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The Effect of Teachers' Error Correction Feedback on the
Accuracy of Students' Writing: A case study with high
schools in Prishtina

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Abstract

Learning English, especially for non-native speakers, frequently presents difficulties with regard to understanding content and acquiring grammar. Teachers play a critical role in helping students and offering feedback, especially when it comes to identifying and correcting errors. However, there exists a debate among teachers regarding the effectiveness of providing feedback to students. This study aims to examine how students' writing abilities are impacted by teacher feedback.

With a particular emphasis on a high school in Prishtina, this research paper presents a case study examining the impact of teachers' feedback on students' writing accuracy. The purpose of the study is to learn more about how teachers in this particular context use error correction feedback and how they feel it affects students' writing skills.

The study investigates the methods used by teachers, the students' responses to the feedback, and the overall outcomes on writing accuracy using qualitative research methodologies, including questionnaires and written assignments. The results give important information for teachers looking to improve writing instruction and encourage students to develop more precise written communication abilities. They also shed light on the usefulness of error correction feedback within the Prishtina high school environment.

High school education emphasizes the development of four language skills: speaking, listening, reading, and writing. Although grammar correction predominantly occurs in written assignments, some argue that grammar instruction should be reserved for university-level courses, while high school should focus on enriching students' vocabulary. Nevertheless, grammar instruction does take place in high schools, and understanding how students perceive feedback on their corrected assignments is crucial.

The objective of this study is to determine the impact of teacher feedback on students' writing errors in English classes. Additionally, it aims to analyze existing literature on teachers' feedback practices and investigate diverse perspectives on the subject. The study also seeks to evaluate students' and teachers' attitudes towards different forms of error feedback.

The problem statement of the research is focused on studying students' and teachers' preferences and attitudes towards the correction of written errors in classrooms.

The significance of the research lies in providing insights into students' preferences for teacher feedback, helping teachers understand which mode of feedback is most effective in reducing errors, and facilitating effective communication between students and teachers regarding feedback.

The research discusses various perspectives on the importance of written teacher feedback and provides a historical background on the study of error correction in second language acquisition.

Overall, this research paper aims to contribute to the understanding of effective teacher feedback in reducing errors and improving students' writing proficiency.

The respondents of this study are five EFL teachers and twenty EFL students in a high school located in Prishtina. Both quantitative and qualitative research methods are used. In this way, the data has been gathered by survey questionnaires and classroom observation.

Keywords: written corrective feedback, EFL classroom, writing errors, teachers, students, challenges

Abstrakti

Mësimi i gjuhës angleze, veçanërisht për folësit jo amtarë, shpesh paraqet vështirësi në kuptimin e përmbajtjes dhe në përvetësimin e gramatikës. Mësuesit luajnë një rol kritik në ndihmën e nxënësve dhe në ofrimin e vlerësimeve, veçanërisht në identifikimin dhe korrigjimin e gabimeve. Megjithatë, ekziston një debat midis mësuesve në lidhje me efektshmërinë e dhënies së vlerësimeve të nxënësve. Ky studim synon të shqyrtojë se si aftësitë letrare të nxënësve ndikohen nga vlerësimet e mësuesve.

Me theks të veçantë në një shkollë të mesme në Prishtinë, ky punim kërkimor paraqet një studim të rastit që shqyrton ndikimin e vlerësimeve të mësuesve në saktësinë e të shkruarit të nxënësve. Qëllimi i studimit është të mësojmë më shumë se si mësime ndikojnë në këtë kontekst të veçantë përdorin vlerësimin e korrigjimit të gabimeve dhe se si ata mendojnë rreth ndikimit që ka në aftësitë e të shkruarit të nxënësve.

Studimi heton metodat e përdorura nga mësuesit, reagimet e nxënësve ndaj vlerësimeve dhe rezultatet e përgjithshme në saktësinë e të shkruarit duke përdorur metodologjitë e kërkimit cilësor, duke përfshirë pyetësorë dhe detyra në klasë. Rezultatet japin informacion të rëndësishëm për mësuesit që dëshirojnë të përmirësojnë mësimin e shkrimit dhe të inkurajojnë nxënësit të zhvillojnë aftësi komunikimi më të sakta me shkrim. Ato gjithashtu theksojnë rëndësinë e vlerësimeve të korrigjimit të gabimeve brenda mjedisit të shkollave të mesme në Prishtinë.

Arsimi i shkollave të mesme thekson zhvillimin e katër aftësive gjuhësore: të folurit, të dëgjuarit, të lexuarit dhe të shkruarit. Megjithëse korrigjimi i gramatikës ndodh kryesisht në detyrat e shkruara, disa argumentojnë se mësimi i gramatikës duhet të lihet për të mësuarit në nivel universiteti, ndërsa shkolla e mesme duhet të përqendrohet në pasurimin e fjalorit të nxënësve. Megjithatë, mësimi i gramatikës ndodh në shkollat e mesme dhe është e rëndësishme të kuptohet se si nxënësit perceptojnë vlerësimet në detyrat e tyre të korrigjuara.

Objektivi i këtij studimi është të përcaktojë ndikimin e vlerësimeve të mësuesit në gabimet e të shkruarit të nxënësve në klasat e anglishtes. Gjithashtu, synon të analizojë literaturën ekzistuese mbi praktikat e vlerësimeve të mësuesve dhe të hetojë perspektiva të ndryshme në lidhje me temën. Studimi gjithashtu synon të vlerësojë qëndrimet e nxënësve dhe mësuesve ndaj mënyrave të ndryshme të vlerësimeve të gabimeve.

Kërkimi i këtij studimi është i fokusuar në studimin e preferencave dhe qëndrimeve të nxënësve dhe mësuesve ndaj korrigjimit të gabimeve të shkruara në klasë.

Rëndësia e kërkimit qëndron në dhënien e mendimeve rreth preferencave të nxënësve për vlerësimet e mësuesit, duke ndihmuar mësuesit të kuptojnë cila mënyrë e vlerësimit është më efektive në reduktimin e gabimeve dhe duke lehtësuar komunikimin efektiv midis nxënësve dhe mësuesve në lidhje me vlerësimin.

Hulumtimi diskuton perspektiva të ndryshme mbi rëndësinë e vlerësimeve të shkruara të mësimdhënësit dhe ofron një sfond historik mbi studimin e korrigjimit të gabimeve në mësimin e gjuhëve të dyta.

Në përgjithësi, ky punim synon të kontribuojë në kuptimin e vlerësimeve efektive të mësimdhënësit në reduktimin e gabimeve dhe në përmirësimin e aftësive të të shkruarit të nxënësve.

Pjesëmarrësit e këtij studimi janë pesë mësues të anglishtes dhe njëzet nxënës të anglishtes në një shkollë të mesme në Prishtinë. Janë përdorur metoda sasiore dhe ajo cilësore e studimit. Në këtë mënyrë, të dhënat janë mbledhur përmes pyetësorëve dhe detyrave në klasë.

Fjalë kyçe: vlerësim korrigjime në të shkruar, ora e anglishtes si gjuhë e huaj, gabime në të shkrimit, mësuesit, nxënësit, sfidat.

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Chapter 1

1.1 Introduction

One of the major problems in second language writing that both students and teachers encounter is error treatment. There is debate over whether providing L2 students with error feedback will help them write more accurately and with higher quality overall (Kepner, 1991; Truscott, 1999; Ferris, 1999).

