990), Ferris (1997), Goldstein (2004) and Ferris & Hedgcock (2005) which are specific comments are more effective than general comments, and teachers should apply this type of comments as they provide feedback on their students' written texts. Although, most of the teacher participants in this study believed in the effectiveness of specific comments, some of them use both types of comments. Their accounts are the quality of students' written texts and types of errors made by students guide them to use general or specific comments. Moreover, general comments are appropriate with poor written texts, while specific comments are effective with well written texts. Using specific comments with poor written texts would make these texts full of comments, and this might overwhelm students and affect negatively on their attitudes regarding writing and sometimes regarding the teacher him/herself. These results support the idea that quality of students writing assignments guides teachers' ways of providing feedback (Goldstein, 2004).

c. Positive Comments, Negative Comments and Suggestions

The majority of teachers in both the questionnaire and interviews stated that their written comments take the function of suggestion more than the other functions, and they use positive comments more than negative comments. However, the analysis of the teacher written feedback shows that most of the teachers' comments were negative, some of them were suggestions and few of them were positive. These results clarify that the teachers' beliefs are not reflected in their practices.

The results of the teacher feedback analysis are different from the findings of Hyland and Hyland study (2001) in ESL contexts which suggest teachers use more positive comments, in the first and final drafts, than the other types of comments. This discrepancy could be attributed to that EFL teachers are attracted to students' written faults despite their beliefs in the effectiveness of positive comments. The massive use of

the negative comments by the teacher participants can also be interpreted by the teachers' feeling of responsibility to make their students aware of their writing problems and guide them to solve these problems by offering some suggestions. Their use of negative comments might also be related to the quality of student's essay, which has many deficits in language and organisation as well as in content.

Although the teachers use few suggestions and positive comments, they showed awareness of the effectiveness of these types of comments on developing students' writing skills. They reported that suggestions guide students to find solutions to their problems and engage them in problem solving. This reflects positively on their learning and developing of their writing skills. Moreover, positive comments sustain students' confidence to write, reinforce their strengths in writing and encourage them to write more and more. These accounts are consistent with those stated by Gee (1972), Hyland and Hyland (2001) and Goldstein (2004) for the effectiveness of suggestions and positive comments. Regarding to the negative comments, most of the teacher participants were also aware that this type of comments might affect negatively on students' attitudes towards writing and weaken their self-confidence to write well. On the other hand, some of the teachers thought that negative comments might encourage and push students to work hard for understanding the nature of their writing problems to eliminate them in their future written texts. These teachers views are not in line with Gee (1972) and Hyland and Hyland (2001) who acknowledge that the excessive use of negative comments demotivates students and makes them less confident as writers. Some teachers also reported it is unreasonable for some of them to write positive comments on poor written texts. These results suggest the quality of students' written texts determine whether teachers apply positive or negative comments even though they valued positive comments more than negative ones.

7.2.3.4   Place of Written Commentary

The questionnaire and interview data reveal that the best place for the teacher participants' comments and error correction is above the error, followed by the margin and the bottom of the written text. The analysis of the teacher written feedback show that more than half of the teachers' comments were at the bottom of the texts, some of their comments were in the margin and few of them were above the errors. These results suggest that the teachers' beliefs regarding the place of comments partially contradict

their practices. This could be due the nature and length of comments they used since they reported, in the interviews, that they put the error corrections above the errors, their short comments on the margin and their long comments at the bottom of the text. They added that they put specific comments in the margin and general comments at the bottom of the texts. This might indicate that the space available in students' written texts guide the teachers to place their written comments.

There is no research study have investigates the effectiveness of written commentary place on developing students writing skills (Goldstein, 2004). However, it is suggested that marginal comments are suitable to specify the writing problems of the texts, while endnotes are appropriate to generalise the deficits found in the written text and to provide some suggestions for the students writers for developing their written texts (Ferris and Hedgcock, 2005). It is also advised that teachers "place comments in a way that students can effectively revise using these comments and so that students can learn from these comments for future papers" (Goldstein, 2005: 91). The results show that the teachers are aware of some of these suggestions; although, most of them admitted that they need to develop their ways of providing feedback by attending training courses about feedback. It seems that the teachers' conceptions about the best places of the comments were shaped by their teaching experiences.

7.2.3.5   Time of Feedback

The majority of the questionnaire respondents and all the interview participants stated that they provide feedback to their students as soon as possible. They believed that early feedback is significant as students are still in the mood of writing, and they still remember their structures and ideas used in their written texts. In contrast, delayed feedback has no effect on students writing as most of them forget what they have written, and this might lead them to ignore that feedback. The teachers' conceptions about the effect of early feedback is consistent with Edge (1989), Hattie and Timperley (2007) and Mack's (2009) suggestion about the effective time of providing feedback in the students writing.

In regards to the writing stage of providing feedback, the majority of the teachers prefer to provide their feedback after students finish their writing. Their reasons are that they do not want to interrupt students' thoughts and ideas, and interventions might prohibit their students from creativity and from using their ideas and structures. This contradicts

Zamel (1985), Leki (1990), Ferris (1995), Tribble (1996) who argue that feedback on the final draft alone is ineffective as students care more about the grades and give little attention to teachers' comments and corrections. Moreover, the final drafts might not reveal the real problems students encounter as they write their texts (Frankenberg-Garcia, 1999). Therefore, these researchers advise teachers to intervene during the different stages of writing to make their feedback more effective for developing students' written texts. This conception is believed by a reasonable number of teacher participants who stated that they like to intervene during the different stages of writing. They thought that their interventions during the different writing stages would help them to diagnose the real problems of their students as well as assisting their students to deal with any writing problem that might emerge as they write. However, they rarely do that because of the time constrains and the large numbers of students in their classrooms. Thus it might be suggested that time constraints and large classrooms size prevent some teachers form intervening and providing feedback on more than one draft.

7.3   Preferences of Students for Feedback

"Without understanding how students feel about and respond to teacher feedback, teacher may run risk of continually using strategies that are counter-productive" (Lee, 2008b:145). Accordingly, this study aims to investigate preferences of senior and junior EFL students for feedback, to explore their accounts for their preferences and to compare between senior and junior students' preferences for feedback. To achieve these objectives, the following sections are dedicated to present and discuss the integrated data of the student questionnaire and interview. The discussion and integration of the data are introduced under the following categories:

1. Perceptions of students regarding the value of feedback

2. Preferences of students for the approaches of providing feedback

3. Preferences of students for teacher written feedback

      a. Strategies of error correction

      b. Focus of written feedback

      c. Written commentary types

      d. Place of written commentary

e. Time of written feedback

4. Students difficulties and strategies for handling teacher written feedback

7.3.1 Perceptions regarding Value of Feedback

The Interview and questionnaire data illustrate that both senior and junior students believed in the usefulness of feedback and regarded it as a source of knowledge that assists them to enhance their language learning and to develop their writing skills. They also identified feedback as a learning tool that enables them to recognise their writing problems as well as guiding them to overcome these problems in their future writing. These findings are in agreement with the results of the studies conducted by Radecki and Swales (1988), Cohen and Cavalacnti (1990), Hyland (2003) Chiang (2004), Diab (2005b), Lee (2008b) and Hamouda (2011) in both ESL and EFL contexts. They also support that feedback enhances students' language learning and promotes their language acquisition (Hyland & Hyland, 2001; Ellis, 2005) as well as serving students to be aware of their writing strengths and weaknesses (Hattie and Timperley, 2007). Accordingly, it can be understood that feedback has fundamental roles in students learning processes and in the development of their writing.

Furthermore, Questionnaire data demonstrates that senior students valued feedback more than junior students did (see 6.4.1). This could be explained by that senior students exposed to more feedback than junior students did, and they likely had more benefits from their experiences with feedback than junior students did. Thus they form positive attitudes towards the value of feedback. In short, these results may support that feedback has an apparent role in students learning of the target language and in the development of their writing skills, but what types of feedback these students prefer. The following sections would reveal that.

7.3.2 Preferences of Students for Feedback Types

Despite the fact that teachers are advised "to reduce students' reliance on teachers and equip them with editing strategies to improve the accuracy of their writing" (Lee, 2005:12), the vast majority of the student participants preferred to receive feedback from their teachers. They regarded teachers as the most knowledgeable people who are able to provide them with information about the weaknesses and strengths of their

writing. They also believed that the teachers are responsible for providing them with feedback about their writing. This indicates that the teacher-centered approach in which "legitimacy of information, and what constitute knowledge rest with the teacher" (Kain, 2003: 104) is dominated in the context of this study.

Furthermore, the students showed preferences to receive teacher written feedback more than the other types of feedback. This result is similar to the findings of Radecki and Swales (1988), Leki (1991), Saito (1994), Zhu (2010) and Hamouda (2011). The students demonstrated several reasons for their preferences. These reasons are: (1) teacher written feedback is helpful for identifying their errors and for guiding them to correct these errors; (2) written feedback can be used as a reference used by them to avoid repeating the same errors, which they had done in their previous written texts; (3) written feedback is the most used type by their teachers. From these reasons, it can be understood that their teachers use written feedback more than the other types of feedback, and this is confirmed in the findings of the teachers' questionnaire and interview (see 5.4.1.2/ 6.3.2.1). It seems that the use of this type in their classrooms influence the students' preferences for this type of feedback. Moreover, their preferences to written feedback might be indicative for the effectiveness of this type on the development of their writing skills.

 The questionnaire data also show that senior students valued the usefulness of written feedback more than junior students did (see 6.4.2). This can be explained by that senior students may have more beneficial experience with teacher written feedback than junior students do. During this experience, they might gain knowledge from this type of feedback that affect positively in the development of their writing skills.

Teacher-student conference is the second preferred type of feedback by most of the student participants. However, it is rarely or never used in their writing classrooms (see 5.4.1.2/ 6.3.2.1). Their accounts for their preferences are that teacher-student conference enables them to discuss their problems with their teachers and to obtain more information about their writing, which cannot be gained through teacher written feedback. The students' views support one of the advantages of this type mentioned by Keh (1990: 298) which is that teacher-student conference enhances "the interaction between the teacher and student." This interaction between teachers and students facilitates students' acquisition of the target language and the development of their writing skills (Long, 1996).

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Regarding the value of peer feedback and computer-mediated feedback, half of the questionnaire respondents and most of the interview participants thought that these types are useful. Their reasons for their thoughts are that peer feedback enables them to exchange ideas with their peers, to learn from their peers' errors and to work together in order to find solutions to their writing problems. These students related the usefulness of peer feedback to the proficiency level of their peers. They asserted that receiving feedback from high-level proficient peers is useful, but receiving feedback from low proficient peers is useless. These results support the advantages of peer feedback mentioned by Keh (1990), Lee (1997), Zhang (1995), Tsui & Ng (2000) (See 2.4.2). They also support the output theory of Swain (1995) and interaction theory of Long (1996) which hypothesise that negotiation for meaning between students give them the opportunity to test their hypothesis about the target language and receive input which beyond their interlanguage to enhance their second language acquisition. On the other hand, those who had negative opinions about peer feedback reported that they mistrust their peer feedback because their peers are unable to provide them with valuable feedback. Some of them revealed that they do not like their peers to see their errors because this embarrasses them. Regarding the computer-mediated feedback, most of the students regarded it as a new technique of providing feedback and they thought it is useful. It seems that the student believe that new teaching and learning techniques or methods should be valuable.

The questionnaire results demonstrate that there are no significant differences between the preferences of senior and junior students regarding the value of the peer feedback, teacher-student conference and computer mediated feedback. These results may be attributed to that, these approaches of providing feedback are rarely or never used in their classrooms and most of the students have little experience with these approaches in their writing classrooms.

7.3.3   Preferences of Students for Teacher Written Feedback

The upcoming sections are devoted to present and discuss the integrated data of the student questionnaire and interview about the preferences of junior and senior students for the different aspects of teacher written feedback. This data is presented under these categories: (1) preferences of students for error correction strategies, (2) focus of written

feedback, (3) written commentary types, (4) place of written commentary and (5) time of feedback.

7.3.3.1 Error Correction Strategies

> " if the error correction is to be effective, classroom room cannot afford to be based rigidly on any standardised practice derived from the opinions of linguists and teachers alone, but it must be flexible enough to incorporate the preferences and needs of language learner" Oladejo (1993, 71)

Thus, the following sections are devoted to integrate and discuss the questionnaire and interview data about the preferences of students for error correction strategies (comprehensive vs. selective and direct vs. indirect).

a. Comprehensive vs. Selective

The findings of the questionnaire and interview data show that most of the student participants believed that their written texts should be error free. This finding is consistent with the finding of Leki (1991), Ferris (1995), Radecki and Swales' (1988) studies in ESL contexts and Schulz (1996; 2001), Diab (2005a) studies in EFL contexts. The students' belief could be a result of their thoughts that as English major students they have to produce error free written texts. They could also be attributed to the nature of their teachers' written feedback, which focuses extensively on their linguistic errors, and mistakes (See 6.5.2.1).

Based on this belief, most of the student participants (junior and senior) preferred all their linguistic errors to be corrected or indicated (comprehensive error correction strategy). Their reasons are this strategy enables them to identify their errors and helps them to understand the nature of these errors. They also reported that without teachers' correction or indication to all their errors, they might think that what they have written is right. This might lead them to repeat the same errors in their future written texts (error fossilisation). Although, many scholars warn teachers from applying this strategy because it is time consuming and tiring for teachers as well as overwhelming and discouraging for students, most studies investigating EFL and ESL students preferences and expectations found that students prefer all their errors to be corrected (Leki, 1991; Diab, 2005a; Diab, 2005b; Zhu, 2010, Amrhein and Nassaji, 2010, Hamouda, 2011). Moreover, many studies show that most teachers seem to apply comprehensive feedback (Lee, 2003; Diab, 2005b; Lee, 2008, Hamouda, 2011). Therefore, the preferences of students to comprehensive strategy "may derive from previous

instructional experiences, experiences that may not necessary be beneficial for the development of writing" (Cohen and Cavalcanti, 1990:173).

Although many studies show that selective error correction focusing on specific grammatical features affects positively on the development of students' grammatical accuracy (Sheen, 2007; Ellis et al, 2008; Bitchener, 2008; Bitchener and Knock, 2010), few of the student participants showed preferences to this error correction strategy. These few students noted that their teachers should focus on their major errors, which affect the meaning of their messages. This could be due to the students' beliefs that writing is a means of communicating their ideas and thoughts to the others. In addition, the data show that junior students prefer their teachers' feedback to focus on the errors that interfere with communicating their ideas more than senior students do. This could be due to the difficulties junior students encounter to write correct grammatical sentences and clear paragraphs that convey their messages.

In the interview, few students preferred their teachers to use both comprehensive and selective corrective feedback. One of them stated that she prefers her teacher to be selective in the first draft and comprehensive in the other draft. Another student declared that she wants her teacher to correct all her errors in one written text and to select in the other. These students seem to be aware of the negative effects of comprehensive error correction, which are demotivate and overwhelming students. Simultaneously, they thought that if their teachers do not show them their errors, they might not recognise these errors and continue to repeat them in their future writing.

b. Direct vs. Indirect

 Many studies give evidences that error correction affects positively on the development of students' writing accuracy (Fathman and Whalley, 1990; Ashwell, 2000; Ferris and Roberts, 2001; Chandler, 2003; Ferris, 2006; Sheen, 2007; Ellis et al, 2008, Bitchener, 2008). However, there is no conclusive evidence showing that direct error correction is more effective than indirect one or vice versa. Similarly, the studies investigated the effectiveness of the different type of indirect feedback do not give conclusive evidence that one type is more effective than the others (See 2.6.3.2). Therefore, the investigation of students' preferences regarding these types of error correction might be helpful for deciding which type is more appropriate for these students.

The findings of both questionnaire and interviews show that about half of the student participants preferred to receive direct error correction, quarter of them appreciated indirect error correction and the rest showed preference to both strategies. Those who preferred direct feedback claimed that it is clear and easy to understand as well as assisting them to identify their errors and know the correction of their errors. This reflects positively on their language learning and their writing skills as they acquire new rules and structures that lead them not repeating some of their errors in the future. The students' views about the effectiveness of direct feedback are corresponding with Chandler (2003), Sheen (2007) and Ellis et al (2008) who state that direct feedback is helpful for students, especially with metalinguistic explanation, to internalise the correct forms and structures fast and effectively. These students also report that indirect feedback is confusing and incomprehensible since it does not clarify to them the nature of their errors and does not lead them to find solutions to those errors. Lee (2008b:156) attributed these results to the "teacher-dominated approach to feedback" which makes students passive learners and dependent on teachers for their learning.

On the other hand, those who preferred to receive indirect feedback indicated that indirect feedback stimulates them to pay more effort to find solution to their writing problems. These efforts and strategies enhance their acquisitions of the new structures and grammatical rules and affect positively in the development of their writing accuracy. These students can be described as 'active learners'. The students' reasons are in accordance with Ferris and Hedgcock (2005) and Ellis (2008) who acknowledge that indirect feedback engage students in problem solving which assists them to develop metalinguistic awareness of the grammatical rules and structures that leads students to internalise the correct forms and structures of the language. Those who preferred their teachers to use both types preferred their teachers to provide them with indirect feedback in the first draft and direct feedback in the last. They believed that they should try to find solutions to their problems at the beginning, and if they fail then their teachers are obliged to correct all their errors.

It is also found that more junior students preferred to receive direct feedback than senior students did. This can be explained by that junior students are still reliable on their teachers' corrections, and they have limited knowledge and experience of dealing with indirect feedback. On the other hand, some of the senior students, during their years of study at the Department of English, might develop certain types of strategies that enable

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them to deal with the different types of indirect feedback and become independent and active learners. These findings may suggest that the majority of the students start their study at the Department of English as passive dependent learners like their teachers to provide them with the correct forms of their errors. During their study at the department, they expand their knowledge about and experience of dealing with the different strategies of error correction, and some of them become active independent learners. This leads them to form positive attitudes towards both direct and indirect error correction.