“Writing is the most significant development in human history”, Deane states (2018, p. 280-300). It acts as an opportunity for the sharing of knowledge, information, ideas, and opinions across generations and across borders. Since English is a language that is frequently used for communication and interpretation of essential information, writing in it has considerably more value (M. Fareed, A. Ashraf, and M. Bilal, 2016). Therefore, as Cole and Feng (2015) propose, improving learners' English language writing skills is essential for success in language development. It is also one of the key language abilities that is essential for pupils to succeed academically.

Due to this, the main objective of teaching English writing in Kosovo institutions is to give students the written communication skills necessary to deal with the problems associated with English language writing on a local and international level. Although writing is a necessary part of daily life, it is typically seen as a means of teaching and learning English grammar and syntax, which minimizes the importance of writing and limits its development. Despite the fact that writing is an essential language skill, it is not easy that kids can acquire easily and quickly elsewhere; rather, it requires thoughtfully planned methodological approaches.

J. Myles asserts that the ability to write well is not inherited but rather requires work over time. K. M. Mitchell also reaffirmed the fact that writing is a very challenging cognitive endeavor that calls for authors to have expertise in a variety of fields, from the learner's academic background and personal interests to specific linguistic, psychological, and cognitive phenomena.

According to several research (e.g.,Kepner, 1991; Polio, Fleck, &Leder, 1998; Sheppard, 1992), content-related comments or no feedback were not significantly more beneficial for improving accuracy in L2 student writing than incorrect feedback from the teacher. Additionally, research by Truscott (1996, 2007) shows that error correction may be detrimental because it diverts attention away from much more crucial matters, like the development of ideas. Research on this subject is, however, far from conclusive. For instance, research by Ferris (2003), Cardelle and Corno (1981), and Ashwell (2000) show a beneficial association between student writing accuracy and teacher error feedback. Additionally, it is argued by Ellis (1998) and Lightbrown (1998) that explicit error correction shields adult learners from fossilization and supports the continual improvement of their L2 proficiency.

The process of identifying errors and giving feedback has been referred to by a variety of names in the research on second language acquisition. The word "corrective feedback" has various types of meaning, according to Chaudron (1988). According to this author, "treatment of error" refers to any teacher behavior following an error that minimally attempts to inform the learner of the fact of error (p. 150). According to Schachter (1991), the disciplines of language education, language acquisition, and cognitive psychology all use the words corrective feedback, negative evidence, and negative feedback, respectively.

Schachter (1991) states that feedback typically comes in two forms: explicit feedback, such as grammatical explication or overt error correction, and implicit feedback, such as confirmation checks, repetition, recasts, facial expressions, clarification inquiries and silence. Lightbown and Spada (1999) describe corrective feedback as:

Providing the students with any information that their use of the target language is improper. This covers different replies that the students get. When a language learner says, "He go to school every day," corrective feedback may be given in the form of an explicit statement such as, "No, you should say goes, not go," or an implicit statement such as, "Yes, he goes to school every day," as well as metalinguistic suggestions such as, "Don't forget to make the verb agree with the subject." (p. 171-172).

There are various definitions of error feedback, and there are certain typical strategies teachers do when responding to student errors. Teachers employ direct and indirect error feedback that corresponds with Ellis' (2009) categorisation. In the instance of writing correction, direct error feedback or explicit correction is offered when the teacher writes the proper form in the papers of the students, as opposed to the latter where the teacher only indicates indirectly the place of the error. Indirect corrective feedback can be divided into forms that both indicate and locate the errors and only types. According to Ferris & Roberts (2001), direct feedback refers to the teacher's corrections, and indirect feedback to the teacher's signals produced by subtly indicating or offering codes.

In this study, the definitions provided by Ellis (2009) and Ferris and Roberts (2001) are the ones that most accurately describe the kind of input the researcher employed. The mix of direct, explicit written corrective feedback and indirect feedback is thus how corrective feedback is defined in this article.

There has been much discussion among teachers and researchers on whether and how to provide feedback to L2 students on their grammatical errors since Truscott's article, "The case against grammar correction in L2 writing classes," was published in 1996 (Ferris, 2002, 2004; Truscott, 1996, 1999). Correcting grammar should be eliminated according to Truscott (1996), who also claimed that it has no place in writing classes. He came to the conclusion that there isn't any strong evidence to support the claim that error correction increases the writing accuracy of students by considering the studies conducted by Kepner (1991), Semke (1984), and Sheppard (1992). His conclusions were based on two main points: first, error correction bypasses the gradual and complex process of acquisition; and second, he demonstrated some practical issues related to the ability and willingness of both teachers and students in providing and receiving error correction, respectively.

Contrarily, according to Ferris (2002), students "need distinct and additional intervention from their writing teachers to make up for their deficits and develop strategies for finding, correcting, and avoiding errors" (p. 4). Negative evidence, however, barely plays any part in language learning, according to nativist theory, because it alters only the learners' linguistic behaviors and

not their interlanguage grammar (IL). According to this perspective, only positive linguistic evidence can justify changes to IL grammar (Carroll, 1996; Schwartz, 1993), supporting the claim that any feedback should emphasize improvements.

These studies demonstrate that there is still an extensive degree of disagreement among scholars regarding the beneficial effects of error feedback on enhancing second language learners' learning. In light of this, the purpose of this study is to determine the degree to which various types of feedback, such as explicit direct corrective feedback combined with a teacher-student conference or indirect corrective feedback, affect students' language development.

Making mistakes while learning English is inevitable, and numerous researchers contend that doing so is an expected component of learning a second or foreign language.

“There is an extensive amount of evidence that correcting errors is generally advantageous and can help with language learning” (Ellis, 2009). In addition to everything else, the teacher can learn about the students' development, what needs to be taught further, the learning strategies and methods they are using, and more by correcting their errors.

It might be challenging to a language teacher to use errors as areas of instruction without dispiriting the students. This may require specific types of feedback because when learners are unable to identify their own errors, they require the teacher's correction.

Giving feedback to students in an EFL classroom involves more than merely addressing their linguistic mistakes. Even while it provides the necessary criticism, it also emphasizes the bond that teachers and students form with one another.

The use of traditional teaching methods is highly prevalent in our schools in Kosova. Most of the time, either the teacher reads a text aloud to the class, or the students are instructed to listen as they do.

The broad range of feedback techniques and how to use them are, however, unknown to the majority of teachers. The main issue is that most teachers lack proper training in instructional

methods and classroom resources. As a result, students do not get enough feedback and are unable to identify where and whether they have made mistakes. As stated by Mullick & Sheesh (2008), some teachers are uninformed about the value of editing students' written work and the appropriate way to do so in the classroom. In summary, learners run across a number of challenges and issues when they learn English. The majority of them eventually lose interest in learning the language because of this. Obviously, there are numerous significant errors when there is little interest.

On the other hand, it might be challenging for EFL instructors to correct their students. They constantly have to cope with issues like student motivation and emotional barriers, among others. Teachers get frustrated when students repeatedly make the same mistakes. But one should never get tired of trying to rectify them because some students are so dependent on their teachers.

As noted by Allwright and Bailey (1991), teachers have "a wide variety of techniques available for the treatment of errors, but they do not typically make full use of the repertoire of behaviors from which they might choose in providing feedback" (p. 100). This means that teachers don't employ all of the resources available to them, which raises a sense that teachers need more education training.

Students may not be as driven to study a foreign language—in this case, the English language—as they should be because of anxiety, a lack of self-confidence, boredom, and other factors.

By strengthening their confidence, lowering their worries, and taking into account their emotional sensitivity, teachers can assist students in developing a positive attitude toward error correction.

Corrective feedback, according to Méndez et al. (2010), would help to prevent some incorrect outputs.

The matter of error correction in the context of second language writing holds significant importance due to its profound influence on students' writing accuracy and overall quality.

There is a debate among researchers regarding the effectiveness of providing L2 students with error feedback. On one hand, some argue that error correction is detrimental as it diverts attention from idea development, while others claim that explicit error correction is necessary to address deficits and improve language proficiency. The study aims to determine the impact of different types of feedback on students' language development. This part also highlights the challenges faced by teachers in providing feedback and emphasizes the importance of teacher training and creating a positive learning environment to support students' language learning journey.

Aims of the research

1.2.1 General Objective

The two objectives of this study are to analyze the existing literature on the subject of teachers providing feedback on students' written assignments and to investigate the various viewpoints that researchers have on the matter. The attitudes of teachers and students toward various forms of error feedback will also be investigated.

Moreover, research will be conducted in a high school in Kosovo, Prishtina, to examine the type of feedback which contributes to the reduction of errors in subsequent students' written assignments.

1.2.2 Specific Objectives

- To find out whether EFL teachers believe that learners' written errors should be corrected or not.
- To identify when they think that learners' errors should be corrected.
- To determine which errors should be corrected.
- To determine how the learners' errors should be corrected; explicit or implicit corrective feedback
- Students' preferences towards written error correction

1.2.3 Purpose of the Research

The present study aims to examine which type of teacher feedback direct or indirect, is more effective in enhancing students' writing accuracy in subsequently written assignments. The study will be carried out in the context of the gymnasium high school in Prishtina, Republic of Kosovo and the two modes of teacher feedback will be examined empirically by comparison.

Furthermore, the study aims to examine the students' attitudes regarding the issue of feedback and the modes of feedback they find more useful in helping them learn the target language in terms of accuracy.

What is more, a questionnaire answered by five teachers will also try to explain the teachers' attitudes toward error correction and if they think students benefit from it.

The findings of this study will be of most use to English language teachers since they will help them understand their students' needs and preferences regarding error correction. Being equipped with this knowledge, they will be able to choose the mode of feedback which will result in the reduction of students' errors in their written assignments, an outcome which is of prime importance to students who want to enhance their language proficiency and accuracy.

Exploring the issue from the students' perspective will help teachers modify their feedback according to students' preferences in order to get the results both the teachers and the students want and since feedback requires a lot of time, our aim is to make students act upon it so our time would be worth it and both the teachers and students are contented with the results of language proficiency.

It is worth mentioning that the current research was carefully structured. Namely, students were assigned to write their compositions on topics for which they needed the language which

was previously covered. As a result, all the mistakes that students made were slips or errors. The reason for such design lies in the fact that if teachers correct students' mistakes "at a level beyond the students' level of acquisition" they may end up "wasting much of their valuable time" (Edge 1992, p. 50).

1.2.4 Research questions

The study aims to give an answer to some of the questions raised regarding the issue of feedback on students' written assignments. Following we have the questions for this study.

1. Does teacher feedback help students reduce the number of errors and improve their performance in the subsequently written assignments?
2. Which mode of teacher feedback, direct or indirect, is more effective in reducing the number of errors in the subsequently written assignments?
3. Which mode of teacher feedback, direct or indirect, do students find most useful in helping them reduce their mistakes?
4. Is there a difference between the students' preferences and views about teacher feedback and the empirical findings?

1.2.5 Hypotheses

The provision of feedback on writing errors by teachers can yield significant benefits for students.

The utilization of appropriate strategies for error feedback in writing has the potential to enhance language acquisition and contribute to improved writing accuracy among students.

The implementation of diverse methods and approaches for corrective feedback enables the attainment of positive outcomes and favorable results in the pursuit of achieving native-like accuracy in writing.

Chapter 2

2.1 Introduction of Literature Review

Learning a new language is a long-running process during which mistakes are undoubtedly unavoidable. Nonetheless, they are quite useful as they give us insight on the students' struggle to master specific areas of the target language which leads teachers to develop new teaching strategies or help them understand where to focus more, in which part of the learning process students need more practice.

This understanding of the area of difficulty does not necessarily mean that after further explanation or practice students will learn that information immediately. Thus, in other words, there are still mistakes to correct. This leads to the question: How should these mistakes be treated? What is the best way to correct these mistakes and give feedback that produces positive results or helps students not make the same mistakes in subsequent essays or any other written work?

The purpose of this study is to determine what approaches to error correction work best for students and whether error correction has an impact on language acquisition.

The scholars Gibbs and Simpson (2015) are among several who underline the critical significance of feedback.

For instance, Master (1995) found that corrective feedback and classroom discussions worked well together. In addition, Ferris (2006) observed that 80% of the students in her L2 sample were able to correctly repair stated errors by teachers in a later draft with only 10% making wrong changes. Fathman & Whalley (1990) reported beneficial benefits for rewriting from feedback on both grammar and content.

Whether various mistake types 'respond' differently to error treatment is another issue. According to Ferris (1999), "some errors, including issues with verbs, subject-verb agreement, run-ons, fragments, noun endings, articles, pronouns, and possibly spelling, can be considered as "treatable" since they "occur in a patterned, rule-governed way." (p. 1-11)

"Word choice and word order mistakes, in contrast, are "untreatable" in that students cannot go to a manual or set of guidelines to prevent or correct those kinds of errors" (1999, p.6).

The aim of this research is to investigate the most effective means of providing feedback to help students develop the English skills that the course is designed to encourage.

2.2. A Brief Historical Background

According to Lennon (1991, p. 65)

"A slight historical glance back at the study of SLA in the 1950s & 1960s quickly reveals that for a long time there had been no principal approach to language teaching based on error, for a long time corrective feedback meant nothing more than simple corrections of the learners' speech production but in the late 1950's and 1960's this started to change because increased political, educational and occupational opportunity for communication among countries created a demand for oral proficiency in foreign languages. In the 1950s alone we saw the emergence of contribution to the avoidance of this sin "the error" and overcoming its influence."

As indicated by Frisby (1957), the three main stages of corrective feedback in the 1950s were "receiving the knowledge from the teacher or the educational materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill."

The 1960s were a great period of adolescence for corrective feedback. The researchers in this decade tried to make corrective feedback more complex by elaborating new terms and posing new questions related to corrective feedback, new terms such as "uptake" (Austin, 1962), "input" and "intake" (Corder, 1967) and key issues such as who should provide corrective feedback (Brooks, 1960), how should mistakes be corrected and which specific errors should be corrected (Corder, 1967).

Hendrickson (1978) contributed to altering the direction of the research by formulating the five unanswered questions about corrective feedback such as should learners' errors be corrected?

When should learners' errors be corrected? Which errors should be corrected? How should errors be corrected? Who should do the correcting? And many researchers devoted their research towards this direction.