7.3.3.2   Focus of Feedback

The questionnaire and interview findings show that the majority of the student participants preferred their teacher written feedback to focus on all the aspects of their written texts (i.e. content, organisation and language). These findings contradict the findings of Chiang (2004) Diab (2005a), Lee (2005) and Hamouda (2011) in EFL contexts, and the findings of Leki (1991) and Amrhein & Nassaji (2010) in ESL context which are that students prefer teacher written feedback to focus more on local issues than global issues. This can be explained by that the student participants in this study are English major EFL students, and they believe that good written texts should be well organised, grammatically correct and contain good ideas and arguments. This also indicates that these students believed that the main function of writing is to communicate and convey their thoughts and ideas to the others. Accordingly, the students' field of study might influence their preferences regarding the focus of teacher written feedback.

Furthermore, few of the student participants reported that feedback should focus on their needs. For example, one of the students said, *"I would like my teacher to focus in language because I have many grammatical mistakes…"* This indicates that students' needs might shape their preferences to the feedback focus. Another student believed that grammar is the most important aspect in writing. Without writing correct grammatical sentences, he cannot express his ideas and thoughts. This student also believed that teachers are responsible to give students feedback on grammar, and students are responsible about the other aspects of writing. This suggests that students' beliefs about writing might form their preferences for the focus of written feedback.

The results also indicate that the preferences of junior and senior students are nearly the same, as most of them preferred teacher written feedback to focus on all aspects of writing. However, senior students considered content more important than the other aspects, while junior students see content and organisation are more significant than language. It seems that the students are good in grammar and have a large vocabulary since they are major English students. These results contract the findings of Lee (2008b) which are that high proficient students prefer feedback to focus on all the aspects of writing, while low proficient students prefer feedback to focus on the language of their written text. The findings of Lee's study suggest that students' level of proficiency shape their beliefs about the focus of feedback. However, the findings of this study might be explained by that, the major field of study (English language) impacts on students' beliefs about the focus of feedback. In short, students' field of study, level of proficiency, their needs and the objectives of writing courses are likely to influence students' preferences and attitudes towards the focus of feedback.

7.3.3.3   Written Commentary Types

The following sections integrate and discuss the questionnaire and interview data about preferences of students for the written commentary types (syntactic forms, general and specific comments, positive and negative comments and suggestion).

a. Syntactic Forms

The few studies investigating the effect of the syntactic forms of written commentary on students' revisions give no conclusive evidence that one form is more beneficial than the others (See 2.7.1.1). Reviewing these studies, Goldstein (2004) concludes that syntactic forms of written commentary do have conclusive role in students' revisions of their written texts. Thus, researching students' preferences for these forms might refer to the effective syntactic forms of comments for developing students writing skills and reveal which comments students deal with more than the others.

In this regard, the questionnaire and interview data indicate that the majority of the students preferred 'statement' rather than the other forms of comments. Their main reasons for their preferences are that declarative statement is clear and understandable. In addition, using the declarative statement form, teachers can provide them with detailed information about the weaknesses of their written texts. This information guides them to understand their writing problems and give them the ability to do not

repeat them in their future writing. Some of these students stated that the other forms of comments are confusing and unhelpful. For example, one word comment cannot give them with sufficient information about their problems, questions are sometimes difficult to answer, and exclamations are demotivated. The difficulties encountered students to understand some of these syntactic forms could be attributed to " inadequate linguistic and pragmatic knowledge, whether of rhetorical and grammatical jargon used by the teacher or of the nature and function of indirect speech acts such as requests phrases as questions" (Ferris et al, 1997:176).

However, some of the students' participants preferred their teachers to use questions. These students thought that questions stimulate them to think about their writing problems and pay effort to find answers for these questions. Finding answers to these questions makes them understand the nature of their writing problems and do not repeat these faults in their future writing. Few students showed preferences to imperatives, believing that imperatives guide them to overcome their writing problems. On the other hand, some students gave no attention to the forms of written commentary. They thought that error types and writing problems of the texts direct teachers to use the appropriate form of comments for those errors or problems. For example, some errors need just one word and others need declarative statement or question. These students concerned about the clarity of teachers comments and their abilities to understand these comments.

The comparison between senior and junior students indicates that their responses to the questionnaire are nearly the same, as their majority preferred their teachers to use declarative statement, followed by questions. On the other hand, the interview results show that the majority of senior students preferred statements, while the majority of junior students prefer to receive questions. This may suggest that the junior students are more challenging than the senior students are, and senior students, with experience, discover that declarative statement is the most helpful syntactic form of written commentary since it is easy to understand and gives them more details about their writing.

b. General comments vs. Specific Comments

The integration of the questionnaire and interview data illustrates that the majority of the students preferred to receive specific comments as these comments specify their weaknesses in writing and guide them to overcome these weaknesses. The students also

reported that general comments are sometimes confusing and unhelpful. The students' attitudes towards the general comments might be due to their difficulties in dealing with such comments, as they do not pinpoint their writing problems directly as the specific comments do (Ferris et al, 1997). These results might also be attributed to the students feeling that their teachers do not involve in reading their texts with concentration (Zamel, 1995). The students' views about specific comments support that text-specific comments affect positively in the developments of students' written texts (Zamel, 1995; Keh, 1990; Fathman and Whalley 1990; Chiang, 2004; Goldstein, 2004; Ferris and Hedgcock, 2005). These results are also consistent with finding of Keh study (1990) in which students preferred to receive comments that point out their writing problems.

c. Positive, Negative and Suggestion

The majority of the questionnaire respondents and all of the interview participants prefer their teachers to provide them with suggestions because suggestions guide them to use the right and effective ways for developing their writing skills. However, some of these students stated that their teachers' suggestions should not ask them to replace their ideas by their teachers. These results are in line with the researchers warning from the appropriation of students' written texts as this might frustrate and demotivate students to write more (Sommers, 1982; Zamel, 1985; Keh, 1990; Conrad and Goldstein, 1999; Ferris, 2003; Ferris & Hedgcock, 2005; Ferris, 2007; Mack, 2009).

The finding also show that about half of the questionnaire respondents and all of the interview participants prefer to receive positive comments as this type of comments boosts their confidence and encourages them to reinforce their strengths and develop their future writing. These results are consistent with those of Gee (1972) and Ferris (1995) who found that students appreciate their teachers' positive comments and remember these comments. However, some students are afraid of the excessive use of positive comments, which may make them over confidence. This might affect negatively on their development. The views of these students are in agreement with Hyland and Hyland (2001) warning from using excessive praise. These students seem to experience such comments, which affect negatively on their writing.

Regarding the negative comments, few of the questionnaire respondents and more than half of the interview participants preferred to receive this type on their written text. They believed that negative comments diagnose their weaknesses and stimulate them to work hard to overcome these weaknesses. However, these students did not prefer their

teachers give them negative comments in a harsh way, as this would affect negatively in their attitudes towards writing and sometimes towards the teachers themselves. In short, the students' attitudes towards positive and negative comments seem to be correspondent with the researchers' recommendations of using these types of comments (See 2.7.1.3). Teachers should use both praise and constructive criticism in moderate ways that help students to identify their strengths and weaknesses and encourage them to reinforce their strengths and overcome their weaknesses (Hyland and Hyland, 2001).

7.3.3.4   Time of Feedback

The majority of students preferred to receive feedback as soon as possible as their ideas and structures are still fresh in their minds, and this helps them to deal with the feedback provided. They thought that delayed feedback might confuse them as they may forget what they have written, and this might lead them to ignore that feedback. It is also found that more senior students preferred to receive feedback as soon as possible than junior students do. This suggests that the students experience with feedback influence in their preferences regarding the time of receiving feedback. This also suggests that senior students might experience delayed feedback and notice some disadvantages, which in turn led them to prefer receiving feedback as soon as possible. The students' preferences to the early feedback confirm researchers' recommendations that feedback is more beneficial when it is received early by the students (Edge, 1989; Hattie and Timperley, 2007; Mack, 2009).

In regard to preferred writing stage of receiving feedback, the majority of students showed preference to receive feedback after they finish writing their drafts (at revising and evolution stage). They argued that teachers' interferences during the different stages interrupt them and confuse them. Moreover, the teachers' interferences during the different writing processes might make them feel that what they have written is not originally theirs. This could be a result of that their teachers giving them feedback only on their final drafts. However, researchers recommend teachers to intervene during the different stages of writing to induce students revising their drafts, and this would reflect positively on the development of the students writing skills (Raimes, 1983; Tribble, 1996; Ur, 1996; Mack, 2009).

On the other hand, few of the students' preferences are in line with the researchers' recommendation, as they liked their teachers to provide them with feedback during the

different stages of writing process, as this would help them to correct their errors immediately. They claimed that the immediate correction of their errors affect positively in their understanding of the nature of their errors and help them to do not repeat these errors and produce well-written texts. It is also found that senior students preferred to receive feedback during the different stages of writing more than junior students did. This indicates that senior students past experience make them aware of the benefits of feedback during the different stages of writing process.

7.3.3.5 Place of Written Commentary

"Research cannot inform decisions about where to place comments as to date there is no research that has addressed the comparative effectiveness of end, marginal, or initial commentary" (Goldstein, 2005:90). Thus, it is better for teachers to put their comments in a place where they are clear and where students can understand to which piece of writing these comments refer.

The data show that the majority of the students preferred their teachers to put their error correction and comments above the error directly. This helps them to identify to which error the comments refer. They said that they sometimes find difficulties in understanding to which parts of their written text the comments refer to. Some students preferred marginal comments because they are clear and near to their error. The data also show that few students preferred their teacher to put their comments at the bottom of the text where the teacher can find enough space, and these comments would be well organised and understandable not like those which written above the errors or in the margin where students find difficulties to read and understand them. Some students, in the interviews, gave no attention to the place of feedback and were concerned about the clarity, illegibility and comprehensibility of feedback. This is in line with the saying of Goldstein (2005:91) that teachers should "place comments in a way that students can effectively revise using these comments and so that students can learn from these comments for future papers." The findings also show that there is no difference between senior and junior students' preferences for the place of feedback.

7.3.4 Difficulties Encountered by Students and strategies Used by them

Students encountered several difficulties as they deal with their teachers' written feedback and use different strategies to handle feedback. The following two sections are

dedicated to integrate and discuss the findings of the students' questionnaire and interview about these difficulties and strategies.

7.3.4.1   Difficulties Encountered by Students

The interview and questionnaire data indicate that the students' difficulties are mainly related to their misunderstanding of feedback and to their inability to deal with it. Some of these difficulties are caused by the illegibility of teachers' written comments and the vagueness of teachers' general comments, while others are caused by the students' inability to understand error codes used by teachers and to their inability to solve their writing problems and correct the errors of their written texts. These results are similar to those found by Cohen and Cavalcanti (1990) and Chiang (2004). The illegibility of the teachers' written comments and the vagueness of these comments could be a result of teachers writing their comments and feedback on several papers in short period of time. On the other hand, the students' inability to understand error codes could be a result of teachers not providing students with a list of used codes and explaining these codes to students as Chiang (2004) and Ferris (2002) recommend (See 2.6.3.4). The students inability to overcome their writing problems could also be due to that teachers written commentary only refer to students' writing problems and not providing them with guidance helping them to overcome these problems as Conrad & Goldstein (1999) and Ferris (2007) suggest (See 2.7.1.4). Moreover, all of these difficulties could be attributed to the misunderstanding between teachers and students. Therefore, it is suggested that teachers should consider organising discussion sessions during which (1) they explain their ways of providing feedback, (2) provide students with the opportunity to raise questions about feedback, as well as giving suggestions that could make future feedback clearer (Zamel, 1995; Ferris, 1995; Hyland, Chiang, 2004; Goldstein, 2005).

Furthermore, in the interviews, few of the senior students reported that their teachers sometimes ignore their ideas and shifting the purpose of their written texts as well as crossing their words and structures and replacing them with the teachers' own structures and vocabulary. Moreover, their teachers focus only on the weaknesses of their written texts and do not give attention to the strengths of their writing. These findings are similar to those of Sommer (1982) and Zamel (1985) which are that teachers tended to appropriate their students' writing. This might affect negatively on the students' attitudes towards writing and towards the teacher (Zamel, 1985). Thus, scholars warn

teachers from appropriate their students writing and recommend teachers to provide their students with suggestions that guide them to improve their writing (Sommers, 1982; Zamel, 1985; Keh, 1990; Conrad and Goldstein, 1999; Ferris, 2003; Ferris & Hedgcock, 2005; Mack, 2009).

The comparison between the senior and junior students demonstrates that both of them mostly encounter the same problems. These results are in line with those found by Chiang (2004) in the EFL context. However, the questionnaire results indicate that the junior students face more difficulties in understanding error codes than senior students do. This could be due to the rare use of error codes by their teachers as some of the teacher participants stated in the interviews (See 5.4.1.4/B). This could also be explained by that the junior students are not explicitly taught the meaning of these codes. Moreover, junior students seem to have limited linguistic knowledge that enables them to understand the error codes used by their teachers (Ferris and Roberts, 2001). On the other hand, senior students encounter fewer difficulties to understand error codes because their exposure to error codes during their years of study at the department enables them to understand these codes more than junior students who are still new at the department and have limited exposure to these codes. Moreover, the senior students are likely to have more linguistic knowledge than junior students have, and this knowledge enables them to handle error codes more than junior students can.

The questionnaire data also illustrate that senior students encounter more difficulties in solving the writing problems indicated by their teachers than junior students do. This might be attributed to that senior students deal with more advanced writing issues, which related to the content and organization of their written texts, while junior students deal with simple issues like grammatical errors and the organization of the paragraph.

7.3.4.2   Strategies used by Students

The student questionnaire and interviews reveal that the student participants, senior and junior, use several strategies to handle their teachers' written feedback. Their most common strategies are reading their teachers comments and making mental notes for teachers' feedback. These findings are in line with the findings of Cohen and Cavalcanti (1990). The students' use of these strategies could be a result of the single draft approach applied in this context, which does not require students to rewrite their written texts. Hence, students try to make mental notes for their teachers' written comments and

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corrections that help them to remember these comments and corrections and overcome their writing problems in their future writing. The data also show that students consult their teachers for further clarification to feedback, use dictionaries and grammar books to correct their spellings and grammatical mistakes, and resort to internet for assisting them to overcome their writing problems indicated by their teacher feedback. These results are in line with those of Chiang (2004) in the EFL context. Some students reported that they depend on their knowledge to correct the errors, which are indicated in teachers' comments. The least used strategies applied by the students are asking their classmates for help, consulting experienced people and using their previous compositions as references. This could be a result of their distrust to their classmates' ability to help, to the unavailability of experienced people around them and to their underestimation of the value of their previous written composition, as they were not required to develop it.

The comparison of the questionnaire data between senior and junior students' use of these strategies show that junior students utilize some of these strategies more than senior students do. It is found that junior students identify their writing problems to be explained and consult their teachers for further clarification and explanations more than senior students do. This could be explained by that junior students are more dependent on their teachers than senior students are. The comparison also shows that junior students use their previous compositions as references, resort to the internet for help and consult experienced people more than senior students do. This indicates that junior students care about their teachers' written feedback more than senior students do. This could be also due to that junior students have many writing problems and receive more error corrections and comments on their written texts more than senior students do. As a result, they utilize these strategies to overcome their writing problems and improve their writing skills. This can also be explained by that senior students have metalinguistic strategies that enable them to find solutions to their writing problems and be more independent in handling their teachers' written feedback.

7.4   Teachers' Practices and Students' Preferences

The match between teachers' practices of feedback and preferences of students regarding feedback is significant for the success of feedback in writing classrooms (Leki, 1991; Saito, 1994; Schulz, 1996, 2001; Diab, 2005; Amrhein & Nassaji, 2010;

Hamouda, 2011). Thus, one objectives of this study is to examine the matches and mismatches between preferences of students and teachers practices of the different aspects of feedback in their writing classrooms. This study also aims to identify the reasons behind these matches and mismatches. The results of this comparison might help to give some suggestions for teachers to bridge the mismatches between their practices and preferences of students for making their feedback more successful. In order to achieve these aims, the beliefs and practices of the teacher participants in addition to the preferences of students presented and discussed in 7.1 and 7.2 in this chapter are compared in the following sections.

7.4.1   The Value of Feedback

The questionnaires and interviews data show that both teachers and students agree that feedback is very important in their writing classrooms, and it enhances students' language learning and affect positively in the development of students' writing skills. These results are in line with the finding of the studies conducted in EFL and ESL contexts by Schulz (1996), Radecki and Swales (1988), Cohen and Cavalacnti (1990) Chiang (2004) Diab (2005b) Lee (2008b) and Hamouda (2011). A possible explanation for these results might be that the students gained benefits from feedback in developing their writing skills, and the teachers noticed these benefits in their students' writing. Hence, both of them form positive attitudes towards the value of feedback in their writing classrooms.

Regarding the types of feedback, teachers reported that they feel responsible for providing feedback on students writing, and they usually provide their students with written feedback. Likewise, the students recognise their teachers as the sources of knowledge and information about the target language and writing, and they prefer to receive teacher written feedback to the other types of feedback. These results are in agreement with the findings of Radecki and Swales (1988), Schulz (1996) and Hamouda (2011) which suggest that students believe that it is one of teachers' main duties to provide them with feedback. Moreover, the agreement between teachers' practices of written feedback and the preferences of students to this type of feedback could be explained by that the teachers' extensive use of written feedback is one of the main reasons for the preferences of students to this type. However, this is not always true since the comparison between the teachers' practices of teacher-student conferences

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and the preferences of students for this type of feedback are incongruent. The results demonstrate that the teachers reported that teacher-student conference is rarely applied in their writing classrooms, but the majority of the students show preferences to this type of feedback. The students' reasons for their preferences are that this type of feedback allows them to discuss their writing problems with their teachers and assist them to understand the vagueness in teacher written comments. This indicates that the students eager to participate in such conferences and the teachers also want to conduct such conferences with all their students, but there are some contextual factors, such as time constraints, prevent them from doing that.

Concerning peer feedback and computer-mediated feedback, the majority of teacher and about half of the students believe in the effectiveness of these types of feedback in their writing classroom. However, the teachers rarely or never employ these types of feedback in their writing classrooms. This indicates that there is a conflict between teachers' practices of these types and the students' preferences regarding them.

In short, the teachers practice of written feedback are in agreement with students' preferences towards this type of feedback as this type is the most used type by teachers and the most preferred type by students. On the other hand, the students' preferences regarding the other types of feedback are inconsistent with the teachers' practices of these types as the majority of students prefer teacher-student conferences, and half of them prefer peer feedback and computer-mediated feedback, while teachers rarely or never apply these types of feedback in their writing classrooms. However, applying these types of feedback might reflect positively in the students learning and development of their writing skills (See 2.4).

7.4.2   Strategies of Error Correction

In regard to the different strategies of error correction, the vast majority of the student participants preferred their teachers to correct all or most of their errors as they believed that their written texts should be error free. Similarly, the analysis of the teachers' written feedback shows that the majority of teachers corrected all or most of the student's errors. Moreover, some of the teachers, in the interviews, assumed that their students should know their errors, and they felt responsible for correcting or indicating the students' errors. These results may confirm that teachers' ways of providing feedback influence students' preferences for feedback (Diab, 2006). However, they

contradict L2 writing researchers' recommendations that teachers should avoid applying comprehensive error correction as it may demotivate students and affect negatively on their attitudes towards writing (Raimes 1983; Byrne 1988; Ferris 2002; Lee 2003; Zhu 2010). Therefore, teachers are advised to change their strategy of correcting students errors form comprehensive error correction to selective one, which enhances students' engagement and autonomy in correcting their errors. This would assist students to understand the nature of their errors and overcome these errors in their future writing (Bitchener & Ferris, 2012).

In terms of direct and indirect error correction, the analysis of the teacher written feedback indicates that more than half of the teachers tended to use both types, direct and indirect feedback, and their use of direct feedback is more than indirect feedback. While about half of the students preferred their teachers to use direct feedback, a quarter of them preferred indirect and the rest liked to receive both types of feedback. These results suggest that teachers' practices and students' preferences regarding these two strategies of error correction are nearly in agreement as most of the teachers' error correction points were direct and the majority of the students preferred this type of error correction. These results contradict the findings of Arndt (1993) which suggest that EFL teachers and students have positive attitudes towards indirect feedback. They are also contrary to those of Amrhein and Nassaji (2010) who found ESL students prefer to receive direct feedback, whereas their teachers appreciate the use of indirect feedback. However, the findings of the studies investigating the effect of direct and indirect feedback show no conclusive evidence that one type is more effective than the other. Thus, teachers are advised to use both types, direct feedback with low proficient students and with untreatable errors and indirect feedback with high proficient students and with treatable errors (Ferris & Hedgcock, 2005). Teachers can also start by proving indirect feedback and if students fail to correct their errors than they should correct students' errors (Ellis, 2009). This is what some of the teacher participants reported for justifying their use of these two strategies.

7.4.3   Focus of Teacher Written Feedback

With respect to teacher written feedback focus, it is found that most teacher participants' feedback points were concerned about the writing conventions of the student essay (spelling, punctuation, capitalisation and grammar), and only few of their

comments dealt with the content and organisation of the student essay. Conversely, the majority of students preferred their teachers to focus on all aspects of writing (language, content and organisation), and they considered all these aspects are important for producing well-written texts. These findings are unexpected because it is anticipated that the students would prefer to receive more feedback in grammar, while the teachers' feedback would focus on all the aspects of writing as they reported in the interviews and questionnaires. The conflict between teachers' practices and preferences of students could be explained by that students and teachers are aware that feedback should focus on all aspects of writing, but students make numerous linguistic errors. Hence, the teachers find themselves obliged to focus on the students' language errors rather than the other aspects of the students writing (i.e. content and organisation). These discrepancies might also be explained by that the students feel that their written texts should be error free, well organised and contain interesting ideas and strong arguments. On the other hand, the teachers give more attention to the students' language error because their students need to develop their linguistic competence.

7.4.4 Forms of Written Commentary

Regarding the syntactic forms of the written commentary, the analysis of the teachers' written feedback reveals that most of the teachers' comments took the declarative statement form and some of them were imperative, one word and question. In addition, there was no exclamation used by them. These results are consistent with the students' preferences as declarative statement was the most preferable by students, and some of the students showed preferences to question, one word and imperative forms. They also did not prefer to receive exclamations on their written texts. The students and teachers reasons for their preferences to declarative statement are also in agreement as both of them believed that this type of comments is clear and understandable by students. Both of them are also in agreement that exclamation may confuse students and does not provide students with enough information about their writing.

Concerning specific and general comments, more than half of the teachers' comments provided on the student essay were text-specific, and most of the students preferred their teachers to provide them with this type of comments. These results indicate that teachers' practices and students' preferences are nearly the same. However, the teachers' practices and the students' preferences seem to be incongruent regarding the

function of the written commentary. In that, negative comments were the most used type in the teachers' written feedback, while negative comments were the least preferred by the majority of the students who preferred to receive positive comments on their written texts. In addition, most of the students preferred to receive suggestions that help them to develop their written text, but only a third of the teachers comments were suggestions.

7.4.5   Place and Time of Written Feedback

Regarding the place of feedback, the majority of the teachers' written commentary was put at the bottom of the text, while most of the students preferred their teachers to put their comments above the errors or on the margin where they can recognise to which part of their written texts the comments refer to. It is clear that there is a conflict between the teachers' practices and the students' preferences for the place of comments.

 In terms of the time of feedback, the teachers and students are in agreement that teachers should return students' written texts back to the students as soon as possible, and they are in agreement that the delayed feedback is ineffective. They are also in agreement that teachers should not intervene during the different stages of writing process, and teachers should give feedback after students finish writing their first draft.

7.5   Conclusion

This chapter presents and discusses the integrated data of the questionnaire, interview and the analysis of the teacher written feedback. It also discusses the findings of this study in light of the previous studies and identifies the causes and consequences of these findings. It starts by discussing the findings related to the teachers' beliefs and practices of feedback. During this discussion, the reasons cited by the teachers for justifying their practices of feedback are mentioned, and the factors that influence the teachers' beliefs and practices of feedback are stated. After that, this chapter discusses the preferences of students for the approaches of feedback and the different aspect of teacher written feedback. It also discusses the difficulties encountered by the students as they deal with teacher written feedback, and the strategies that they use to handle teacher written feedback. During this discussion, the findings are compared with the results of the previous studies and theories. Moreover, the reasons for the students' preferences

regarding the different aspects of feedback were mentioned and discussed. This chapter ends with a comparison between the teachers' practices and the students' preferences for the aspects of feedback in the writing classrooms. This comparison helps to identify the match and mismatch between the teachers' practices and students' preferences. It also clarifies the reasons for these matches and mismatches. This discussion is the basement for the answers of the research questions, which are presented at the beginning of the next chapter.

Chapter 8:   CONCLUSION

8.1   Introduction

Teachers' beliefs and practices of feedback and student preferences for feedback are crucial for the effectiveness of feedback in writing classrooms. However, there is limited published research on the relationship between teachers' beliefs and practices of feedback (See 3.2). Additionally, research on students' accounts for their preferences regarding feedback, on the effect of their experience and level of proficiency on their preferences and on their difficulties and strategies of dealing with feedback is scant (See 3.3). Moreover, the results of the studies compared between teachers' practices and students' preferences of feedback were different from one context to another (See 3.4).

Therefore, this research study investigated to what extent EFL teachers' beliefs and practices of feedback are consistent, explored factors that shape teachers' beliefs and practices of feedback and identified pedagogical reasons that guide teachers' practices of feedback. It also examined EFL junior and senior students' preferences for feedback and compared between them. Moreover, it explored some of students' reasons from their preferences and identified some of their problems and strategies of dealing with feedback. Finally, this study identified the match and mismatch between teachers' practices and students' views. These objectives were achieved by gathering quantitative data (teacher and student questionnaires and analysing teachers' written feedback) and qualitative data (teacher and student interviews) from EFL teachers and undergraduate students of Department of English at University of Zawia, Libya.

This chapter is devoted, firstly, to answer the research questions of the study. It then introduces some implications and suggestions to teachers of writing and to educational institutions. These implications and suggestions are grounded on the results of this study and on findings from previous studies as well as several L2 writing scholars' suggestions about the use of feedback in L2 writing classrooms. Finally, limitations of the study and suggestions for further research are introduced.

8.2   Answers to the Research Questions

Based on the findings of this study, the research questions are answered as follows.

8.2.1 Research Question 1

(1) What are EFL teachers' beliefs about feedback, and how do these beliefs reflect on their practices of feedback?

The teacher participants in this study viewed feedback as a significant tool that assists students boosting their language learning and developing their writing skills. They also considered written feedback as the most effective and appropriate approach of providing feedback in their writing classroom. Thus, all teachers apply this type of feedback to respond to their students writing. In addition, most of the teacher participants perceived other approaches of providing feedback (i.e. teacher-student conference, peer feedback and computer-mediated feedback) to be beneficial for their students to develop their writing skills. However, they rarely or never utilise these approaches in their writing classrooms. Similarly, the teachers believed in the effectiveness of multi-draft approach, but they ask their students to write only one draft. It is noticeable that not all of the teachers' beliefs are practiced, specifically their beliefs about peer feedback, teacher-student conference, computer-mediated feedback and multiple-draft approach. The conflict between teachers' beliefs and practices are due to obstacles presented in the answer to research question two.

In terms of the error correction strategies, the teachers believed that correcting all or most of student errors is important, and utilising this strategy is beneficial for students to identify their errors and understand the nature of these errors. The teachers also felt responsible for correcting all student errors and if they do not do that, their students may think that what they have written is right, and as a result, the teachers resort to applying this strategy to correct their students' errors. Most of the teachers also maintained that both types of error corrections, direct and indirect, are helpful for students to identify their errors and to understand the nature of these errors. Some of these teachers had more tendencies to direct error correction because it seems clearer and easy to understand by students. Based on their beliefs, the teachers used both types to correct or indicate student errors (See 7.2.3.1/ b). It can be understood that the teachers' beliefs and practices of error correction types are consistent and there are no obstacles prevent them from applying their beliefs.

With respect to the focus of feedback, most of the teachers believed that their written feedback should focus on all aspects of writing (language, content and organisation) in order to help students to improve their writing skills. However, some teachers reported

that their feedback should focus more on language and organisation of students' written texts as their students make many grammatical errors and have difficulties to write well-organised written texts. In addition, the analysis of their written feedback illustrates that most of their feedback points were focused on the writing conventions of the student's written texts, and few of their comments dealt with the content and organisation of the student's essay (See 6.5.2.1). This manifests that the teachers' beliefs are not translated into their practices. Moreover, their practices contradict the researchers' suggestion that feedback should focus on all aspects of writing (Fatman & Whalley, 1990; Hyland & Hyland, 2006a) because focusing only on language might make students disregard the content and organization of their written texts (Chiang, 2004)

Regarding written commentary types, the teachers' most preferred syntactic form of written commentary was declarative statement, as it seems clear and understandable for students. On the other hand, their least preferred form was exclamation because it might be confusing to their students. Similarly, the analysis of the teachers' written feedback demonstrates that most of their written comments on the student essay were declarative statements, and no exclamations were used by them. It is also found that the teachers believed in the effectiveness of specific comments more than general ones and conceived that general comments should be used from time to another, especially with poor written texts. The teachers' use of these two types of comments are in line with their beliefs as they provided both general and specific comments on the student's essay, and their specific comments were more than general comments (6.5.2.3/b). Furthermore, the majority of teachers considered positive comment as an essential tool for motivating students; however, they had negative attitudes towards negative comments as they might demotivate students. Moreover, most of them regarded suggestions as significant types of comments that guide students improving their written texts and developing their writing skills. The analysis of the teachers written feedback reveals that most of their written comments were negative or suggestions and few of them were positive (6.4.3.3/a). This indicates the teachers' beliefs mismatch their practices. This mismatch could be due to that the teachers feel obligated to correct all students' errors and focus on students' writing problems, as they believed that their students need that.

With regard to the place of written feedback, the teachers thought that the best place for comments is above the error and these comments can also be in the margin and at the

bottom of the text. Some of them believed that type of error and nature of comments specify the place of the comments as well as the space available in written texts also determine the suitable place of the comments. For example, some of them claimed that the best place for general comments is at the bottom of the texts, while the suitable place of specific comments is in the margin. The analysis of their written feedback also shows that the teachers use all the places and most of their comments were put at the bottom of the student written text. Moreover, most of their error corrections were above the student's errors. This suggests that the teachers' beliefs and practices are nearly congruent.

Regarding the time of written feedback, most of the teachers believed that giving back the written texts with their written feedback to students as soon as possible is crucial, whereas delayed feedback might be useless as students may not give attention to it. The teachers also reported that they do not interfere during the different stages of writing process to provide feedback, and they deliver their feedback only on the final draft of students' texts. However, the majority of teachers believed in the multi-draft approach, which supports providing feedback in the different stages of writing process. This indicates that the teachers' beliefs are not reflected on their practices of feedback for some reasons, which will be dealt with in answering the second research question.

In short, it can be perceived that not all teachers' beliefs are translated into their practices of feedback. The inconsistency between teachers' beliefs and practices are caused by some factors which prevent teachers form applying their beliefs. These factors are presented in the answer of the second research question.

8.2.2   Research Questions 2

(2) What are the factors that shape teachers beliefs and practices of feedback?
The factors that shape teachers' beliefs and practices of feedback are put under three main categories. These categories are: (1) sources of teachers' beliefs and practices of feedback; (2) factors shape teachers' practices of feedback and (3) factors prevent teachers from practicing their beliefs.

Firstly, regarding the sources of teachers' beliefs and practices of feedback, the teachers' experiences as learners as well as teachers have powerful impacts on their beliefs and practices of feedback, and most of the teacher participants regarded these

experiences as sources of their beliefs and practices of feedback (See 5.4.2.2-A/ 6.3.4). These experiences frame their beliefs about feedback, and then their beliefs are translated into their ways of providing feedback. The teachers' beliefs and practices of feedback are formed not only by their positive experiences with feedback as teachers and learners but also by some of their negative experiences with feedback as learners. For example, one of the teachers encountered difficulties in understanding error codes used by her teachers when she was a student. This negative experience conceptualised a notion in her mind that error codes might confuse students, and thus it is better for her to avoid applying these codes as she responds to her students writing. Beside their teaching and learning experiences, it seems that the teachers' prior academic studies have a part in forming their beliefs and practices of feedback (See 5.4.2.2-B/ 6.3.4). During their academic studies, these teachers were exposed to theories and knowledge about feedback. These theories and knowledge have crucial impacts on their beliefs and practices of feedback. In short, the teacher participants considered that their experiences as teachers as well as learners and their academic education are the main sources of their beliefs and practices of feedback.

Secondly, in terms of the factors that shape teachers' practices of feedback, it is found that these factors range from teacher factors, student factors to contextual factors. The major teacher factors are their beliefs and values about writing as well as about the different ways of providing feedback. These beliefs and values have the most powerful influence on their ways of responding to students' writing, despite the fact that not all of them are reflected into their practices of feedback (See 5.4.2.3/A). This is due to reasons which are presented under the factors that prevent teachers from applying their beliefs. In addition, the teachers' knowledge about feedback, about the context and about their students is also one of the most pivotal factors that impacts on their ways of responding to their students writing (See 5.4.2.3/B). The teachers' lack of training might also be considered as a teacher factor that influences their ways of providing feedback as their practices of some aspects of feedback are incongruent from the L2 experts' suggestions about the best practice of feedback (See 5.4.2.3-C/ 6.3.4). This is apparent from that most of the teachers reported that they have not exposed to any training on how to respond to students' writing, and the department of English has not organised training sessions on teaching writing or feedback and has not provided them with guidelines to follow as they provide feedback to their students.

Furthermore, the students' factors that form teachers' ways of providing feedback are students' level of proficiency, their types of errors, the quality of their written texts and their preferences and attitudes regarding feedback. All of these factors have effects on the teachers' ways of providing feedback. Some of them determine the type of comments used by teachers, others direct the teachers focus of feedback (See 5.4.2.3-E/5.4.2.3-F/5.4.2.3-G/5.4.2.3-H for some examples). The context also has strong influence on the teachers' ways of responding to their students' writing. Some of the contextual factors that frame teachers' practices of feedback are presented in the following paragraph under the factors that impede teachers from applying their beliefs about feedback.

Finally, the factors that prevent teachers from practicing their beliefs about feedback are mainly contextual. These factors are time allotted to writing classes, the classroom size and the availability of resources (See 5.4.2.1-A/ 5.4.2.1-B). All the teacher participants reported that time allocated to their writing classes is short, and they have many students in their classrooms. These factors hinder them from practicing some of their beliefs about feedback. For instance, most teacher participants believed in the effectiveness of teacher-student conference, but the short time available for their writing classes and the large numbers of students in their classrooms obstruct them from applying this approach of providing feedback with all students. As a result, they only employ this type of feedback with few students who ask them for some clarifications to their writing problems. In addition, the unavailability of resources influences the teachers' ways of providing feedback and on the development of their ways of providing feedback. For example, most teachers believed that computer mediated feedback is an effective approach of providing feedback. However, they cannot apply this approach because some students and teachers have no access to internet. Moreover, most of the teachers showed eagerness to improve their skills of providing feedback, but they have limited access to information resources such as books, journals and online material that enable them to be aware of the latest publications about feedback. Another factor that hinders teachers from practicing their beliefs is teachers' knowledge about the values and the best ways of applying the different types of feedback (See 5.4.2.3-B). For instance, the teachers' unawareness of employing peer feedback in effective ways impedes them from applying this type of feedback in their writing classrooms.

In short, the main factors that frame teachers' beliefs and practices are their positive and negative experiences with feedback as students as well as teachers and their academic background. However, not all of the teachers' beliefs are reflected into their practice due to factors that prevent them to do so. These factors are mainly contextual such as the limited time allocated for writing classes, the large size of classrooms and the unavailability of resources. Moreover, the teachers' ways of providing feedback is influenced by a number of teacher factors such as lack of knowledge as well as lack of training about the value of different types of feedback and about the best ways of providing feedback. The teachers' practices are also affected by student factors such as students' level of proficiency, type of errors made by students, the quality of students' written texts and preferences of students regarding feedback.

8.2.3   Research Question 3

(3) What are the teachers' instructional reasons for applying feedback in the ways they do?