The length, complexity, and professionalism of research questions based on corrective feedback have all increased since the 1980s. As a result, attitudes toward error correction have varied from the complete elimination of error before the 1960s to a strong disapproval of error correction as being offensive and unjustified in the late 1970s, and finally to a more serious view of the necessity and value of error correction in the 1970s and 1980s (Salteh & Sadeghi, 2012).

From this brief historical background, it is clear that corrective feedback is a crucial topic that has been debated for more than 25 years with varying viewpoints from many researchers, leaving us with a lot of unanswered concerns. We are unable to decide if correcting or not correcting is the best course of action, but we can continue to perform further research to see if feedback improves language proficiency, particularly writing skills.

2.2.1 Overview of Research on Written Teacher Feedback

One of the most significant problems that teachers and researchers encounter in second language learning is written teacher feedback.

Given the significance of feedback, significant research has been conducted thus far, with many academics expressing varying views on the effectiveness or ineffectiveness of written instructor feedback. As a result, opinions on how teachers should respond to students' mistakes are still varied.

The issues of how, what, when, and to what extent errors should be repaired will be looked at in the following section, along with studies from other researchers.

Researchers carry out their investigations in an effort to provide solutions to the following questions:

- How should teachers respond to students' writings?

- What should be responded to in students' writings?

- When should teachers respond to students' writings?

- To what degree should teachers deal with grammar in students' writings?

2.2.2 Studies Reporting Ineffectiveness of Written Teacher Feedback

There are many theorists and researchers who have reported the ineffectiveness of grammar feedback. Grammar feedback has been deemed ineffective by numerous theories and experts. Error correction, as Truscott claimed (Truscott, 1996), is necessarily ineffective and may even be harmful. Correcting students writing may also be harmful. (Truscott (1996, 2004, and 2007) claimed that correcting students' writing could have the opposite effect. One of the issues he raised was that when teachers focus on students' errors by emphasizing them, they run the risk of making students avoid more difficult structures. Truscott's logic was that it is the immediate goal of error correction to make learners aware of the errors they committed and this awareness creates a motivation for students to avoid the corrected constructions in future writing (Truscott, 2007). Furthermore, Truscott (1996, 2004) claimed that corrective feedback is a waste of time and suggested that the energy spent on dealing with corrections both by teachers and students could be spent to more alternative activities, such as additional writing practice.

In his thesis, Truscott (1996, p. 328) makes the statement that "grammar correction has no place in writing courses and should be abandoned". He gives the following reasons for his statement"

- (a) Research findings indicate that the correction of grammar is not effective;
- (b) This absence of effectiveness aligns with the inherent characteristics of the correction procedure and language acquisition itself;
- (c) The use of grammar correction leads to notable adverse consequences;
- (d) The different arguments put forth to support its continuation lack validity. (Truscott, 1996, p.328)

Semke (1984 cited in Truscott, 1996) conducted a study over a period of ten weeks. The subjects of this study were third quarter German students at a U.S. University. They were assigned to

write journals. Students were divided into four groups and each group received a different type of feedback: direct correction, coded feedback with self-correction by students, comments on content only and a combination of direct correction and comments on content. The differences in accuracy between the three correction groups and the comments group were insignificant. Moreover, the group that received comments on content outperformed all the others on fluency. Consequently, it was reported that feedback on errors was harmful to learners, rather than simply unhelpful.

Another study by Kepner (1991) evaluated the impact of message-related comments and direct error feedback on learners' writing accuracy. There were two groups in her study. The first group received an explicit correction and the second group, the message group received comment on content. The results of the study showed that there was no significant difference in accuracy between those learners who received feedback on form and those who received feedback on content.

The perceptions of teachers and students toward written corrective feedback were examined by Glover and Brown (2006). Despite the fact that the feedback was adequately given, teachers complained that the students were uninterested; even though the students themselves claimed that they paid attention to the feedback but did not attempt to correct the errors.

Polio, Fleek, and Leder (1998) investigated sixty-five ESL learners' journal entries at a US University. The learners were divided into two groups and only one group received feedback including grammar reviews and editing lessons. Once the research was carried out they found that the experimental group had progressed from the first draft to their revision draft but there was not much difference between both groups in writing accuracy in subsequent writing.

In particular, teachers have a one-sided perspective on learning and think that by providing information or knowledge to students, this will help the students learn.

Many people believe that if errors made by students are addressed and the proper form is taught to them, then students should be ready or able to employ the proper or appropriate form in the future. Nevertheless, Truscott claims (1996, p. 342), "this view has a great intuitive

appeal and it is not true." Truscott cites Long's (1977) claim that language learning is more sophisticated than that in an effort to disprove its falsity. Additionally, according to Truscott (1996, p. 342), "the acquisition of a grammatical structure is a gradual process, not a sudden discovery as the intuitive view of correction would suggest." Truscott (1996, p. 343) concludes that grammar correction as a method of knowledge transfer from teacher to student will not be effective until "the processes underlying the development of the language system are clearly understood."

Next, Truscott (1996, p. 344) brings up the issue with the order of acquisition. According to him, students learn grammatical aspects in a specific order, and "problems can arise when instructional sentences are inconsistent with those orders." If teachers provide students feedback for a linguistic item that they haven't encountered before and that is greater than their language abilities, error correction will hardly result in the acquisition of the proper form. Therefore, teachers must examine "the students' current stage of development with respect to individual aspects of grammar" (p. 344) in order for teacher feedback to be successful and relevant.

Truscott (1996) claims that a number of requirements must be met for the error correction to be successful. To make his argument credible, he emphasizes that even experts and people who speak and write English fluently will confront those challenges. First, teachers must catch the mistake, and teachers who are not native speakers encounter additional obstacles. Truscott also lists patience and time as additional issues that teachers would inevitably encounter. Teachers will therefore need additional time to provide feedback to the large number of written assignments, even if they are sufficiently qualified to handle the issues mentioned earlier. This means that a lack of time may compromise the quality of their feedback. Thus, for the foreseeable future, Truscott's conclusion stands: "Grammar correction has no place in writing classes and should be abandoned" (p.360-361).

2.2.3 Studies Reporting the Effectiveness of Written Teacher Feedback

In applied linguistics, grammar correction and written error correction have been extensively investigated and fiercely debated over the past years. According to Truscott, grammar checks are ineffective and detrimental to students; however Ferris (1999), a leading opponent of Truscott's position, contends that feedback should not be abandoned because it helps improve language proficiency. She made an effort to disprove Truscott's (1996) false claims about grammar checking.

To clear up any lingering concerns about grammar correction's efficacy, Truscott cited recent studies in the area of error repair in L2 writing. He categorically stated that it was "ineffective in facilitating improvement in students' writing". (p.50)

Ferris (2004) disagreed with his assertion, claiming that it was based on insufficient and doubtful evidence. Additionally, she said that Truscott disregarded studies that supported grammatical correction and showed the usefulness of written teacher feedback. Finally, she makes reference to Truscott's insight that, despite students' eagerness for teacher input, teachers should not give in to their requests. Ferris responded by stating that teachers should be aware of students' requests for feedback and that they should not be simply dismissed.

According to Ferris (1999), "error correction (corrective feedback) in second language writing is a source of great concern to writing instructors and of controversy to researchers and composition theorists" (p.1).