The teacher participants reported a number of reasons for explaining and justifying their ways of responding to their students writing. Their first common reason is that their ways of providing feedback enhance students learning of the language and development of their writing skills (See 5.4.3.1). This reason was mentioned by most of the teachers to justify their ways of providing feedback. Their second common reason is that their ways of providing feedback ensures students' understanding of their written feedback (See 5.4.3.2). This indicates that the teachers are worried about their students' understanding of feedback; therefore, they try their best to make their written feedback as clear as possible for their students. They believed that students misunderstanding of feedback would make their feedback useless and ineffective. The third reason, which was cited by many of the teacher participants, is that their ways of responding to their students writing promote students' engagement (See 5.4.3.3). These teachers care about their students' engagement in dealing with feedback, believing that this engagement would lead students to be more independent and induces them to take responsibility for developing their writing skills. The fourth reason reported by some teachers is that they provide feedback in ways that build students confidence and encourage them to write more (See 5.4.3.4). These teachers believed that enhancing their students' confidence as they write would reflect positively on the development of students' writing skills. The fifth reason mentioned by some of the teachers is that they provide feedback in ways

that meet the needs of students (See 5.4.3.5). These teachers argued that when their feedback focuses on the needs of students, the students would work hard to overcome their writing problems and to learn and internalise the new knowledge, which would affect positively in their learning as well as in the development of their writing skills. The last reason mentioned by some of the teachers is that they try to respond to their students' writing in ways that enhance students' creativity (See 5.4.3.6). This is attained by not appropriating students' writing and providing them with positive comments that encourage them to write creatively and give them more confidence to do so. In sum, teachers' ways of responding to their students' writing are guided by a number of pedagogical values. These values are enhancing student learning and development of their writing skills, securing students' understanding of feedback, promoting students' engagement, meeting students' needs, ensuring students' creativity and building students' confidence.

8.2.4   Research Question 4

(4) What are preferences of EFL students (senior and junior) for feedback, and what are the accounts for their preferences?

All student participants, junior and senior, viewed that feedback as essential for promoting their learning of English and for developing their writing skills. They considered feedback as a source of knowledge that helps them to increase their vocabulary, improve their grammar as well as expanding their knowledge about writing (See 5.5.1.1/ 6.4.1/ 7.3.4.1).

Regarding the different approaches of providing feedback, most of the students preferred to receive feedback from their teachers (oral or written), because they considered teachers as the source of knowledge about the target language and about writing. They also regarded teacher written feedback as the most beneficial type since it is the most used type in their classrooms, and assist them to gain benefits contributed in the development of their writing skills. Although, the other types of providing feedback (teacher-student conference, peer feedback and computer-mediated feedback) are rarely used in their writing classrooms, the students had positive attitudes towards these types. They argued that teacher-student conference can give them the opportunity to discuss their writing problems directly with their teachers. These discussions enable them not only identifying their writing problems and the causes of these problems, but also

providing them with strategies and ways for overcoming these problems. They also thought that peer feedback might give them the opportunity to discuss their writing problems with their peers and work together to find solutions to these problems. It also assists them to recognise their peers' errors and avoid making these errors in their written texts. Moreover, multiple draft approach was also preferred by most of the students. They claimed that writing more than one draft affect positively in the development of their writing skills. On the other hand, some of the students showed distrust on their peers' feedback, and they do not expect beneficial feedback from them. Some of the students justified their dislike to peer feedback by saying that they feel embarrassed when their peers see their errors.

The comparison between senior and junior students indicates that senior students valued the usefulness of feedback and teacher written feedback more than junior students did. This could be a result of that senior students experienced more benefits from feedback than junior student did. This suggests that students' experience might influence their attitudes towards the usefulness of feedback and teacher written feedback (See 5.5.1.1/ 6.4.2/ 7.3.1).

In terms of error correction types, most of the students, senior and junior, preferred their teachers to correct all their errors (comprehensive error correction). Their preferences to this strategy are likely to be a result of their worries about the accuracy of their written texts and of their beliefs that their written texts should be error free. Furthermore, about half of the students preferred their teachers to apply direct feedback because they thought that this strategy would assist them to remember the correction forms of their errors and avoid repeating these errors. On the other hand, quarter of the students showed preferences for indirect feedback and the rest preferred both types, direct and indirect. Those who preferred indirect feedback claimed that this strategy engages them in looking for solutions to their grammatical errors, and this engagement assists them to understand the nature of their errors and to internalise the new grammatical rules and forms. Those who preferred both types, direct and indirect, required their teachers to start by indirect feedback to give them chance to correct their errors, and if they fail to do that, the teachers should provide them with the correct form of their errors.

The comparison between junior and senior students demonstrates that junior students showed more tendency to the direct feedback than senior students do. This indicates that junior students are still dependent on their teachers' corrections, while senior students

are more independent. The independency of the senior students is likely to be gained from their experience of dealing with this strategy of error correction (See 5.5.1.3B/ 6.4.3.1/ 7.3.3.1b).

With respect to the focus of feedback, the majority of students preferred their teacher written feedback to focus on all aspects of writing (content, organisation and language). This indicates that these students are aware that written texts should be well organised with interesting strong ideas and arguments and with correct grammatical sentences and appropriate vocabulary. These students also reported that they preferred their teacher written feedback to put more emphasis on the content of their written texts. This suggests that the major concern of these students is to communicate their ideas and arguments to the readers of their written texts. Few students related the focus of their teachers' written feedback to their needs. For example, those who made many grammatical errors liked their teachers to focus on the grammar of their written texts. The comparison between junior and senior students illustrates that junior students needed their teachers to give attention to language and organisation of their written texts more than senior students did. This could be explained by that junior students face more difficulties in writing correct grammatical sentences, using appropriate vocabulary and write well organised written texts than senior students do (See 5.5.1.5/ 6.4.3.2/ 7.3.3.2).

With regard to the syntactic forms of written commentary, declarative statement was the most preferred form by students because it is not only clear and understandable, but also provides them with enough information about their writing problems. On the other hand, exclamation and one word comments were the least preferred forms because they are confusing and do not supply students with enough information about their writing problems. However, few students did not give any attention to the syntactic form of written commentary, and their main concerns were the clarity and comprehensibility of these comments (See 5.5.1.6-A/6.4.3.3/7.3.3.3a).

Furthermore, text-specific comments were preferred by most of the students as they specify their writing problems and provide them with detailed information about these problems as well as equipping them with strategies to deal with these problems. Both types of comments, specific and general were also appreciated by some of the students who argued that their writing problems guide their teachers to decide which type of comments more appropriate to such problems (See 5.5.2.1/6.4.4/ 7.3.4.1).

The majority of the students also preferred their teachers to provide them with suggestions that guide them to overcome their writing problems and provide them with strategies assisting them to find solutions to their writing problems. Moreover, the students who preferred to receive positive comments are more than those who preferred to receive negative comments. These students believed that positive comments encourage them to write more and enhance their self-confidence. Those who liked to receive negative comments claimed that this type of comments induces them to work hard for overcoming their writing problems. However, these students disliked the harsh ways of delivering negative comments as such comments discourage them to write more and affect negatively in their self-confidences (See 5.5.2.2/ 6.4.5/ 7.3.4.2).

Regarding the place of written commentary, the majority of students preferred their teachers to put their error correction and commentary above their errors. These students argued that teachers' comments on these places are clear to which errors of their written texts they refer to. Some of them liked their teachers to put their comments in the margin where they can understand to which piece of writing these comments refer to. Moreover, few students preferred their teachers' comments to be written at the bottom of their texts where their teachers find space to write clear understandable comments (See 5.5.1.7/ 6.4.3.3/ 7.3.3.5).

Concerning time of teacher written feedback, most of the students preferred their teachers to give their written texts back as soon as possible. Their reasons are that delayed feedback on their written texts might lead them to ignore it as they might forget what they have written. Most of the students also disliked their teachers to interfere during the different stages of their writing process. They preferred to receive teacher written feedback after finishing their first draft. Some of them reported that if the teachers intervene during the different stages of writing, they will feel that what they have written is not their work. Moreover, few students preferred teachers to intervene during the different stages of writing as their interventions would help them to produce well-written texts and would make them understand their writing problems and improve their written texts (See 5.5.1.4/ 6.4.3.4/ 7.3.3.4).

8.2.5   Research Question 5

(5) What difficulties, if any, do EFL senior and junior students encounter, and what strategies do EFL senior and junior students employ, in dealing with their teacher written feedback?

The students reported that they encountered several problems as they deal with their teachers' written feedback. Their main problems are difficulties in reading their teachers' comments and finding solutions to their writing problems indicated by their teachers' written feedback. Some of them also face difficulties in understanding the error codes and the general comments used by their teachers, and few of them could not correct their grammatical errors.

In the interviews, the students added that they find difficulties in dealing with the indirect error correction indicating their grammatical errors by underlining or circling without providing them with any metalinguistic information about the nature of these errors. They also reported that their teachers sometimes appropriate their written texts when they do not understand their ideas and thoughts. The students sometimes feel frustrated because their teachers focus only on their weaknesses in writing, and this demotivates them and affects negatively on their attitudes towards writing and sometimes towards teachers themselves.

The comparison between senior and junior students shows that both of them nearly encounter the same problems as they deal with their teachers' written feedback. However, the questionnaire data show that junior students encounter more difficulties in understanding the error codes used by their teachers than senior students. On the other hand, senior students face more difficulties in finding solutions to their writing problems than junior students do (See 5.5.2.1/ 6.4.4/ 7.3.4.1).

In terms of the students' strategies for handling teacher written feedback, their most used strategy is making mental notes to their teachers' comments and errors to remember them. Most of the students also ask their teachers for guidance to develop their writing and for more clarifications to their written comments. It is also found that some of the students use grammar books and dictionaries to understand the nature of their grammatical errors, to use appropriate vocabulary and to overcome their spelling problems. Surfing the web and asking classmates or experienced people are also used by few of the students for finding solutions to their writing problems.

The comparison between senior and junior students show that junior students resort to their teachers for help more than senior students do. In addition, junior students use the internet and consult their previous compositions more than senior students do. Regarding to the use of the other strategies, there is no significance difference between senior and junior students in using these strategies (See 5.5.2.2/ 6.4.5/ 7.3.4.2).

8.2.6   Research Question 6

(6) Are there any differences between preferences of students regarding written feedback and teachers practices of feedback?

Both teachers and students agreed that feedback is important in their writing classrooms. Both of them also believed that feedback enhances students' language learning and affect positively in the development of students' writing skills. Moreover, most of the teachers and students thought that providing feedback is one of the teachers' responsibilities.

Regarding the different types of feedback, the data show that written feedback is the most used type by teachers, and it is the most preferred type for students. These results indicate that the regular use of teacher written feedback might prompt students to prefer this type of feedback. On the other hand, the other type of feedback (teacher-student conference, peer feedback and computer-mediated feedback) are rarely or never applied by teachers, however, many students showed preferences for these types, especially to teacher-student conference type. These results suggest that teachers' practices of these types are inconsistent with the students' preferences. However, the teachers believed in the effectiveness of these types in their writing classrooms.

In terms of the error correction types, most of the students preferred all their errors to be corrected or marked because they believed that their written texts should be error free. Likewise, the majority of teachers seem to apply comprehensive error correction as they provide feedback on a student written essay. The teachers thought that their students need to be aware of their errors, and they feel that they are responsible for correcting or marking students' errors. These results contradict the views that warn teachers from applying comprehensive error correction because it may demotivate students and affect negatively in their attitudes towards writing (Raimes, 1983; Byrne, 1988; Ferris, 2002; Lee 2003; Zhu 2010). Regarding direct and indirect error correction, more than half of the teachers tended to use both types direct and indirect, and their use of direct feedback

are more than indirect feedback. Similarly, about half of the students preferred their teachers to use direct feedback, a quarter of them preferred indirect and the rest liked to receive both types of feedback. These results show that the teachers' practices of the error correction types are in line with the preferences of the students.

With respect to the focus of teacher written feedback, the data demonstrate that the teachers' beliefs and the preferences of students are in agreement that feedback should focus on all the aspects of writing. However, the analysis of the teacher written feedback illustrates that most of the feedback points provided by the teacher participates on the student's essay were concerned about the language of the essay, and only few of these points were related to the content and organisation of the student's essay. This indicates that the teachers' practices not only disagree with their beliefs but also with the preferences of their students regarding the focus of feedback.

In terms of the syntactic forms of the written commentary, declarative statements were the most frequent form used by the teachers. The teachers also used imperative, one word and question form but did not use exclamations. Similarly, the students preferred their teachers to use declarative statements more than the other forms of comments. Some of them also liked questions, one word, imperatives and no one showed preferences to exclamations. It is noticeable that declarative statement is the most used by teachers and the most preferred form by students. It is also interesting that the exclamation form is the least used by the teachers and unfavourable by most of the students. These results indicate that teachers and students care about the clarity of written comments.

With regard to the specific and general comments, more than half of the teachers comments provided on the student's essay are text-specific, and most of the students preferred their teachers to provide them with specific comments about their written texts. These results indicate that teachers' practices and students' preferences are nearly the same. However, the teachers' practices and the students' preferences seem to be incongruent regarding the function of the written commentary. In that, negative comments are the most used type in the teachers' written feedback, while this type of comments is the least preferred by students. Moreover, most of the students showed preferences to receive positive comments on their written texts, whereas this type of comments is rarely used in the teacher written feedback.

With respect to the place of the written commentary, the majority of the teachers' written commentary was put at the bottom of the text, while most of the students preferred their teachers to put their comments above the errors or on the margin where they can recognise to which part of their written texts the comments refer to. It is clear that there is a discrepancy between the teachers' practices and the students' preferences. Regarding the time of feedback, both the teachers and the students are in agreement that feedback is more effective when it is received as early as possible by students. They are also congruent that teachers should not intervene during the different stages of writing process and teachers should give feedback after students finish writing their final draft.

In sum, it is noticeable that both teachers and students are in agreement that feedback is valuable for developing students' writing skills. However, there are several discrepancies between students' preferences and teachers' practices of feedback as well as differences between teachers' beliefs and their practices. Moreover, some of the students' preferences and teachers' practices of feedback contradict the best practices of feedback.

8.3   Implications

This study investigates teachers' beliefs and practices of feedback and students preferences for feedback. Studying these issues would give clear picture about teachers' beliefs and practices of feedback and students' preferences for feedback and expand the knowledge and understanding of feedback process in EFL writing classrooms. Based on the findings of the current research, this section presents a number of implications for teachers of writing and educational authorities.

The principles and implications taken from this study might be applicable not just to higher education institutions and teachers of writing in Libya, but also to educational institutions and teachers of writing in other similar contexts. In specific, it has been realised that some of the teachers' beliefs and practices of feedback and students preferences for feedback in the context of this study have some similarities to their counterparts in other contexts. This is supported by the consistency between some findings of the current study with those in previous research (See chapter 7). For example, some of the identified contextual factors (e.g. large classroom size) which influence teachers' beliefs and practices of feedback in the context of the current study

are similar to those in some other contexts. These implications might be helpful for teachers of writing to develop their beliefs and practices of feedback and to provide successful feedback that affects positively in the development of their students writing skills. These implications are discussed in the following two sections.

8.3.1   Implications for Teachers of Writing

The findings of this study demonstrate that most of the teacher participants dramatically base their practices of feedback on their experiences as teachers as well as students. They also show that most of the teachers have not attended any training sessions or workshops about feedback and have not attended any course about teaching writing in their previous educational studies. These results confirm the findings of some previous studies in EFL contexts (e.g. Lee, 2008a; Shulin, 2013). However, teachers' experiences alone would not enable them to be effective feedback provider (Ferris, 2007). Moreover, knowledge about the subject alone (e.g. writing) is not enough to effectively teach this subject, and this knowledge should be combined with knowledge about the effective methods and ways for teaching this subject (Borg, 2003). Furthermore, professional training is essential for developing teachers' knowledge about the subject they teach as well as about the methods of teaching this subject effectively (Richardson, 1996). For instance, workshops and training sessions about feedback in writing classrooms would provide teachers with knowledge about how to provide feedback in effective ways and to be confident as they deliver feedback to their students. This would enhance the feedback effectiveness on developing students' writing skills.

Therefore, teachers of writing need to consider not depending on their experience alone as they respond to their students writing. They also need to take responsibility for developing their own ways of responding to students' writing and to equip themselves with sufficient knowledge about feedback in writing classrooms. This can be accomplished by reading theories of feedback and research studies available on feedback. Theories would help them to enhance their ways of providing feedback. Research studies would also deepen their understanding of the effective ways of providing feedback and thus contribute to the development of their methods of responding to students writing. Moreover, teachers of writing need to work collaboratively together for enhancing their ways of providing feedback. To do so, teachers could organise discussions and reading groups about feedback in their writing

classrooms. During these discussions and reading groups, they can discuss the different issues related to feedback in their writing classrooms and connect what they have read about feedback to their real practices of feedback in their context. Applying these procedures, teachers of writing would develop their ways of providing feedback.

Furthermore, the results of this study identify a combination of contextual factors, which have influenced the teachers' ways of providing feedback. These factors vary from large classroom size, short time allotted to writing classes, type of students and objectives of writing courses they teach to unavailability of resources. Some of these factors impede the teachers from practicing some of their beliefs about feedback. These factors might also be found in other contexts and prevent teachers for applying some of their beliefs about feedback. For example, large classrooms and time constraints are identified in secondary school in Hong Kong and cause contradiction between teachers' beliefs and practices of feedback (Lee, 2008a).

Therefore, teachers of writing need to understand the role of the context in their ways of providing feedback before commencing their writing classes (Goldstein, 2004; 2005). They need to be aware of the objectives of the writing courses, the type of students, their working load, the average classroom size and the requirement of the exams (Goldstein, 2005). This can be done "through observation and informal discussions and interviews of administrators, fellow faculty and students" (Goldstein, 2005:13). For instance, in the context of this study, the students are majoring in English and the objectives of their writing courses are that students should be able to write different types of paragraphs, different types of essays and short research papers before they graduate from the department. In such context, students are required not only to develop their language and produce correct grammatical written texts, but also to be aware of the rhetorical concerns " such as purpose, audience, organisation, and development" (Goldstein, 2004: 65). Thus, teachers should respond to both local and global issues of students' written texts, not only on local issues as the findings of this study revealed. Moreover, the large classroom size, in the context of this study and in some other contexts, such as Hong Kong secondary school classrooms (Lee, 2008a), is another factor that shapes the teachers' ways of providing feedback. Teachers spend long time responding to all students' written texts, and they cannot apply teacher-student conference with all students. Thus, teachers could adopt ways of responding to their students writing that are convenient for large classes, in order to have positive effect on

students' writing and to saving their time and effort. For instance, teachers might exploit peer feedback in their writing classrooms since this type of feedback would help students to engage in the process of feedback and being aware of the different aspects of writing as well as saving teachers' time and effort (Lee, 1997). They also can use indirect error correction by underlining, circling and coding students' errors to save time as well as enhancing their students' engagement in correcting their own errors. However, they need to be aware that this type of error correction is appropriate with intermediate and advanced students and with treatable errors (Ferris and Hedgcock, 2004). Regarding the inability to conduct writing conferences with each student in their classrooms, teachers can divide their students into small groups and make conferences with each group, discussing the different issues related to their writing tasks. In short, teachers understanding of the different contextual factors might assist them to adopt ways and methods of providing feedback that boost students learning and develop their writing skills.

In addition, the findings reveal that only few teachers put students' preferences and attitudes towards feedback into their consideration as they respond to students' writing. However, students' preferences and attitudes towards feedback are important for the success of teacher feedback, and L2 writing researchers recommend teachers give attention to students' preferences as they respond to students' writing (Hedgcock and Lefkowitz, 1996; Chiang, 2004; Lee, 2005; Katayama, 2007; Goldstein, 2004; Diab, 2005, 2006). The results also demonstrate that there are some differences between senior and junior students' needs, their preferences regarding feedback and their problems and strategies of handling feedback. These differences are due to the students' knowledge and experiences. The similar results were found by some previous research studies in other contexts (e.g. Chiang, 2004).

Thus teachers of writing, to effectively choose the ways and methods of responding to their students' writing, need to consider not only students' preferences and expectations of feedback but also to "approach each student as an individual, learning about each student's needs, difficulties, and approaches to using feedback" (Glodstein, 2004: 72). This can be achieved through addressing students' needs at the beginning of the writing course by conducting a test diagnosing these needs and by conducting a questionnaire asking students about their needs. In addition, students' attitudes and preferences regarding feedback can be identified by handing out a questionnaire at the beginning of

the writing course. After collecting this information about each student, teachers are recommended to create a record for each student including objectives of the course, the student's needs, the student's preferences, the student's development, and others. Using the information of these records would help teachers responding to their students writing in affective ways, guide them to achieve the aims of the course, and assist their students to meet their needs, preferences and objectives. This would result in enhancing students' learning of the language and developing their writing skills. Moreover, teachers, from time to another, should conduct conferences with their students to discuss the data included in their records because students' thoughts, beliefs, needs and preferences are likely to change during the course.

In terms of students' preferences and expectations of feedback, the results demonstrate that the students believe that their written texts should be error free, and prefer their teachers to correct all their errors. These results correspond with many previous research studies findings in both EFL and ESL contexts (e.g. Leki, 1991; Ferris, 1995; Schulz, 2001; Diab, 2005a). The students' beliefs seem to be acquired from the teachers' extensive practices of comprehensive error correction or from the students' cultures which view writing as the correct use of grammatical rules and appropriate vocabulary. However, the students' preferences to the comprehensive error correction and the teachers' practices of this strategy contradict the researchers' recommendation that teachers should avoid applying this strategy because it is discouraging and overwhelming for the students (Raimes 1983; Byrne 1988; Ferris 2002; Lee 2003; Zhu 2010).

Therefore, teachers of writing, in the contexts where students prefer to receive comprehensive error correction, have great responsibility to change students' attitudes regarding this type of error correction. Firstly, their practices of error correction should be shift from comprehensive to selective error correction. Secondly, these teachers need to induce students to be responsible for identifying their errors, finding solutions to their errors and developing their abilities to apply self-correction. Finally, they should also train their students to self-correct their errors by using the different types of indirect feedback such as error codes and metalinguistic feedback by providing grammatical description and by providing students with some strategies for finding corrections to their errors. This would develop students' competence to deal with their errors and to become independent learners.

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The results also show that there is no agreement between the preferences of students and the teachers' practices regarding the number of drafts written by students. Most students show positive attitudes regarding multiple draft approach. On the other hand, the majority of teachers do not apply this approach due to the limited time allocated for writing classrooms. However, the multiple draft approach is important in writing classrooms because it assists students to manage their writing tasks as a process not just as a product and helps them to revise and edit their written texts (Zamel, 1995; Ferris, 2003a). This would enhance students learning and develop their writing skills. Thus, teachers of writing, especially in EFL contexts where they find difficulties to apply this approach, need to consider applying this approach not only because it meets the preferences of their students, but also because it is beneficial for developing students writing skills. They also have to discuss the matter of time constraints with the educational authorities and find solutions to it. For example, using computer-mediated feedback (see 2.3.3) might serve as a solution for applying multiple draft approach and saving time.

Regarding to direct and indirect error correction, the results show that about half of the teachers apply both direct and indirect feedback, and some of them apply direct feedback only or indirect feedback only. On the other hand, the majority of the students prefer to receive direct feedback because they think it is clear and more helpful. In addition, the previous studies give evidences that both types are effective, but they do not give conclusive evidence that one strategy is more effective than the other (See 2.4.3.2). Therefore, teachers of writing can combine both types, direct and indirect, as they provide feedback on their students written texts (Ellis, 2009; Ferris and Hedgcock, 2005). As they apply these types of error correction, teachers should consider students' level of proficiency and type of errors made by students (Ferris and Hedgcock, 2005). The teachers can use direct feedback with beginner students and with untreatable errors, while indirect can be applied with intermediate and advanced students and with treatable errors (Ferris and Hedgcock, 2005). Moreover, teachers who use indirect feedback with error codes should provide students with a list of these codes and explain the meaning of these codes (Ferris, 2002; Chiang, 2004).

In terms of feedback focus, it is found that both teachers and students believe that feedback should focus on all the aspects of writing. However, the analysis of teachers' written feedback shows that most of their feedback points focus on the grammatical

errors and mistakes of the student's essay. This phenomenon has been widely reported by researchers in both EFL and ESL contexts (e.g. Montgomery & Baker, 2007; Junqueire & Payant, 2015; Lee, 2008a). This indicates that teachers of writing are attracted to their students' language errors. Therefore, teachers of writing should be aware that focusing on students grammatical errors may give impression to students that the accuracy of their written texts is more important than the other aspects of writing (content and organisation) (Montgomery and Baker, 2007). They need to raise the awareness of their beliefs, explore the sources of their beliefs, and identify whether they are based on theories and research studies or not. They also need to compare between their beliefs and practices of feedback and find out whether they are consistent or not. If they find any tension between them, they have to identify the main factors that impede them from practicing their beliefs. All of these can be achieved through discussing these issues with their colleagues and working cooperatively with their colleagues for finding solutions to develop their ways of providing feedback and make their feedback more successful.

The results also show most students prefer their teachers to use declarative statements as they write their comments and most of the teachers' written commentary take the form of declarative statement. Both believe that this form is clear and understandable by students. Moreover, the teachers and students agree that specific comments are more effective than general comments. These results are nearly in line with those found by the few studies conducted to investigate students' preferences for written commentary (e.g. Keh, 1990; Hamouda, 2011). This suggests that students might handle the clear understandable comments and exploit them in developing their writing skills. On the contrary, the students might encounter difficulties to deal with vague comments and then ignore them. Thus, teachers of writing are advised to employ what students prefer to receive. They also need to provide students with clear comprehensible commentary that students can interact with to improve their writing. For example, in the context of this study, the teachers can employ declarative sentences and other syntactic forms, as they are clear and understandable by students. They can also use specific comments since this type of comments helps the students to know the weak and strong parts of their written texts (Fathman and Whalley 1990; Chiang, 2004; Ferris and Hedgcock, 2005).

In addition, both teachers and students have positive attitudes regarding positive comments. However, the teachers wrote many negative comments and few positive comments on the student essay. The results from the interview also show that some students need to receive constructive criticism but not in harsh ways. The findings of the other studies (e.g. Ferris, 1995; Treglia, 2008) also show that students prefer to receive positive comments because this type of comments usually motivates them to engage with the process of writing development. They also like to receive mitigated negative comments that reveal their weaknesses in writing. Therefore, teachers of writing can use both positive and negative comments, but they should not use positive comments excessively and negative comments harshly (Hyland and Hyland, 2001). In short, teachers should employ direct comments that are clear and understandable by students and induce students to involve in the feedback process (Ferris, 2003; Conrad & Goldstein 1999; Hyland and Hyland 2001).

Furthermore, based on the findings of this study and the findings of previous studies regarding feedback and the different suggestions and recommendation provided by the scholars in this field, the following guidelines for applying feedback in affective ways are constructed. They are helpful for teachers of writing to provide invaluable feedback that contribute to the development of the students writing skills. These guidelines are put under three main subtitles as follows.

8.3.1.1 Guideline for Providing Error Correction

To help their students develop their writing accuracy, teachers should follow these suggestions and recommendations:

1. Teachers should avoid using comprehensive error correction and apply selective one. (See 2.6.3.1/ 7.2.3.1a/7.3.3.1a)

2. As they apply selective error correction, teachers should correct or indicate global errors (errors obstructing students from communicating their ideas), errors that students make frequently, errors related to the structures that have been learned and discussed in classrooms, and those which are basic (See 2.6.3.1/ 3.2.3/ 7.2.3.1a/7.3.3.1a).

3. It is better for teachers to use both direct and indirect error correction. (See 2.6.3.2/ 7.2.3.1b/ 7.3.3.1b)

4. It is better for teachers to use direct error correction in the following contexts: for students with low linguistic knowledge and limited strategies to have solutions to their errors, for untreatable errors, for short writing courses and for the final drafts which are graded. (See 2.6.3.2/ 7.2.3.1b/ 7.3.3.1b)

5. It is better for teachers to use indirect error correction in the following contexts: for advanced students who have enough knowledge and strategies that help them to find solutions to their errors and correct them, for treatable errors and for long writing courses. (See 2.6.3.2/ 7.2.3.1b/ 7.3.3.1b)

6. If teachers decide to use error codes as a part of error identification, it is necessary for them to explain the codes to their students and provide them with a list containing all error codes at the beginning of the course to avoid difficulty in understanding the meaning of those used codes. It is also better for teachers to use codes with a limited number of errors because using many codes may lead to confusion. (See 2.6.3.4)

7. According to the place of error correction, it is better for teachers to refer directly to the errors, as this would help students to identify their errors and correct them. (See 2.6.3.3)

8.3.1.2   Guideline for Providing Written Commentary

To make their written commentary more successful and effective, teachers should follow the following suggestions and recommendations:

1. Teachers should read their students' texts well before commenting on them (Goldstein, 2005). This would help them to diagnose what in whole texts need to be improved. They should also deal with their students' written texts as teachers of writing not teachers of grammar (Zamel, 1995).

2. Teachers should provide clear direct comments that can be understood by students and can be dealt with by them (See 2.7.1.1).

3. It is better for teachers to avoid using one word comment, which is not clear and confuses students (See 2.7.1.1/ 7.2.3.3a/7.3.3.3a).

4. It is better for teachers to vary their comments by using declarative statements, questions and imperative statements, which contain suggestions (See 2.7.1.1/ 7.2.3.3a/7.3.3.3a).

5. It is better for teachers to use both praise and criticism: praise to reinforce the good act of students and to encourage them to do better and constructive criticism to make them aware of their errors and deficiencies of their written texts (See 2.7.1.3/ 7.2.3.3c/7.3.3.3c).

6. When using praise, teachers should refer directly to the good work of students not just giving general positive comments at the bottom of the text (See 2.7.1.3/ 7.2.3.3c/7.3.3.3c).

7. Teachers should not use too much praise as this may deceive students and make them overconfident and overestimate their proficiency and performance in writing, and this might lead them to reduce their exerted efforts for develop their writing skills and affect negatively in their product of the written texts (See 2.7.1.3/ 7.2.3.3c/7.3.3.3c).

8. Teachers should not use too much criticism as it would discourage students to write more and might lead them to ignore the feedback provided (See 2.7.1.3/ 7.2.3.3c/7.3.3.3c).

9. Teachers should soften their criticism by using some hedges to be accepted by students and should not use harsh criticism because it might demotivate students and negatively influence their attitudes towards writing (See 2.7.1.3/ 7.2.3.3c/7.3.3.3c).

9. It is better for teachers to use specific comments rather than general comments as specific comments refer directly to the strength and weakness of students' writing. (See 2.7.1.2/ 7.2.3.3b/ 7.3.3.3b)

10. Teachers should avoid appropriating their students written texts by crossing students' words, sentences and ideas and imposing theirs. This might make students frustrated and demotivated to write and revise. (See 2.7.1.4)

11. Teachers should provide suggestions and teach their students some strategies that assist students to deal with their writing problems and help them to develop their writing. (7.2.3.3c/7.3.3.3c)

12. Teachers should give comments that focus on all aspects of writing (language, content, and organisation), and give more focus on the aspects that need more improvement than the other ones. (See 3.3.2/7.2.3.2/ 7.3.3.2)

13. Teachers should not comment on every problem on students' papers, and they should prioritise their comments to the issues that have been discussed in the

classrooms, to student's individual problems, and to students' serious problems (Ferris & Hedgcock, 2005).

8.3.1.3   General Guidelines

The following suggestions are helpful for teachers to maximise the effectiveness of their written feedback. These suggestions recommend teachers to:

1. Make their written feedback legible and understandable (3.3.7/ 7.3.4.1).

2. Put into account the students background, needs and requirements, as they provide feedback to them (Ferris and Hedgcock, 2005; Goldstein, 2005).

3. Put into accounts the needs of student individual because students are different in their levels and skills (Goldstein, 2005).

4. Apply more than one approach of feedback (written feedback, peer feedback, teacher-student conference, and computer-mediated feedback) as all approaches have many advantages to help students improve their writing skills (2.4).

5. Insist on their students to write more than one draft for their written texts and adopt a multi-draft response-and revision (2.7.1.6/ 7.2.3.5).

6. Devote their feedback on the first draft for commenting on content and organisation and correcting or indicating little numbers of serious errors. Feedback on the second draft for correcting or indicating the language errors made by students, and on the last draft for indicating the weakness and strength of students in general and for notes that students should include in their future writing (3.3.2).

7. Give students their written texts with feedback as soon as possible (2.7.1.6/ 7.2.3.5).

8. From time to time, provide feedback during the different stages of writing (2.7.1.6/ 7.2.3.5).

9. Use both marginal comments and end comments, marginal comments to refer directly to students' language problems and end comments to clarify students' strengths and weakness in all aspects (language, content, and organisation) and to provide students with strategies and suggestions that help them to develop their written texts in specific and their writing skills in general (2.7.1.5).

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10. Make sure that their students understand the feedback provided and encourage them to communicate with their teachers if they encounter any difficulty in understanding the feedback provided (3.3.7/ 7.3.4.1).

11. Follow how their students include the provided feedback in their revisions and in their future written texts.

Applying of these suggestions and recommendations, EFL teachers would implement changes in their written feedback. These changes might make their written feedback more effective and productive for helping students improve their writing skills.

8.3.2   Implications for Educational Authorities

The findings of the study indicate that the Department of English, University of Zawia provides teachers with a list of the writing course objectives and gives them the freedom to make decisions about how best to teach writing and about how best to respond to students' writing. Moreover, most of the teachers have not attended any workshops or training programmes bout teaching writing and about feedback in writing classrooms. In addition, some of them have not exposed to any course about teaching writing in their academic studies. Consequently, some teachers apply feedback in ways that are not in line with the best practices of feedback that are recommended by scholars. Their ways of providing feedback might negatively influence the students learning and development of their writing skills. This implies that the Department of English, University of Zawia and the other educational institutions, which have the similar educational environment, have great roles to play in developing the practice of feedback in writing classrooms. These institutions are required to offer the opportunities for the teachers to expand their knowledge about writing and about the successful approaches and methods of teaching writing and applying feedback in their writing classrooms. This knowledge would boost teachers' confidence as they teach writing and as they deliver feedback to their students and reflect positively on students learning and on the development of their writing skills. This can be achieved by organising in-service professional development courses, workshops, training sessions and seminars about writing and feedback directed by experts in the field of teaching writing (Richardson, 1996). Additionally, these institutions should not only provide teachers with a list of the writing courses objectives, but also with a list of guidelines and principles that maximise the impact of their teaching and their ways of responding to their students writing.

Furthermore, the findings illustrate that there are some contextual factors prevent teachers from practicing feedback in successful ways such as large classrooms size, lack of information resources (computers, internet, books, journals and online materials) and short time allocated to writing classrooms. Some of these factors are found in other contexts, such as Hong Kong secondary schools (Lee, 2008a). Therefore, the educational authorities in such contexts need to be aware of the negative effects of these contextual factors on teachers' products and on students learning, and to take urgent decisions concerning these issues. They need, firstly, to reduce the number of students in the classrooms. This would reduce the tremendous effort that teachers exert as they provide feedback to their students and enable them to apply the different approaches of providing feedback such as teacher-student conference. The educational authorities need also to consider equipping universities with modern technologies such as computers and internet. This would enable teachers to get access to the online material on teaching writing and on feedback in writing classrooms. Teachers and students would be able to utilise the different types of computer-mediated feedback such as synchronous feedback and asynchronous feedback (Hyland and Hyland, 2006a) (See 2.4.3 for more information about these types). In addition, the educational authorities might also need to organise short courses and workshops about the use of electronic feedback, about the different programmes of computer generated feedback and about the different software of providing feedback (See 2.4.3 for some information about these programmes and software). These programmes and software would activate students, make them more autonomous and enhance their learning as well as saving teachers' time and efforts (Ware and Warschauer, 2006).