Guenette (2007, p. 51) believes that "there is no corrective feedback recipe." He comes to the conclusion that some learners will gain from specific instruction and corrective feedback while others will not, regardless of the nature and purpose of the feedback.

Lee (2008) states that, despite the effectiveness of corrective feedback, learning outcomes depend on a variety of variables, including student proficiency, motivation, and the quality of the teacher's feedback, including legibility.

Contrary to what Truscott claimed, corrective feedback is useful and not a time waster, as demonstrated by numerous studies.

A study by Robb, Ross, and Shortreed (1986) investigated a hundred and thirty-four Japanese EFL college students. The students were divided into four groups that received four different types of corrective feedback: direct, indirect, uncoded, and marginal. In the margin of each text line, the total number of errors was noted. The accuracy, fluency, and complexity of each learner's five essays were assessed and evaluated using a set of nineteen writing ability assessments over the course of a year. Revision following correction was also needed. They came to the conclusion that while there were minor variations in the treatment approaches, accuracy in all groups had increased with time.

Ferris (1997) investigated the impact of endnote and marginal comments on learners' first drafts and revision drafts over the course of two consecutive semesters. After receiving teacher comments on the margins and endnotes, 73% of the students showed improvement in their revision drafts.

Bitchener (2008) conducted a study over a two-month period. His study involved 114 low intermediate ESL students, who were divided into three experimental groups and one control group. The three experimental groups each received one of the following: direct corrective feedback, written and oral metalinguistic explanation, direct corrective feedback, written metalinguistic explanation, or direct corrective feedback. The control group did not get any input. The study's goal was to look at how the articles "a" and "the" were used in relation to a picture that students were shown and asked to explain. The findings, which were derived from three writing tests—a pre-test, an intermediate post-test, and a delayed post-test—showed that, in comparison to students in the control group, those who got written correction feedback

on the intermediate post-test improved accuracy and did better. Furthermore, the data demonstrated that the results remained constant even two months later.

Lee (1997, as cited in Bitchener, 2005) provided further evidence in favor of written corrective feedback. This study focused on certain EFL college students from Hong Kong. The experimental group and the control group were divided into two groups. While the second group received no input at all, the first group received indirect teacher comments (underlining errors). The results demonstrated that the first group performed better than the second.

There were two studies included in Chandler's 2003 research. In the first, she compared students who revised their essays between them with those who did not (after the experimental group tried to correct the errors that had been underlined, they received immediate feedback on the remaining errors). Throughout the semester, the experimental group's revision drafts contained less errors than those of the control group. The second study looked at four different types of feedback: direct, indirect (providing location and codes), just codes, and just location. Chandler found that learners had enhanced their writing proficiency and fluency but they benefited more when they received "direct" and "location only" feedback.

Hyland (2003) was one of the researchers who also carried out a different study in which two courses of a writing course were divided into six ESL classrooms at a New Zealand university. Her objective was to study the impacts of a combination of all forms of corrective feedback, the percentage of form-focused feedback, and how learners responded to form-focused feedback over the course of an academic semester. It was discovered from a review of two teachers' protocols, teacher and learner interviews, and writing texts that the majority of students valued and utilized form-focused feedback more. This led to regular and frequent corrective feedback that benefited learners' writing development.

Rahimi (2009) examined how Iranian EFL students responded to written corrective feedback. In his study, there were two groups: one that received indirect feedback and the other that

received general comments but no written corrective input. In one semester, each group was required to submit four essays. The experimental group's mistakes were highlighted and assigned a grammar category. At the end of the semester, the students were interviewed and the findings showed that learners of the control group who did not receive written feedback were demotivated. Furthermore, the results showed that corrective feedback helps learners enhance their writing abilities over time.

As can be seen above, numerous studies conducted by various researchers have demonstrated the importance of feedback and the fact that students need feedback from teachers to stay motivated. As a result, this study also seeks to better understand how students react to feedback, whether the type of corrective feedback used to correct those matters to them, and the attitudes of teachers toward error correction.

2.2.4 How should one respond to students' writing?

Most teachers, according to Sommers (1982), believe that it takes them at least 20 to 40 minutes to comment on an individual student's paper. When you take into account the number of students and pages, you can see how much time teachers spend providing feedback.

In order for the time spent making these remarks to be worthwhile, it is crucial to carefully choose the teacher feedback mode and adjust it to the requirements and attitudes of the students.

A teacher can provide a variety of corrective feedback which can be divided into two main categories: written teacher feedback and oral teacher feedback.

The purpose of this study is to compare two types of written feedback: direct (with the mistakes underlined) and indirect (coded). However, following we will have a description of written feedback types and the researchers' attitudes toward them.

2.3 Written Feedback

Sugita (2006) argues that teachers give their comments mainly in written form. This is done with the purpose to give each student's paper enough attention, and individualized feedback, and one more advantage of written comments is that they can be used for any type of written assignments. This is very valuable for teachers with enormous, big classes and who do not have enough time to hold separate conferences with each student.

According to Erel (2007), teachers tend to use direct and indirect feedback the most because they believe it to be the most effective way to assist students improve their writing accuracy. Therefore, most of the research done to evaluate the efficacy of feedback focuses on "the extent to which direct or indirect feedback facilitates improved accuracy" (Bitchener, 2008, p. 4).

According to Bitchener (2008, p. 4), the process of teachers',

crossing out an unnecessary word, phrase or morpheme, the insertion of a missing word phrase or morpheme, or the provision of the correct form or structure" while reviewing students' written assignments is what is meant by the term "corrective feedback."

The appropriate linguistic configuration of arrangement is commonly inscribed above or in proximity to the incorrect linguistic configuration. Additionally, teachers are able to give students immediate feedback in the form of written meta-linguistic explanations, which are defined as "the provision of grammar rules and examples at the end of a student's script with a reference back to places in the text where the error has occurred," as opposed to "oral meta-linguistic explanations," which are defined as "mini-lesson where the rules and examples

are presented, practiced and discussed; one-on-one individual conferences between teacher and student or conferences between teacher and small group of students".

Indirect feedback, on the other hand, is exclusively used by teachers to call students' attention to errors that have been made. There are several ways to do this, including "underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is." (p. 4)

According to Hyland (2001, p. 186), "the summary comment at the end of students' assignments is where the teacher focuses on error correction and serves as a vehicle for suggestions, criticism, and praise." It "has largely been seen as informational, a means of channeling reaction and advice to facilitate improvements" and teacher's comments, as he states "...go far beyond simple decisions to address form or content or to praise mechanics or criticize organization" (p. 208).

Teachers and students prefer receiving direct feedback, according to Ferris & Roberts (2001). They claim that this is more beneficial for a number of reasons, starting with the fact that it reduces the confusion that might be caused to students if, for example, they forget the meaning of the codes used in indirect feedback. They also claim that it provides students with information to help them fix more complicated errors. Finally, they claim that it provides more explicit feedback on any possible assumptions and that it is more immediate.

Research inquiries examining the impacts of written corrective feedback may be classified into three distinct categories. The first category is about studies which examine direct and indirect types of feedback, the second about different types of indirect feedback and the last category is about different types of direct feedback.