8.4   Limitation of the Study

Most of the studies, which investigated in-depth teachers' beliefs and practices of feedback and the preferences of students regarding feedback in their writing classrooms, were conducted with limited numbers of participants and on a specific setting. For example, Lee's study (2008) was conducted with secondary school teachers in Hong Kong and Montgomery and Baker study (2007) was conducted with teachers and students at English Language Centre of Brigham Young University. Similarly, this study focused uniquely on English major undergraduate students (first and fourth year students) and teachers of English at one specific context (Department of English,

University of Zawia). Therefore, the participants' and the context's characteristics should be taken into account when comparing the results of this study with others (See 1.4 for a clear description to the context of this study). However, the several implications drawn from the findings of this study are likely to be applicable to other contexts, which might be similar to the context of the current study.

Another limitation of this kind of studies is related to the difficulties associated with observing teachers' behaviours while providing written feedback on their students' written texts. This is due to that most of the teacher participants provide written feedback on students' written texts at home. However, the teachers' feedback provided on the student's essay was analysed and classified. This analysis reveals the ways teachers follow to provide their written feedback. Additionally, the comparison between what the teachers said about their ways of providing feedback in the interviews and the analysis of their written feedback on the student's essay reveal the match and mismatch between their beliefs and practices. The analysis of the interview data also contributes to the understanding of the teachers' accounts for their ways of providing feedback.

8.5   Implication for Further Research

Additional research studies are needed to investigate teachers' ways of responding to their students writing in L2 writing classrooms, especially in the contexts where only few studies were conducted.

One of the important implications of this study is the model used to analyse the teacher participants' written feedback (See table 2.2). This model is based on three main categories used by Ferris et al (1997), Hyland and Hyland (2001) and Lee (2004, 2009) to analyse the teacher written feedback. These categories are: focus of teacher written feedback, type of error correction used by teacher and types of written commentary used by teacher. This model can be used by researchers to have a clear picture about teachers' practices of written feedback and by teachers to analyse and evaluate their own written feedback.

Furthermore, it is suggested that future research studies about feedback in writing classrooms investigating the same issue researched in this study can be done in more than one EFL settings (e.g. more than one department of English in Libyan universities) and recruiting many students and teachers. This would make the results more

representative to the EFL teachers' beliefs and practices of feedback and EFL students' preferences for feedback in that context. Moreover, it is better for researchers to analyse teachers' actual practices of feedback which written on their own students' written texts. This would give clearer picture about teachers' practices of written feedback.

In addition, the findings of this study reveal that most of the teachers based their feedback practices on their experience as learners as well as teachers. Therefore, it is recommended that further research investigating the differences between the novice and veteran teachers' beliefs and practices of feedback in their writing classrooms. This might add to the knowledge about the impact of teachers' teaching experience on their beliefs and practices of feedback.

Finally, longitudinal research studies are needed to tackle changes and developments over a period of time on teachers' beliefs and practices of feedback and on preferences of students for feedback. It will be interesting to identify the causes of any changes and developments in teachers beliefs and practices and preferences of students.

8.6   Conclusion

This study examined EFL teachers' beliefs and practices of feedback in their writing classrooms, focusing on the factors that shape teachers' beliefs and practices of feedback and the instructional values that guide teachers' practices of feedback. The findings suggest that a number of factors shape teachers' beliefs and practices. These factors are contextual factors (time allocated for writing classes, classroom size, objectives of the writing courses and availability of resources), teacher factors (teachers' experience as teachers and as learners, teachers' knowledge and teachers' training) and student factors (students' needs, students' preferences, quality of students writing and types of their errors). They also indicate that teachers' practices are guided by a number of instructional values, which are enhancing students' language learning, and development of their writing skills, securing students' understanding of feedback, promoting students' engagement with feedback, encouraging students to write more and building their confidence, meeting students' needs and ensuring their creativity.

Furthermore, this study investigated preferences of junior and senior students for feedback and identified their difficulties and strategies for handling teacher written feedback. It also examined the effect of students' experience on their preferences for

feedback and on their difficulties and strategies' when dealing with feedback. The findings demonstrate that the students tend to appreciate receiving feedback from their teachers. They also illustrate several differences between senior and junior students' preferences for the aspects of feedback and between their difficulties and strategies for handling feedback. These results suggest that students' experience and needs seem to influence their preferences for feedback, their abilities to deal with feedback and their strategies for handling feedback. These results also indicate that junior students are still dependent on their teachers and their classmates to handle teacher written feedback, while senior students are more independent.

The findings of this study suggest some implications for L2 writing teachers and for educational authorities. The key implications are that teachers, to respond effectively to students' writing, should take into their accounts the context of teaching and students' needs and experiences. Teachers also need to work cooperatively to extend their knowledge about feedback and develop their ways of providing feedback. The educational authorities need to adopt a strategy that promotes effective feedback practices. This strategy should support teachers in their professional development by offering them access to information resources and training opportunities that equip them with knowledge and skills required for developing their ways of providing feedback.

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Appendix 1   Student Questionnaire (English Version)

Teacher Written Feedback

I would like to invite you to participate in this study by answering the following questions concerning your preferences and attitudes regarding the teacher written feedback on your written work. This is not a test so that there are no "right" or "wrong" answers. The results of this questionnaire will be used for research purpose so please give your answers sincerely, as only this will guarantee the success of the investigation.

Thank you very much for your help!

Part I (The value of feedback)

Directions
This part asks about the value of feedback in general and the value of the different types of feedback for improving your writing skills. Please tick the best choice that describes your agreement or disagreement with these statements.
_____

1.   Getting feedback on my written work is very useful.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
2.   Getting teacher written feedback on my written work is very useful.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
3.   Peer feedback on my written work is very useful.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
4.   Teacher-students conference is very helpful to improve my writing skills.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
5.   Computer mediated feedback is very useful
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
6.   Correcting students written errors is the teacher responsibility
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
7.   It is important to me to have as few errors as possible in my written work.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
8.   The only feedback I trust is from a teacher.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*
9.   It is useful to write more than one draft.
    ☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

Part ll. (Strategies/Types of Corrective Feedback)
Directions
This part asks about the different strategies of corrective feedback EFL teachers use when responding to student writing. Please select the closest type of correct feedback that you prefer to receive.

10.   When I receive written feedback on my written work, I prefer my teacher to:
☐ to mark all my errors (comprehensive feedback).
☐ to mark my significant errors (selective feedback).
☐ to mark no error.
11.   If you prefer your teacher to only mark your significant errors what type of errors do you like him/her to mark:
☐ My major errors
☐ My frequent errors (errors that students make frequently)
☐ Errors in structures that were discussed in classrooms.
☐ *Errors that might interfere with communicating my ideas*
☐ Other types of errors
12.   What strategies of corrective feedback do you prefer your teacher use? (You can tick more than one statement)

☐ I like my teacher to cross out or underline the error and write in the correct form (Direct feedback).
☐ I like my teacher only to show where the error is in my written text (Indirect feedback).
☐ I like my teacher to indicate that there are errors in my written work and I must find them.

☐ I like my teacher to underline or circle the errors and provide me with correction codes.
☐ I like my teacher to underline and number the errors and write a grammatical description or explanation for each numbered error at the bottom of the text.

Part Ⅰ Ⅰ Ⅰ (Focus of Teacher Written Feedback)
Directions
This part asks about on which aspects of writing you prefer your teacher written feedback focus on. (You can select more than one statement).
----
13.   I prefer my teacher written feedback to focus on:
☐ the content of my written work (argument and ideas, relevance, clarity, originality, logic).

☐ the organization of my written work (paragraphs, topic and support, coherence, cohesion, unity).

☐ the language of my written work (syntax, grammar, mechanics, vocabulary).

14.   If you agree on (9) It is useful to write more than one draft, *on what aspect of writing would you like your teacher written feedback focus on in the:*
. *First draft*   ☐ language   ☐ organisation   ☐ content
. *Second draft*   ☐ language   ☐ organisation   ☐ content
. *Final draft*   ☐ language   ☐ organisation   ☐ content

Part ⅠⅤ (Form of Teacher Written Feedback)
Directions
This part asks about what forms you prefer your teacher to use when he/she provides written feedback on your written work. (You can select more than one answer).

15.   I prefer my teacher's comments to take the form of:
☐ One word   ☐ Questions   ☐ Statements   ☐ Imperatives   ☐ Exclamations

16.   I prefer my teacher to use:
☐ General comments   ☐ Detailed and specific comments

17.   I prefer my teacher to use:
☐ Positive comments (praise)   ☐ Negative comments (criticism)   ☐ Suggestion

18.   I prefer my teacher to write his/her comments:
☐ Above the error   ☐ On the margin   ☐ At the bottom of the text   ☐ other

19.   From my teacher written feedback, I most interested in finding out:
☐ The grade/ mark   ☐ the error feedback   ☐ the written comments   ☐ none of them

Part Ⅴ (Time of Teacher Written Feedback)
Directions
This part asks about your preferable time of receiving written feedback on your written work from your teacher. Please tick your preferable stage of receiving your teacher written feedback.
----
20.   I prefer to receive my teacher written feedback at: (if you prefer to receive teacher written feedback at more than one stage, please tick them)
☐ The prewriting stage   ☐ the drafting stage   ☐ the revising stage   ☐ the evaluation stage

21.   I prefer to receive my teacher written feedback on my written work:
☐ As soon as possible   ☐ later   ☐ at any time

Part ⅤⅠ (Difficulties of Dealing with Teacher Written Feedback)
Directions
This part asks about the difficulties encountered by you as you deal with teacher written feedback. Please tick a choice that best describes how frequent do you face the following difficulties.

22.   Teacher's hand writing is not clear.
☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*
23.   I do not understand the error codes used by the teacher.
☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*
24.   I do not understand the teacher comments.
☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

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25.   I could not come up with suitable solution to overcome the problems pointed out by the teacher.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

26.   Teacher's comments are too general.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

27.   Teacher's comments are not useful.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

28.   I cannot correct all the errors indicated by the teacher.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

29.   I do not face any problem.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

30.   Other problems.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

Part Ⅵ l (Strategies of Dealing with Teacher Written Feedback)

Directions

This part asks about the strategies you use to deal with the teacher written feedback. Please tick a choice that best describes how frequent do you use the following strategies.

31.   I go over my teacher's written feedback by making mental note (special attention with intent to remember.)

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

32.   I go over my teacher's written feedback by identifying the point to be explained.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

33.   I go over my teacher's written feedback by asking my teacher for more explanation.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

34.   I go over my teacher's written feedback by seeking explanation from my classmate.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

35.   I go over my teacher's written feedback by consulting reference material (e.g. grammar book, dictionary).

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

36.   I go over my teacher's written feedback by referring back to previous compositions.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

37.   I go over my teacher's written feedback by using internet to find more references.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

38.   I go over my teacher's written feedback by consulting an experienced person.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

39.   I go over my teacher's written feedback by making corrections myself.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

40.   I do not do anything.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

41.   I do other things.

☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

Part Ⅷ (Personal Information)

Directions

This part asks about personal information. Please tick the appropriate response or write additional information in the space provided.

42.   Gender   ☐ male   ☐ female

43.   Age   ☐ 19   ☐20   ☐ 21   ☐22   ☐23   ☐older than 24

44.   Student's level   ☐ First year   ☐ Second year   ☐ Third year   ☐ Fourth year

45.   How long have you been studying English?

☐ 0–2 years   ☐1–4 years   ☐ 1–6 years   ☐1–8 years   ☐More than 8 years

If you would be willing to participate in an oral interview on the topic of your preferences and

attitudes towards the teacher written feedback, please tick this box ☐.

Thank you for your cooperation. I greatly appreciate it.

Appendix 2   Student Questionnaire (Arabic Version)

التعليقات و الملاحظات المكتوبة للأستاذ

أود أن أدعوكم للمشاركة في هذه الدراسة من خلال الإجابة على الأسئلة التالية التي تتعلق بميول و مواقف الطلاب حيال الملاحظات و التعليقات المكتوبة التي يقدمها الأستاذ عن كتابتهم. هذا ليس اختبار لأنه لا توجد إجابات "صحيحة" أو إجابات "خاطئة". وسوف تستخدم نتائج هذه الدراسة لغرض البحث العلمي لذا يرجى إعطاء إجاباتك بصدق، وبهذا فقط نضمن نجاحا هذا البحث.

شكرا جزيلا لمساعدتكم

<u>الجزء الأول: قيمة التعليقات و الملاحظات لتطوير مهارة الكتابة للطلاب</u>
يركز هذا القسم من الاستبيان عن مدى فائدة الأنواع المختلفة للتعليقات و الملاحظات لتطوير مهارات الكتابة عند الطلاب. يرجى وضع علامة صح ( )على الإجابة التي تعبر عن وجهة نظرك.

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1. يعد الحصول على التعليقات و الملاحظات على كتاباتي أمرا مفيد بالنسبة لي.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

2. يعد الحصول على التعليقات و الملاحظات المكتوبة من قبل الأستاذ على كتاباتي أمر مفيد بالنسبة لي.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

3. تعد التعليقات و الملاحظات المتبادلة بين الطلبة على كتاباتهم أمر مفيد جدا لتطوير مهارة الكتابة لديهم.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

4. يعد الاجتماع بين الأستاذ و الطالب لمناقشة كتابات الطالب أمر مفيد جدا لتطوير مهارة الكتابة للطالب.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

5. التعليقات و الملاحظات باستعمال الحاسوب أمر مهم جدا.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

6. تعد مسألة تصحيح أخطاء الطلبة الكتابية من مسؤوليات الأستاذ.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

7. من المهم بالنسبة لي أن يكون لذي الحد الأدنى من الأخطاء في كتاباتي.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

8. أنا أثق فقط في تعليقات و ملاحظات الأستاذ عن كتاباتي.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

9. من المهم تقديم أكثر من مسودة مكتوبة للموضوع للنظر فيها من قبل الأستاذ.
   ○ مفيدة جدا   ○ مفيدة   ○ بين البين   ○ غير مفيدة   ○ غير مفيدة على الإطلاق

<u>الجزء الثاني: الاستراتيجيات المتبعة من قبل الأستاذ لإبداء ملاحظاته و تعليقاته عن كتابات الطلاب</u>
يركز هذا القسم من الاستبيان عن الاستراتيجيات المختلفة المستعملة من قبل الأستاذ لإبداء ملاحظاته و تعليقاته عن كتابات الطلاب. يرجى وضع علامة صح ( ) أمام الاستراتيجية التي تفضل أن يتبعها الأستاذ لإبداء ملاحظاته و تعليقاته عن كتاباتك.

10. أفضل أن يقوم الأستاذ بالاتي لإبداء ملاحظاته عن كتاباتي:
    ○ تصحيح كافة أخطائي   ○ تصحيح ابرز أخطائي   ○ أن لا يقوم بتصحيح أي من أخطائي

11. ما نوع الأخطاء التي تفضل أن يصححها لك الأستاذ في حال رغبتك أن يصحح لك الأستاذ ابرز أخطائك:
    ○ الأخطاء الرئيسية   ○ الأخطاء المتكررة
    ○ الأخطاء البنائية التي تمت مناقشتها في الفصل   ○ الأخطاء التي من شانها التأثير على إيصال أفكار
    ○ أنواع أخرى من الأخطاء

12. ما نوع الاستراتيجيات المفضلة من قبلك التي يتبعها أستاذك لتصحيح أخطائك الكتابية.
    ○ أفضل أن يقوم الأستاذ بشطب الأخطاء مع تبيان التصحيح بشكل مباشر.
    ○ أفضل أن يبين الأستاذ موطن الأخطاء في كتاباتي
    ○ أفضل أن يقوم الأستاذ بالإشارة إلى الأخطاء و إلزامي بالعثور عليها
    ○ أفضل أن يقوم الأستاذ بوضع خط تحت الخطاء و تزويدي بالرموز الدلالية لتصحيح الخطاء.
    ○ أفضل أن يقوم الأستاذ بوضع خطوط تحت الأخطاء و ترقيمها و يقوم بتوفير إيضاح وصفي و نحوي لكل الأخطاء المرقمة في الحاشية السفلية للنص.

<u>الجزء الثالث: صلب اهتمام الملاحظات و التعليقات المكتوبة للأستاذ عن كتابات الطلاب</u>
يركز هذا الجزء من الاستبيان على جوانب الكتابة التي تفضل أن ينصب اهتمام الملاحظات و التعليقات المكتوبة للأستاذ عليها.
(بإمكانك اختيار أكثر من إجابة)

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13. أود أن ينصب اهتمام الملاحظات و التعليقات المكتوبة للأستاذ حول ما يلي:
    ○ محتوى الموضوع المكتوب (كيفية إقامة الحجة و الأفكار, وثاقة الصلة بالموضوع, الوضوح, أصالة الأفكار, المنطقية في طرح الأفكار).
    ○ الشكل التنظيمي للموضوع المكتوب (فقرات الموضوع, جمل العنوان والدعم, تماسك جمل و فقرات الموضوع, وحدة أفكار و فقرات الموضوع).

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◯اللغة المستعملة في الموضوع المكتوب (تركيبة النص, التركيبة القواعدية للنص, ميكانيكية النص, المفردات المستعملة في النص).
◯كل الجوانب الكتابية للنص.

14. إذا كنت موافق على الفقرة التاسعة, على أي جانب من جوانب الكتابة تفضل أن تنصب الملاحظات و التعليقات المكتوبة للأستاذ:

◯كل الجوانب	◯المحتوى	◯الشكل التنظيمي	◯اللغة	. في المسودة الأولى
◯كل الجوانب	◯المحتوى	◯الشكل التنظيمي	◯اللغة	. في المسودة الثانية
◯كل الجوانب	◯المحتوى	◯الشكل التنظيمي	◯اللغة	. في المسودة الأخيرة

الجزاء الرابع: شكل التعليقات و الملاحظات المكتوبة للأستاذ

يركز هذا القسم من الاستبيان على الشكل الذي تفضل أن يتبعه الأستاذ أثناء إبدائه ملاحظاته و تعليقاته عن كتابتك. (بإمكانك اختيار أكثر من إجابة).

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15. أفضل أن تأخذ تعليقات الأستاذ الشكل الآتي:
◯صيغ تعجبية   ◯صيغ أمريه   ◯بيانات توضيحيه   ◯أسئلة   ◯كلمة واحدة

16. أفضل الأستاذ أن يستعمل:
◯تعليقات تفصيلية و محددة   ◯تعليقات عامة

17. أفضل الأستاذ أن يستعمل:
◯مقترحات   ◯تعليقات سلبية (نقد)   ◯تعليقات ايجابية (مديح)

18. أفضل الأستاذ أن يضع تعليقاته:
◯أماكن أخرى   ◯في الحاشية السفلية للنص   ◯في الهامش   ◯على الخطأ

19. يهمني بشكل كبير معرفة ما يلي:
◯لاشي مما ذكر   ◯التعليقات المكتوبة للأستاذ   ◯الملاحظات عن أخطائي   ◯الدرجة

الجزاء الخامس: زمن تقديم الملاحظات و التعليقات المكتوبة للأستاذ

يهتم هذا القسم من الاستبيان بالزمن المفضل لديك في تلقي الملاحظات و التعليقات المكتوبة للأستاذ عن كتابتك. يرجى وضع علامة صح ( ) أمام المرحلة الأكثر تفضيلا لديك.

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20. أفضل تلقي الملاحظات و التعليقات المكتوبة للأستاذ عن كتاباتي في:
◯مرحلة التقييم   ◯مرحلة المراجعة   ◯مرحلة الصياغة   ◯مرحلة ما قبل الكتابة

21. أفضل تلقي الملاحظات و التعليقات المكتوبة عن كتاباتي:
◯في أي وقت   ◯فيما بعد   ◯في اقرب الآجال

الجزاء السادس: صعوبات التعامل مع الملاحظات و التعليقات المكتوبة للأستاذ

يهتم هذا القسم من الاستبيان بالصعوبات التي تواجهها أثناء تعاملك مع الملاحظات و التعليقات المكتوبة للأستاذ عن كتابتك. أختر الإجابة التي تصف مدى مواجهتك للصعوبات الآتية.

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22. عدم وضوح خط اليد للأستاذ.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

23. لا أستطيع فهم الرموز الدلالية للأخطاء التي يستعملها الأستاذ.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

24. لا أستطيع فهم تعليقات الأستاذ.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

25. لا أستطيع إيجاد حلول مناسبة للتغلب عن المشاكل التي يشير إليها الأستاذ في تعليقاته.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

26. تعليقات الأستاذ عامة أكثر من اللازم.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

27. تعليقات الأستاذ غير مفيدة.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

28. لا أستطيع تصحيح كافة الأخطاء المشار إليها من قبل الأستاذ.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

29. لا تواجهين أية مشاكل.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

30. مشاكل أخرى.
◯على الإطلاق   ◯من وقت لأخر   ◯أحيانا   ◯غالبا   ◯دائما

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الجزاء السابع: استراتيجيات التعامل مع الملاحظات و التعليقات المكتوبة للأستاذ

يهتم هذا القسم من الاستبيان بالاستراتيجيات المتبعة من قبلك للتعامل مع الملاحظات و التعليقات المكتوبة للأستاذ عن كتابتك. اختر الإجابة التي تصف مدى استعمالك للاستراتيجيات الآتية.

31. أتعامل مع ملاحظات و تعليقات الأستاذ بوضع ملاحظة ذهنية في راسي. (في صور الانتباه بشكل خاص للتذكر)

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

32. أتعامل مع ملاحظات و تعليقات الأستاذ بتحديد النقاط موضوع التوضيح.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

33. أتعامل مع ملاحظات و تعليقات الأستاذ بطلب المزيد من الإيضاح منه.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

34. أتعامل مع ملاحظات و تعليقات الأستاذ بطلب المزيد من الإيضاح من زملائي.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

35. أتعامل مع ملاحظات و تعليقات الأستاذ بالاستعانة بمراجع. (كتب القواعد/ معاجم).

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

36. أتعامل مع ملاحظات و تعليقات الأستاذ بالرجوع إلى مواضيع قديمة مصححة.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

37. أتعامل مع ملاحظات و تعليقات الأستاذ بالاستعانة بالإنترنت للحصول على المزيد من المراجع.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

38. أتعامل مع ملاحظات و تعليقات الأستاذ باستشارة ذوي الخبرة

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

39. أتعامل مع ملاحظات و تعليقات الأستاذ بتصحيح أخطائي بنفسي.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

40. لا أقوم بأي شيء حيال ملاحظات و تعليقات الأستاذ.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

41. أقوم بأشياء أخرى.

○ دائما   ○ غالبا   ○ أحيانا   ○ من وقت لآخر   ○ على الإطلاق

الجزاء الثامن: معلومات شخصية

يهتم هذا القسم من الاستبيان بالمعلومات الشخصية عنك. من فضلك اختر الإجابة المناسبة عنك.

42. الجنس   ○ ذكر   ○ أنثى

43. العمر   ○ 19 – 22   ○ 22 - 24   ○ اكبر من 24

44. المستوى التعليمي   ○ السنة الأولى   ○ السنة الثانية   ○ السنة الثالثة   ○ السنة الرابعة

45. منذ متى و أنت تدرس اللغة الانجليزية

○ من 0 -- سنتين   ○ من 0 --- أربع سنوات   ○ من 1 إلى ست سنوات   ○ من 1 إلى ثماني سنوات   ○ أكثر من ثماني سنوات

إذا كانت لديك رغبة بالمشاركة في مقابلة شفوية حول تفصيلاتك و مواقفك لملاحظات التي يبديها الأستاذ عن كتاباتك ضع علامة صح في الدائرة التي أمامك. ○

شكرا على تعاونكم و اثمن جهودكم عاليا

Appendix 3   Teacher Questionnaire

Teacher Written Feedback

I would like to invite you to participate in this study by answering the following questions concerning your practice of written feedback, and your attitudes towards different types and strategies of written feedback applied in EFL classes. This is not a test so that there are no "right" or "wrong" answers. The results of this survey will be used for research purpose so please give your answers sincerely, as only this will guarantee the success of the investigation.

Thank you very much for your help!

Part l (The value of feedback)

Directions

This part asks about how useful the different types of feedback for improving your students writing skills. In each item, please tick the degree of usefulness according to your view.

1. Feedback in general
   ☐ *Useful*   ☐ *Quite useful*   ☐ *Does not matter*   ☐ *Not useful*   ☐ *Not useful at all*
2. Teacher written feedback
   ☐ *Useful*   ☐ *Quite useful*   ☐ *Does not matter*   ☐ *Not useful*   ☐ *Not useful at all*
3. Peer feedback
   ☐ *Useful*   ☐ *Quite useful*   ☐ *Does not matter*   ☐ *Not useful*   ☐ *Not useful at all*
4. Teacher- student conference
   ☐ *Useful*   ☐ *Quite useful*   ☐ *Does not matter*   ☐ *Not useful*   ☐ *Not useful at all*
5. Computer mediated feedback
   ☐ *Useful*   ☐ *Quite useful*   ☐ *Does not matter*   ☐ *Not useful*   ☐ *Not useful at all*

Part ll (Approaches of Feedback)

Directions

This part asks about how often you use the different approaches of feedback to responding to student writing. Please tick a choice that best describes the frequency of your use of each type.

6. How often do you use teacher written feedback to respond to students writing?
   ☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*
7. How often do you use peer feedback to respond to your student writing.
   ☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*
8. How often do you use teacher-student conference to respond to your student writing?
   ☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*
9. How often do you use computer mediated feedback to respond to your student writing.
   ☐ *Always*   ☐ *Usually*   ☐ *Sometimes*   ☐ *Occasionally*   ☐ *Never*

Part lll. (Strategies/ Types of Corrective Feedback)

Directions

This part asks about the different strategies of corrective feedback EFL teachers use when responding to student writing. Please select the closest type of correct feedback that you use.

10. When you provide feedback on students' written work, on what grammatical errors do you provide feedback?
    ☐ I correct all the errors of their written works. (Comprehensive corrective feedback)
    ☐ I correct only the significant errors. (Selective corrective feedback)
    ☐ I correct no error.

11. If you correct only the significant errors, what type of errors do you correct?
    ☐ Global errors (cause difficulties in understanding)
    ☐ Frequent errors (errors that students make frequently)
    ☐ Errors in structures discussed in classrooms
    ☐ Other types of errors

12. If you write comments on the students' grammatical errors, what strategies of corrective feedback do you use? (You can tick more than one statement if use more than one strategy)

☐ I cross the error and write the correct form (Direct Feedback)

☐ I indicate that there are errors exist in the students' written texts (Indirect Feedback).

☐ I underline or circle the errors and provide correction codes (metalinguistic feedback using codes)

☐ I underline and number the errors and provide grammatical description to each numbered error at the bottom of the text (metalinguistic feedback using grammatical description).

Part Ⅳ (Focus of Teacher Written Feedback)

Directions

This part asks about which aspects of writing you focus on when you provide written feedback to your students on their writing. (**You can choose more than one aspect**)

13. On what aspects of writing do you provide feedback to your students?

☐ When I provide written feedback to my students, I focus on the content of their written work (ideas and arguments, relevance, clarity, originality, logic).

☐ When I provide written feedback to my students, I focus on the organisation of their written work (paragraphs, topic and support, coherence, cohesion, and unity).

☐ When I provide written feedback to my students, I focus on the language of their writing (syntax, grammar, mechanics, vocabulary).

Part Ⅴ (Form of Teacher Written Feedback)

Directions

This part asks about what forms you use when you provide written feedback to your students on their writing. (You can select more than one answer).

----

14. What forms do your comments take when you provide written feedback to your students?

☐ One word   ☐ Questions   ☐ Statements   ☐ Imperatives   ☐ Exclamations

☐ Other

15. When you provide written feedback to your students, what type of comments do you use?

☐ I use positive comments to encourage them (praise).

☐ I use negative comments providing constructive criticism (criticism).

☐ I suggest what students should do (suggestion).

16. When you provide written feedback to your students, what type of comments do you use?

☐ I use specific comments.   ☐ I use general comments.

17. Where do you put your comments?

☐ Above the error   ☐ On the margin   ☐ At the bottom of the text   ☐ Other

Part Ⅵ (Time of Teacher Written Feedback)

Directions

This part asks about when you provide written feedback to your student writing at the different stage of writing process. (*If you* **provide feedback to your students at more than one stage, you can select them.**)

18. When do you provide written feedback to your students? (You can tick more than one answer if you provide feedback at more than stage)

☐ I provide feedback to my students at the prewriting stage

☐ I provide feedback to my students at the drafting stage

☐ I prove feedback to my students at the revising stage.

☐ I provide feedback to my students at the editing stage

19. I provide my students with written feedback on their written work:

☐ as soon as possible   ☐ later   ☐ at any time

Part Ⅵ Ⅰ (Difficulties of Providing Teacher Written Feedback)

Directions

This part asks about what difficulties you encounter as you provide written feedback to your students. (You can tick more than one answer).

20. What difficulties do you encounter as you give written feedback to your students?

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☐ Providing written feedback on students writing takes a lot of time.
☐ There are too many papers to correct.
☐ Students make many mistakes.
☐ Students ignore the feedback provided.
☐ Students misunderstand the comments and codes
☐ Other difficulties

Part VIII (Information about your philosophy and Practices of Written Feedback)

Directions

This part asks about your degree of agreement with the following statement about written feedback.
Please tick the best choice that describes your agreement or disagreement with these statements.

21. Providing written feedback on student writing is the teacher responsibility.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

22. Students like to receive written feedback from their teachers.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

23. I explain my way of providing written feedback in advance to my students.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

24. I provide a list of codes used in my written feedback in advance to my students.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

25. I ask my students to write more than one draft of their written work.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

    If you agree, on what aspect of writing your written feedback focus on in the:

    . *First draft*   ☐ language   ☐ organisation   ☐ content
    . *Second draft*   ☐ language   ☐ organisation   ☐ content
    . *Final draft*   ☐ language   ☐ organisation   ☐ content

26. I base the practice of my written feedback on guiding principles (e.g. theories, previous studies).
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

27. I base the practice of my written feedback on my teaching experience.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

28. I base the practice of my written feedback on the policy of the Department of English, Zawia University.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

29. My written feedback type change from a student's paper to another.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

30. I need some training on teacher feedback to expand my knowledge of giving writing feedback.
☐ *Strongly agree*   ☐ *Agree*   ☐ *Neutral*   ☐ *Disagree*   ☐ *Completely disagree*

Part lX (Personal Information)

Directions

This part asks about basic demographic information. Please tick the appropriate response or write additional information in the space provided.

31. Gender   ☐ male   ☐ female
32. Your level of education   ☐ MA   ☐ Ph.D.   ☐ Currently working on Ph.D.
    ☐ Other
33. Your native language   ☐ Arabic   ☐ English   ☐ other
34. Years of teaching English as a foreign language
    ☐ less than 5 years   ☐ from 5 to 10 years   ☐ More than 10 years
35. Have you ever taken courses or workshops in writing feedback?
    ☐ yes   ☐ no
    If you would be willing to participate in an oral interview on the topic of your practice of written feedback, please tick this box ☐ .

Thank you very much for your help!

Appendix 4 Participant Information Sheet (*Version Eng291012*)

Study Title: Teachers' Beliefs and Practices of Feedback and Preferences of Students for Feedback in Second Language Writing Classrooms (EFL Context)

Researcher: OSAMA ALBASHIR JAMOOM   **Ethics number**: 8091

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?
This study is being carried out as part of an Applied Linguistics PhD at the University of Southampton. It concerns the use of written feedback in EFL context. It aims to investigate the students' attitudes and opinions towards the value of the teacher's written feedback, as well as the strategies used by the teacher to provide feedback, the time of the feedback, and the focus of the feedback. In addition, it aims to investigate the beliefs and attitudes of the teachers towards the feedback and how they provide feedback to their students and why they provide it in that way. Moreover, it is going to explore the difficulties encountered by the students as they deal with their teacher's written feedback and the strategies used by the students to handle their teacher's written feedback.

Why have I been chosen?
Teachers: your participation in the study would help me to have a clear picture of how EFL you use feedback in the EFL contexts and what strategies and types of feedback they prefer to use.
Students: your participation in the study will clarify what you prefer to get from your teachers in the written feedback on their written work. Furthermore, you will help to reveal the difficulties that you encounter as you deal with your teacher written feedback and the strategies that you use to handle your teacher written feedback.

What will happen to me if I take part?
If you decide to participate, your co-operation will be highly appreciated in taking part in the study. You will be asked to complete a questionnaire and/or might be interviewed about the teacher written feedback. Besides, you might be invited to take part in think aloud protocol task. Remember, you are still free to discontinue participation at any time without penalty.

Are there any benefits in my taking part?
Yes, there are benefits. First of all, your participation would help me to investigate the main issues of this study and this might help the EFL teacher to improve their written feedback, which would affect positively the students writing skills. Second, you would experience new things like taking part in interviews or think aloud protocol tasks which you are unfamiliar with.

Are there any risks involved?
There are no risks involved as you will answer the items of questionnaire, participating in an interview and a think aloud protocol task.

Will my participation be confidential?
Yes. Any information that is obtained in connection with this study will be kept strictly confidential and will be stored and later destroyed. In addition, your information will not be used or made available for any purpose other than for this research.

What happens if I change my mind?

Participation in this study is completely voluntary. Therefore, you could stop participating at any time and there will not be any negative consequences.

What happens if something goes wrong?
Any complaint about the way you have been dealt with during the study will completely be welcome to rise and discuss. You can contact the director of the humanities Graduate School , Dr Andrea Reiter , air@soton.ac.uk); my supervisor, Dr Alasdair Archibald (aa3@soton.ac.uk); or Dr Martina Prude, Head of Research Governance, m.a.prude@soton.ac.uk).

Where can I get more information?
If you would like further information about the research, please contact me at oaj1g12@soton.ac.uk or at osa_albashier@yahoo.com

Appendix 5   Participation Information Sheet (Arabic Version)

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ورقة معلومات عن الدراسة

عنوان الدراسة: دراسة تحليلية للملاحظات و التعليقات المكتوبة التي يقدمها الأستاذ لطلابه عن كتاباتهم و ميول و مواقف الطلاب حيال هذه الملاحظات و التعليقات (البيئة التعليمية: تعليم اللغة الإنجليزية كلغة أجنبية).

الرجاء قراءة هذه المعلومات عن الدراسة بعناية قبل أن تقرر المشاركة بهذه الدراسة و توقّع نموذجًا معدًا لموافقتك للاشتراك في الدراسة.

-   عن ماذا تتحدث الدراسة؟
هذه الدراسة هي جزء من متطّلبات الحصول على الدكتوراه في علم اللغة التطبيقي من جامعة ساوثهمتون ببريطانيا.

تهتم الدراسة بالملاحظات و التعليقات المكتوبة التي يقدمها الأستاذ لطلابه عن كتاباتهم لتطوير مهارة الكتابة لديهم. كما تهتم أيضا بمواقف الطلاب حيال قيمة تلك التعليقات و الملاحظات و ميولهم للاستراتيجيات المستعملة من قبل الأستاذ لتزويد طلابه بتلك الملاحظات و التعليقات المكتوبة و أراءهم حول الوقت المفضل لديهم لاستلام تلك الملاحظات و التعليقات.

هذه الدراسة أيضا تبحث مواقف و آراء الأساتذة حول التعليقات و الملاحظات المكتوبة التي يقدمها الأستاذ لطلابه عن كتاباتهم و عن كيفية استعمالها من قِبلهم و عن أسباب استعمالهم التعليقات و الملاحظات المكتوبة بتلك الطريقة.

تبحث هذه الدراسة أيضا الصعوبات التي يواجها الطلبة في التعامل مع الملاحظات و التعليقات المكتوبة للأستاذ عن كتابتهم و الاستراتيجيات التي يستعملونها للاستفادة من تلك الملاحظات و التعليقات.

-   لماذا اخْتَرتُ الاشتراك في هذه الدراسة؟
الأساتذة: اشتراكك في هذه الدراسة سيساعد على الإلمام بصورة واضحة عن استعمال التعليقات و الملاحظات المكتوبة للأستاذ لتطوير مهارة الكتابة لطلابه. كما سيساعد على معرفة أنواع و استراتيجيات الملاحظات و التعليقات المكتوبة التي يفضلها الأساتذة لتزويد طلابهم بها عن كتابتهم.