Ferris&Helt (2000) and Lalande (1982) investigations are highlighted by Bitchener (2008): This research evaluated the impact of giving students direct feedback against giving them indirect

feedback, and the results showed that students who received indirect feedback improved more in their accuracy on subsequent written assignments.

Bitchener (2008), on the other hand, cites studies by Robb et al. (1986) and Semke (1984) in which changes in students' performances in response to various types of feedback were not discovered.

It is challenging for researchers to come to clear findings according to a study by Chandler (2003). Chandler (2003, cited in Guenette, 2007, p. 47) carried out a study in the settings of an East Asian college. Her aim was to find out whether teacher feedback enhances writing accuracy and if this improvement lasted. The unique of this study is the "the fact that all students received, in an alternating fashion, four different types of feedback on different pieces of writing" (p. 40-53). Every two weeks, students were required to submit an essay, and after receiving feedback they were instructed to edit their work before submitting the following essay. There were five instances of this. The results showed that students who received direct and indirect feedback with underlined errors had much improved, in contrast to students who received indirect input using codes and indirect feedback using coded and underlined errors. In contrast, Lalande's (1982) study found that the group who got error codes did better than the group that received direct corrections in terms of accuracy. According to Chandler (2003), direct feedback is extremely valuable for students as it "helps them internalize the correct form in a more productive way", whereas indirect feedback "demands greater cognitive processing and delays confirmation of students' hypothesis" (cited in Sheer 2007, p.259). Moreover, the results of the study revealed the fact that indirect correction was her students' favorite mode of corrective feedback. This study shows that after all indirect feedback may not be more effective than direct feedback in helping the improvement in student writing.

Various research also looked into the effectiveness of both coded and uncoded indirect feedback.

The terms coded error feedback and uncoded error feedback are defined by Lee (2004, quoted in Erel and Bulut, 2007, p. 399). Teachers who use coded error feedback "indicate the error with a symbol representing a specific kind of error" (p. 399), for example, the code T represents verb tense, Sp represents spelling. The procedure of "indicating the error by the kind of error (spelling, verb tense)" (p. 400) is called uncoded error feedback.

None of the studies cited by Bitchener (2008) (Ferris and Roberts, 2001; Ferris et al., 2000; Robb et al., 1986) indicated a significant difference in student performance between the coded and uncoded group. Only students in Robb et al.'s (1986) study, however, were required to revise their work in response to the feedback and submit a new piece of writing. Students in the two other subjects were merely required to revise previously edited and corrected papers.

A study by Greenslade and Felix-Brasdefer (2006) sought to determine if feedback is more useful when it is coded or uncoded. His study focused on 21 intermediate/advanced Spanish speakers who were taking an English language course at a public university. The researcher was also their teacher. The findings demonstrated that students made fewer errors by using both correction codes and underlining. The students who received coded feedback, however, made fewer errors.

A study by Lee (1997, cited in Li and Lin, 2007) with ESL college students in Hong Kong produced findings that were consistent with those of Greenslade and Felix-Brasdefer's (2006) study. According to the study, students who got correction codes were better at fixing their errors than those whose errors were highlighted or not corrected at all.

A research by Li and Lin (2007) involved 93 college-aged Chinese EFL students. Their aim was to determine whether review and indirect teacher feedback contributed to students successfully learning the present unreal conditional. Three groups of students were created: The Revision Group is the first group, followed by the second group which was Feedback and Revision Group and the third group being Feedback Group. The results showed that students whose errors were underlined by teachers as indirect teacher feedback improved their accuracy in the target form.

Additionally, students who received comments scored better than those who did not when asked to revise their works, produce a new piece, or choose a different topic.

Studies that have investigated the impact of various forms of direct feedback on accuracy improvement fall into the third group. This set of studies is not very large. One of the few is the 2005 study by Bitchener, et al. Two groups of students were given various types of feedback in his study. The second group received both direct feedback and an oral and written meta-linguistic explanation, as opposed to the first group, which only received direct feedback. It can be inferred from the second group's reported better accuracy that the added meta-linguistic explanation helps to reduce errors.

It is, however, exceedingly challenging to draw clear conclusions about the type of written feedback that improves writing accuracy considering the many studies' findings. Additionally, it depends on the students. From experience, what suits one student may not always suit everyone in the classroom.

2.3.1 What should be responded to in students' writing?

Different categories can be used to group errors made by learners. Researchers in the field of applied linguistics, according to Hanna Y. Touchie (1986), typically distinguish between two categories of errors: performance errors and competence errors. "Performance errors are those errors made by students when they are tired or hurrying. Competence errors, on the other hand, are more serious than performance error since competence errors reflect inadequate learning" (pp. 76). Other researchers make a distinction between local and global errors, such as Burt and Kiparsky (1974, cited in Touchie, 1986). Local errors do not interrupt communication and understanding the meaning of an utterance and they involve noun and verb inflections and the use of articles, prepositions, and auxiliaries whereas global errors interfere with communication and disrupt the meanings of sentences and involve errors in word order in a sentence.

Finally, language learning errors involve all language components: the phonological, the morphological, the lexical and the syntactic. According to Hendrickson (1980, cited in Xie and Jiang 2007), global errors don't need to be corrected because "they are generally held true" (p. 12). Nevertheless, he encourages teachers to never ignore systemic mistakes like the expressions "a news" or "an advice", to pay close attention to them never leave them uncorrected.

The terms "treatable" and "untreatable" errors were first used by Ferris (1999, quoted in Bitchener 2005). Verb tense and form, subject-verb agreement, article usage, plural, and possessive noun endings and sentence fragments "are regarded as treatable errors (pp. 194). These errors occur in a way that is governed by the rules of the language. A grammar book or a

set of rules can help students understand their errors and correct them. "Word choice errors with the possible exception of some pronouns and preposition uses and unidiomatic sentence structure, resulting from problems to do with word order and missing or unnecessary words" are regarded as untreatable errors (p. 194). In order to correct these errors, students will have to apply acquired knowledge of the language.

A one-semester study was carried out by Ferris et al. (2000, cited in Bitchener 2005) to determine what type of feedback is more efficient in assisting students in reducing treatable and untreatable errors. According to the study, students were most successful in lowering lexical ("untreatable") and noun-ending ("treatable") errors, as well as in lowering verb-tense and verb-form problems ("treatable"). However, they performed worse in the categories of sentence structure ("untreatable") and article errors ("treatable"). Ferris also found that while direct feedback is better suited for treating untreatable errors, indirect feedback is more effective at addressing treatable errors. Additionally, the study found that students are able to fix treatable errors easier than untreatable ones.

Campillo and Arnandiz (2007) conducted a study aiming to find answers to the following questions: "Does the type of feedback have an effect on treatable and untreatable errors? And if it does, does this effect last in the long term?" (p. 4). This study found that both types of feedback were effective at assisting students in fixing their errors. When it comes to treatable errors, both types of feedback help reduce the number of errors, but when it comes to untreatable errors, using indirect feedback to correct students' errors has been shown to produce greater outcomes. Indirect feedback was preferred because it "increases the chance of learners bridging the gap between their interlanguage and native-like competence by proving them with opportunities to reflect on their errors and self-correct" (p. 7)

2.3.2 When should one respond to students' writing?

Though grammatical correction is something that researchers do support, there are still disagreements among them over when to provide feedback. Montgomery and Baker (2007) point to one group of researchers, such as Ferris (2003) and Zamel (1985) that recommend teachers "to focus on global issues in early drafts and on local ones in second or later drafts" (p. 85). The reason being that "some of the sentences might be deleted or changed in the later drafts" (p. 85), thus it would be pointless to correct local issues on sentences and paragraphs in the initial drafts.