الطلاب: مشاركتك بهده الدراسة ستوضح اتجاه و مواقف الطلاب حيال الملاحظات و التعليقات المكتوبة التي يزودهم بها الأساتذة عن كتابتهم. بالإضافة إلي ذلك مشاركتك ستوضح الصعوبات التي يواجها الطلاب في التعامل مع التعليقات و الملاحظات المكتوبة للأستاذ عن كتابتهم و عن الاستراتيجيات التي يستخدمها الطلاب للتعامل مع تلك الملاحظات و التعليقات.

-   ما هو المطلوب مني عند مشاركتي في هذه الدراسة؟
إذا قررت المشاركة في هذه الدراسة سيطلب منك الإجابة عن أسئلة الاستبيان المعد لغرض هذه الدراسة ومن الممكن أن يقوم الباحث بلقاء معك مسجل صوتيا يطرح فيه أسئلة تتعلق بالدراسة و من الممكن أيضا أن تدعى للمشاركة في تمارين التفكير بصوت عالي. تذكر بأن لك مطلق الحرية بالانسحاب من هذه الدراسة في أي وقت و مشاركتك سيكون لها فائق التقدير و الاحترام.

-   ما هي الفائدة التي ساجنيها من المشاركة في هذه الدراسة؟
مشاركتك ستساعد الأساتذة لتطوير ملاحظاتهم و تعليقاتهم المكتوبة التي يزودون بها الطلاب عن كتاباتهم و هذا سيؤثر بشكل إيجابي على تطوير مهارات الكتابة للطلاب. بالإضافة إلي ذلك ستضيف إلى تجاربك الإجابة على استبيان و المشاركة في لقاء مسجل صوتي و أداء تمرين التفكير بصوت عالي و هذا من الممكن أن يضيف الشيء اليسير إلى معلوماتك و خبرتك.

-   هل سأتعرض لأية مخاطر عند مشاركتي في هذه الدراسة؟
لا يوجد أي خطر عند مشاركتك في هذه الدراسة حيث أنك ستجيب على استبيان و من المحتمل أن يجرى معك لقاء مسجل صوتيا و من الممكن أيضا أن تشارك في تمارين التفكير بصوت عالي.

-   ما مدى سرية المعلومات التي سأدلي بها؟
كل المعلومات التي ستدلي بها ستحاط بمقدار عالي من السرية حيث أنها ستحفظ جيدا و سيتخلص منها بطريقة مناسبة بعد استعمالها لغرض الدراسة.

-   ماذا سيحدث إذا أردت الانسحاب من المشاركة بالدراسة؟
مشاركتك في هذه الدراسة هي عمل تطوعي و لذلك إذا قررت الانسحاب فلن تكون هناك أية عواقب.

</div>

- ماذا سيحدث إذا لم تسر المشاركة بشكل جيد؟

أي شكوى أو تذمر من المعاملة أثناء المشاركة بالدراسة بإمكانك الاتصال بالدكتور(أندري ريتر)مشرف الدراسات العليا بمدرسة الإنسانياتair@soton.ac.uk أو مشرف الدراسة الدكتور (السدرارشبلد) aa3@soton.ac.uk أو الدكتور (مارتين ابرود) رئيس إدارة البحوث بالجامعةm.a.prude@soton.ac.uk لمناقشة الشكوى أو التذمر .

- كيف يمكنني الحصول على معلومات أكثر عن الدراسة؟

إذا ردت الحصول على معلومات إضافية عن هذه الدراسة بإمكانك الاتصال بالباحث.

أسامة البشير جموم

البريد الإلكتروني:osa_albashier@yahoo.com

Appendix 6   Consent Form (English Version)

CONSENT FORM *(FACE TO FACE: VEng291012)*

Study title: An Analysis of the Current Situation to the Written Feedback and EFL Students Preferences and Attitudes towards Teacher Written Feedback (EFL Context)

Researcher name: OSAMA ALBASHIR ALI JAMOOM

Staff/Student number: 25619004

ERGO reference number: 8091

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (*VEng291012*)
and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data
to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at
any time without my legal rights being affected.

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name)...

Signature of participant...…......

Date...….......….....

Appendix 7   Consent Form (Arabic Version)

نموذج موافقة للاشتراك في دراسة علميّة

عنوان الدراسة: دراسة تحليلية للملاحظات و التعليقات المكتوبة التي يقدمها الأستاذ لطلابه عن كتاباتهم، وميول و مواقف الطلاب حيال هذه الملاحظات و التعليقات (البيئة التعليمية: تعليم اللغة الإنجليزية كلغة أجنبية).

اسم الباحث: أسامة البشير علي جمَوم

رقم الباحث: 25619004

ضع علامة أمام الفقرة التي تتوافق معك:

. قرأت و فهمت المعلومات التي زُوَدت بها عن الدراسة، كما أُتيحت لي الفرصة للسؤال لتوضيح المبهم.▢

. أوافق على الاشتراك في هذه الدراسة على أن تستعمل المعلومات التي سأدلي بها لغرض هذه الدراسة فقط. ▢

. أنا مدرك بأن مشاركتي في هذه الدراسة هو عمل تطوعي و بإمكاني الانسحاب في أي وقت بدون أن يلحقني أي أذى.▢

حماية المعلومات:

. أنا مدرك بأن المعلومات التي سأدلي بها خلال مشاركتي في هذه الدراسة ستكون محمية حيث أنها ستخزّن في جهاز حاسوب محمي بكلمة سر و أن تلك المعلومات ستستعمل لغرض الدراسة فقط. بالإضافة إلي ذلك كل الملفات التي تحتوي على معلوماتي الشخصية ستكون محفوظة بأسماء مستعارة.

اسم المشترك ....

توقيع المشترك ....

التاريخ.......................................

Appendix 8   Student Interview Guide

(1)The value of the feedback

- Do you think that feedback on your written works is useful and helpful to improve your writing skills? Explain?
- What types of feedback (teacher written feedback, peer feedback, teacher-student conference) do prefer to get on your written works? Why?

(2) Strategies of teacher written feedback)

- Do you like your teacher to correct all of your errors or just select some of them? Why?
- If you like your teachers to select some errors to be corrected or indicated, what type of errors do you like your teacher to select? Why?
- Which method (direct feedback/ indirect feedback) do you prefer your teacher to use as he/ she provide written feedback on your written work? Why?

(3) The focus of teacher written feedback

- What aspects of writing (language, organization, or content) do you like your teacher written feedback to focus on? Why?
- Do you like to write more than one draft? If yes, on which aspects of writing do you like your teacher written feedback to focus on in the first draft, in the second draft, and in the final draft? Why?

(4) Time of teacher written feedback

- When do you like to get the written feedback on your written work from your teacher (as soon as possible or later)? Why?
- When do you like to get the written feedback from your teacher (at prewriting stage, at drafting stage, at revising stage, or at evaluation stage)? Why?

(5) Form of teacher written feedback

- What comments form (statement, question, imperative, exclamation, one word) do you prefer to receive on your written works? Why?
- Where do you want your teacher to put his/her comments? Why?
- Do you like your teacher's comments to be general or specific? Why?
- Do you like your teacher's comments to just indicate your errors or indicate the error and guide you how to correct the errors? Why?
- Do you want your teacher to use negative feedback or positive feedback or both of them? Why?

(6) Difficulties faced students as they deal with teacher written feedback

- Do you encounter any difficulties as you deal with the teacher written feedback? If yes what type of difficulties do you face?

(7) Students strategies to deal with teacher written feedback

- What do you usually do when your teacher return your paper with his/her written feedback?
- What strategies do you use to handle the teacher written feedback?
- Is there anything else you would like to add about anything?

Appendix 9   Teacher Interview Guide

(1) The value of the feedback

- May you describe the approach to teaching writing do you use?
- What do you think are the biggest problems for your students when they write paragraphs and essays?
- Do you think that feedback is essential to help your students improve their writing skills?
- What type of feedback (teacher written feedback, peer feedback, teacher-student conference, computer-mediated feedback) is very helpful to improve your students' writing skills? Why?
- What type of feedback do you usually use as you provide feedback to your students on their written work? Why?

(2) Strategies of teacher written feedback

- What strategies do you apply as you provide written feedback to your students and why? (Comprehensive vs. selective/ Direct vs. indirect)
- If you apply selective strategy, what type of errors do you select to be corrected or indicated?
- If you use indirect feedback, how do use it?
  (Just indicating there are errors, indicating errors by using codes, indicating errors and providing grammatical description).

(3) Time of teacher written feedback

- When do you provide your students with written feedback on their written work (as soon as possible or later)? Why?
- At what stage of writing process (prewriting stage, drafting stage, revising stage, or evaluation stage) do you prefer to deliver written feedback to your students on their written work? Why?

(4) Focus of teacher written feedback

- What aspects of writing (language, organization, or content) do you focus on as you provide your students with written feedback? Why?
- Do you ask your students to write more than one draft of their written work? If yes, on what aspects of writing do you focus on the first draft/ on the second draft/ on the final draft)? Why?

(5) Form of teacher written feedback

- What form of comments do you apply (statements, questions, imperative, one word, more than one form)? Why?
- What type of comments (positive comments, negative comments, or suggestion) do you use as you give written feedback on your students' written work? Why?
- What type of comments (general, specific, or both of them) do you use as you give written feedback on your students' written work? Why?
- Where do you put your comments (above the error/ in the margins/ at the bottom of the text/ a combination)? Why?

(6) General questions about teacher practice of written feedback

- What do you ask your students to do with your written feedback?
- What role do you expect your students to play in the feedback process?
- Do you discuss the type of feedback you apply and the strategies of corrective feedback you use with your students?
- Do you elicit your students' preference towards types and strategies of feedback?
- Do you provide your students with a list of codes used in your written feedback?

- What guiding principles or personal philosophy do you base your practice of feedback? Please explain?
- Do you give your student writing a grade? What criteria is the grade based on?
- Do you design a follow up exercises based on the problem areas in the students' written works?
- Do you encounter any difficulties as you provide written feedback to your students? If yes, please specify?
- Is there anything else you would like to add about anything?

Appendix 10 The Objectives of the Writing Courses taught at the Department of English, University of Zawia

UNIVERSITY OF ZAWIA, ZAWIA

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

CLASS: 1st Year, Bachelor of Arts

YEAR: 2013-2014

Subject: WRITING-I

....

Object of the course:

This course is designed mainly to acquaint student with the necessary fundamentals of writing by guiding them through sufficient practice to write their own composition.

Learning Objectives

Students will
1. Develop an understanding of the rhetorical purposes of written texts in the academic community.
2. Expand their repertoire of writing skills by learning methods of rhetorical invention, drafting techniques, and strategies for substantive revision.
3. Learn analytical reading strategies that will help them comprehend, critically evaluate, and respond to information in academic sources.
4. Practice writing original arguments for academic audiences.
5. Learn to critically evaluate their own and others' work and to collaborate effectively with other writers throughout the writing process.
6. Practice and refine technical skills in areas such as grammar and mechanics

The following points are to be covered throughout the course:

(A).Sentences

1. Simple sentence

2. Compound sentences

3. Complex sentences

4. Compound –complex sentences

Statement (declarative)5

6. Question (interrogative)

7. Exclamtory sentences

B) Punctuation mark

1. Fullstop

2. The comma

3. The semi colon

The hyphen4.

5. The colon

6. Quotation marks

7. Exclamatin marks

8. The question marks

9. The apostrophe

10. Parentheses

c) Paragraph writing(

Structure of a paragraph

1. Topic sentence

2. Develpoing sentence

3. Concluding

E) Order of the paragraph(

Time order

Space order

Rank order

References

"Successful Writing Proficiency" by Virginia Evans
"Academic Writing" by Macmillan Publishing

Head of English Department

Dr. Abdussalam Tantani

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University of Zawia

Faculty of Arts

Department of English language

Course: Writing

Third year

Academic year 2013/2014

1. What should students know and consider before writing?
   - Communication, preparation and revision (The invisible writer, The invisible reader, Preparations, Getting started, Thinking, Organization: Why plan and making plan).
2. Transition Signals: To list ideas in time order, To list ideas in logical division of ideas order, to add a similar idea, to make a comparison, to add an opposite, to make contrast, to give an example, to give reason, to give result and to add a conclusion.
3. Structure of an Essay: The definition of an essay, introduction, practice
4. Outlining an essay: Outlining, Purpose and writing, Practice.
5. Introduction and conclusion of an essay.
6. Writing CVs.
7. Writing Formal Letters.
8. Writing informal Letters.
9. Writing Assignment.
10. Writing Report.

Head of English Language Department

Dr. Abdussalam Tantani

UNIVERSITY OF ZAWIA, ZAWIA

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

CLASS: 4th Year, Bachelor of Arts

YEAR: 2013-2014

Subject: WRITING-IV

Learning how to write Academic Essay and Research Paper are essential for the students of 4th year at their college level. Most professors require critiques of books and films, research papers, and formal reports related to the context of their courses. To achieve effective writing skills focus on three points: the content of an Essay, correct grammar and advanced level of vocabulary is important.

The syllabus for the 4th year B.A (English) Course is carefully designed which consists of 5 Units of which the first 4 Units deal with Essay Writing whereas the 5th Unit, Research Paper Writing is included in the Syllabus to give exposure to the students on how to write Research Papers as the students submit Research Projects in their 4th year.

SYLLABUS

1. The Five-Paragraph Essay
2. Process Analysis Essay
3. Cause and Effect Essay
4. Argumentative Essay
5. Research Paper Writing

Reference Books:

1. *Effective Academic Writing-3,(The Essay)* by Jason Davis and Rhonda Liss, OUP, 2006
2. *Better Writing Right Now*!(Using Words to your Advantage) by Francine D. Galko, Learning Express, New York, 2001

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Putting It All Together

Exercise 1 Identifying the elements of a paragraph

Read the paragraph. Then label the formatting elements of the paragraph. Use the words in the box.

a. margin	b. double spacing	c. indent	d. title

1. ____

2. ____

3. ____

4. ____

My Grandfather the Baker

My grandfather has a lot of respect in our community. He is the owner of a bakery called "The Family Bread Factory." The bakery has been his profession since he was young. He started working there at the age of 13. He learned many recipes. The most delicious and secret recipe uses oatmeal and other ingredients that only he knows. This bread made him famous. Nowadays he makes some bread only once in a while because his legs bother him, and he gets tired easily. Instead, he sits at a table, and the people of the town come to buy bread and to pay their respects. Everyone admires him very much because he is an honest and hardworking man.

Exercise 2 Identifying topic sentences and supporting sentences

For each set of sentences, write *TS* next to the topic sentence that states the topic and provides a controlling idea. Write *SS* next to the supporting sentences.

1. ____ a. The calendars are different.
   ____ b. The weekend starts on Friday instead of Saturday.
   ____ c. The time is different because my country does not follow Greenwich time.
   ____ d. There are some very specific differences between my part of the world and the western countries.

2. ____ a. I was traveling to Los Angeles to visit my cousin.
   ____ b. My plane was delayed, so I was stuck at the airport.
   ____ c. I experienced a strange coincidence last year.
   ____ d. I heard my math teacher from my old hometown calling my name.

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3. ____ a. I like several things about my English class.

____ b. I am meeting many new friends from different countries.

____ c. Every day, I learn new words, and I keep them in a notebook.

____ d. Sometimes we play games and laugh during the class time.

4. ____ a. You can use the Internet to find a great deal of information, but if you do not have the right skills, you can waste a lot of time.

____ b. The Internet can be incredibly useful if you know how to use it.

____ c. There are opportunities to buy and sell products on the Internet, but you have to know the proper way to send money.

____ d. The Internet is a good place to find a job for people who know how to use search engines.

Exercise 3   Evaluating concluding sentences

Read the paragraphs below. Then read the concluding sentences that follow and decide which one works best. Copy the sentence you choose into the paragraph.

There They Are!

I feel happy whenever I am standing beside a train track because I am waiting for someone who is close to me. I was the youngest child in my family, so my older brothers and sisters left home before I did. However, they always returned for vacations and holidays. My mother and father and I were always at the train station to greet them. I enjoyed the smell of the train and the roaring noise it made as the big black engine pulled into the station. I would jump up and down trying to see while everyone crowded around the doors. "There they are!" my mother would cry. I would run to jump into the arms of my beloved brother or sister. _____

_____

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a. In conclusion, I always had an enjoyable visit with my brothers and sisters.

b. In conclusion, my whole family likes train stations.

c. Now I am an adult, but I still feel joy when I go to the train station to meet someone I love.

Appendix 12 Sample of an Essay Written by a Student

Last Ramadan

Ramadan is one of the Five Pillars of my Islamic religion. Fasting From dawn to sunset. In Last ramadan I faced many difficalites, but there were some funny situations that I will never forget.

During ramadan, worship has a different tasks Ramadan is the month of Qur'an. There is a special feeling when I reciting the Qur'an in the nights of ramadan because the night brings the end of a busy day. So when I reciting the Quran and observe the proper of each word I feel comfortable after a long hard day of fasting. I remmber once when my father finished his pray he adviced me to reciting Quran as possible as I can in this holy month because we are rewards more that the double of the double. In Last ramadan, I finshid reciting the hole "Mushaf" three times. It was hard to do that but I am so proud of myself.

In ramadan, every Nwafil prayed is the reward of praying Mine pray. What better way of drawing closer to Allah that praying Nwafil prayed "Nwafil" is an Arabic word which mean "voluntary" If a voluntary prayers after or before mine Five prayers. The prophet, "peace be upon him", said "Whoever draws to Allah during it " Ramadan "with a single characteristic from the characteristic of "voluntary" goodness, he is like whoever performs an obligatory act in other times. And whoever performs an obligatory act during it, he is like whoever performed seventy obligatory acts in other times" [Sahih Ibn Kuzaymah, no. 1887.

In Last ramadan I prayed voluntary prayers in my free time and I also I learnt the benfits of charity.

In this blessed month charity takes a holy place in my soul. Charity is not only wealth but any thing that benefits others such as feed hungry, benefical knowledge removing something dangerous from somewhere, even good word is charity.