Montgomery and Baker also cite Campbell's (1998) observation that students may be less capable of developing the global parts of their composition if teachers correct local errors in early drafts.

Finally, according to Hamp-Lyons (2006, cited in Montgomery and Baker, 2007), if teachers highlight the importance of form while students are writing, this will lead students to believe that the teachers prioritize the final product over the writing process.

One study on the topic of whether to correct local errors right away or to hold up the procedure was undertaken by Xie & Jiang in 2007. The primary concern on teachers' minds is whether to focus on accuracy or fluency. Teachers must therefore be aware of their priorities; if improving student communication is one of them, delaying correction is advised. This study found that advanced students believe that certain errors, such as ones in pronunciation or grammar, should be corrected immediately because doing so would make it easier for them to recall the proper linguistic form.

According to Holt (1997), non-native students commit errors, and teachers often correct the ones they consider to be the most significant and detrimental to communication. It's interesting how different teachers have different ideas on which errors are more serious and require immediate correction. Holt claims that errors such as "double negatives, subject-verb agreement, comma splices, run-on sentences or spelling, and punctuation errors" (p. 70) which most native speakers tend to make, are regarded as errors that should be paid attention to. Since not all students make the same mistakes, the teacher's objective should be to identify the types of errors her students are making and to correct and explain those errors to them. Ferris (1995) conducted a second study to address the question of whether comments from teachers should be given on students' first or final versions of writings. According to the findings of this study, which involved 155 EFL University students, "students pay more attention to teacher feedback provided on preliminary drafts of their essays rather than on final drafts of their essays" (p. 33).

2.3.3 To what degree should teachers deal with grammar in students' writing?

According to researchers, a teacher's feedback may be selective or comprehensive. (Erel and Bulut 2007, p. 399) claim that teachers use the first one when they want to call students' attention to "some major patterns of error". They draw students' attention to each error in the composition with comprehensive feedback.

According to Hendrickson (1978), who is cited by Erel and Bulut, researchers prefer selective feedback since it helps students understand their serious issues without discouraging them with overly corrected papers. Some researchers, however, favor comprehensive feedback.

Lalande (1982 cited in Erel 2007) claims that students who receive selective feedback may come to believe that the rest of the essay is error-free.

Schachter (1984, cited in Pica, 1994) supports Lalande claiming that students may believe that the remaining material is error-free, in which case they may employ errors in their own communications, believing that they are correct.

Toasello (1988) and Herron (1989) experimental experiments are cited by Pica (1994) to support Lalande (1982). They investigated the impact of providing teacher feedback on errors made as a result of overgeneralizing rules. The results demonstrated that students' performance regarding those structures in subsequent writing increased when they were given prompt feedback on their errors and explanations about the proper usage. They also outperformed students who "had been first taught the rules and exceptions for those structures before moving on to produce them" (p. 69).

Lightbown (1992, cited in Pica, 1994) has also found that students whose one particular error (e.g., substitution of have for be) was immediately corrected, were able to internalize the correct form and produce it in subsequent writings.

Celce-Murcia (1985, cited in Celce-Murcia 1991) argues that when determining the extent of error corrections in students' papers, two variables—learner and instructional—should be taken into account.

Every teacher, even those with little to no experience, is aware that every student learns differently and has a unique learning style.

There are students who prefer the analytical style of learning, which means they learn best by "formulating and testing hypotheses or rules" (p. 463), and there are other students who prefer the holistic style of learning, which means they learn best by "experiencing, gathering and reconstructing relevant data, but doing little or no analysis" (p. 463).

The age of the students should be taken into consideration when teachers decide how much they should focus on form because young children tend to learn more the holistic style. Teachers should only provide young students a limited amount of explicit grammar teaching. However, this is not true of adolescents or adults, who can benefit from some specific grammatical teaching and activities from their teachers to help them learn. (Celce-Murcia, 1991).

Another learner variable mentioned by Celce-Murcia (1991) is proficiency level. If students are beginners, prioritizing form is worthless since they lack the background information necessary to engage in meaningful analysis. However, if students are at the intermediate or advanced level, some form-related feedback and corrections must be made.

The educational background is considered as a third learner variable, as Celce-Murcia (1991) noted. She argues that students shouldn't focus on form if they have not acquired the ability of reading and writing because this will certainly not lead to improvement.

However, as preliterate or semiliterate adults are guided by stereotypical beliefs that language instruction encompasses teaching grammar, then teachers might end up teaching them with little formal education. Thus she recommends teachers to meet students' demands although

grammar instruction in the learning process will be of hardly any value, once their expectations are met, teachers can focus on teaching other things which are highly important for students. However, if teachers are expected to provide students with tasks where they can focus on the formal aspects of the target language then teachers will have to use grammar correction.

The decision as to whether to focus on form or not depends on the educational objectives. This also depends on the aims and skills that the learner wants to develop.

Drawing their attention to grammatical details would be pointless if their objective is to improve their reading or listening abilities because these skills require word recognition and semantic processing. However, even when teaching listening and reading abilities, teachers might include grammatical activities. However, as grammar rules are essentially production rules, it is essential to assist students in developing formal accuracy if their goal is to improve abilities like speaking and writing. In terms of productive skills, register and medium should be taken into consideration because they affect whether to place an emphasis on form. Errors are typically tolerated in conversational sessions when the goal is to improve communication skills. However, in classes where students learn and practice formal expository writing the errors of form are not tolerated.

Therefore, when deciding whether to focus on form or not, we should consider the students' objectives for learning the target language. Focusing on form is of no use if students want to acquire the language in order to get by in difficult situations, but if they want to pursue a career as "an academic, a diplomat, or a business executive, then a high degree of formal accuracy is essential" (Celce-Murcia 1991, p. 464), then it is.

2.3.5 Students' preferences about feedback

Even though teachers employ error correction as a method of reducing errors in subsequent writings, they can become frustrated because their students keep making the same mistakes. Students, on the other hand, sometimes feel confused since they don't understand what all those comments mean. Many teachers in many schools are familiar with this kind of situation. Both sides are not satisfied. Teachers feel unsatisfied because they can't get their learners to understand feedback, and students feel disappointed since they don't get better at using the language in subsequent compositions.

According to Ferris and Roberts (2001), in order to help students in the learning process, teachers must be acquainted with the attitudes and preferences of the students about error feedback.

Cohen (1987, quoted in Montgomery and Baker, 2007) conducted a study that examined students' perceptions of the amount and effectiveness of teacher written feedback. The results came from a survey distributed to 217 students from various University language classes and the results showed that students wanted local issues such as grammar and mechanics to be of prime concern rather than the global writing issues such as ideas, content, and organization.

Ferris (1995, cited in Montgomery and Baker, 2007) replicated Cohen's study to test its credibility in a product context and the results were similar to Cohen's study. Ferris further claimed that rather than paying attention to feedback provided in the end result, students pay more attention to feedback given during the writing process. Ferris (1995) divides the studies that deal with the opinions of students regarding teacher feedback into two categories:

- a) Studies of student preferences regarding teacher feedback (Hedgcock&Lefkowitz, 1994; Leki 1991; Radecki&Swales 1988) and
- b) Studies of student response to feedback they have already received. (Cohen, 1987; Cohen &Cavalcanti, 1990; McCurdy, 1992), (Ferris 1995. p. 35).

The participants in the final group of experiments look at their preferences for the kinds of feedback they receive. According to two studies, students preferred getting feedback on grammar mistakes rather than on content (Leki, 1991; Radecki& Swales, 1988).

This issue was the subject of an in-depth examination by Hedgcock&Lefkowitz (1994). They reported that there was a distinction between the preferences of EFL and ESL students regarding feedback. While ESL students were equally interested in both teacher feedback on content and form-focused feedback, EFL students were primarily concerned with the feedback they received on form. And this makes perfect sense given that foreign language learners engage in L2 writing courses to increase their opportunities of using the target language. However, ESL students see writing lessons as a way to quickly improve their writing abilities because they need to be proficient in written English in order to complete other academic work successfully.

The second group's study participants examine "their perceptions of what their teachers actually focused on in responding to students' essays" (Ferris 1995, p. 35).

Furthermore, the subjects' further actions once they received teacher feedback were also examined in those studies. Namely, they were asked to answer the following questions:

"Did they read their papers again when returned?

Did they pay attention to the comments made by their teachers?

What methods did they use in order to incorporate their teachers' feedback into subsequent writing assignments?

Did they encounter any difficulties understanding the teacher's comments, and if so, what steps did they take to resolve them?" (p. 35-36).

The findings of Cohen's (1987) study were somewhat disappointing. Only 80% of the students said they read their compositions again and concentrated on the teacher's feedback. Furthermore, the students applied their teachers' feedback to subsequent writing assignments with a relatively small number of strategies. They only paid special attention to the teacher's feedback to remember it. Based on those findings, Cohen came to the conclusion that the teacher feedback did not have the expected effect on students.

However, Cohen's (1987) research was followed by two more investigations, the findings of which are more encouraging (Cohen & Cavalcanti 1990; McCurdy, 1992). According to their observations, students were looking forward to feedback, took it seriously, and found it to be extremely beneficial, making it the main focus of their attention. According to McCurdy's research, students used a variety of techniques to overcome their difficulty understanding their teachers' criticism, including "asking the teacher for help looking up corrections in a grammar book" (p. 36). The following findings were reported by the researchers:

1. "Compared to final versions, students said they reread their papers more frequently and paid more attention to teacher feedback.
2. Students acknowledged that they got many comments on the content and structure of their essays and that they paid close attention to these remarks, despite the fact that they claimed to pay more attention to grammar corrections than any other component of their writings.
3. In order to reply to their teachers' suggestions and to address any unclear parts, particularly those on preliminary drafts, students reported turning to outside resources (instructor, tutor, peers, grammar books, or dictionaries).
4. Despite the fact that almost fifty percent of students said they had no difficulty understanding their teachers' comments, other students noted specific difficulties with the teachers' feedback on grammar (both terminology and symbols used), with the teachers' use of questions to address content, and with reading the teachers' handwriting.

5. A large number of students stated that they had gotten positive feedback from the teacher and had vivid memories of their teachers' encouraging remarks. However, some provided particular examples of negative or critical comments that they considered to be positive, while others claimed that they never received any positive comments, which they found discouraging.

6. Nearly all (93.5%) of the students said that their teachers' feedback had helped them get better at writing." (Ferris, 1995, p. 47–48).

Having received the existing research Bardine, Bardine and Deegan (2000) claim that students "prefer specific comments rather than general observations" (p. 94). He cites multiple studies by several researchers to support his argument. For instance, Gary Dohrer (1991) considers that giving students feedback based on what they have already learned in the writing classroom will be more beneficial for them. Students like to hear an explanation as to why a certain grammatical item is incorrect, according to Catherine Lynch and Patricia Klemans, who also note that students find detail comments to be the most beneficial.

One of the researchers who conducted a study to look into students' preferences of feedback was Miceli (2006). Twenty-eight Italian second-year university students served as the study's subjects. At the start and the end of the semester, there were two surveys in which the students took part. In order to understand "the impact that exposure to a reflective approach to text correction was having on their writing" (p. 320), Miceli wanted to know the students' opinions.

The first poll asked students to list their preferences for the kinds of faults they would like their teacher to correct as well as the sorts of comments they preferred and found beneficial. Additionally, students were asked to give examples of the methods they use to apply their teachers' feedback in the learning process.

Two questions were asked in the second survey. They were asked to respond in the first question on whether or not writing multiple drafts of a single composition enhances their

ability to learn. In the second question, they were asked to say how frequently they could recall corrections made to their earlier writing as well as how frequently they could identify and self-edit grammatical errors in specific language areas. Students' preferences for the kind of feedback they wanted to receive changed throughout the course of the semester. At the beginning of the semester, 75% of the students preferred getting their assignments through the direct method, but towards the end, just 54% still did.

Additionally, students' perspectives on the kind of feedback that improved their writing process were changed. They initially enjoyed getting direct feedback. But towards the end of the semester, they felt that the indirect approach had been more effective in increasing their accuracy. The use of indirect feedback, according to students, "enhanced comprehension of the type of error made, expanded grammar knowledge, encouraged learner autonomy, and promoted a way of thinking which aided retention of corrections and attention to recurring errors" (p. 31). The fact that it takes too long for teachers to successfully provide it for each student paper is a significant disadvantage of indirect feedback. Additionally, it can be unpleasant, particularly when correcting vocabulary and syntactic issues.

In order demonstrate this issue, Miceli quotes multiple students as saying, "To think or reflect on my errors helps me with my understanding. I enjoy the concept of self-correction because it forces you to reflect on the errors you have made rather than simply reading a ton of corrections without any active thought. If I come up with the solution on my own, I find that I recall the errors and their correct form. But in terms of vocabulary and sentence structure, I believe this is challenging" (Miceli, 2006, p. 31).

Students did, however, raise some good comments regarding feedback. For instance, it stimulated their visual memory, increased their sense of security because they didn't have to guess which form was the right one, and it helped students focus on errors they were unable to recognize. However, because they believe it to be more advantageous for the learning process, students continue to choose indirect feedback.

A study by Whittington, Glover, and Hareley (2004) aimed to understand how students felt about the writing-related feedback they received. These students were undergraduates in Early Childhood Education. The objective was to determine whether students used the feedback they got on previous writing when writing subsequent compositions. And those who admitted that they did take feedback into account were questioned on whether they believed it helped them improve their accuracy. The researcher conducted this study using two instruments. The first was a two-page, anonymous questionnaire that asked students about the teacher comments they had gotten on their final essay and other writings they had made while in school. The second instrument consisted of a number of questions that were discussed in detail and in an informal atmosphere. The findings showed that students carefully read teachers' comments. They expect detailed feedback that explains why something is excellent or terrible. Additionally, they stated that their main concern at the time they received their paper was their final grade. All of the students were able to understand the teachers' comments of their compositions, and it's important to note that they all paid close attention to the feedback they received for one assignment in an effort to perform better on the following one.

David Carless (2006) conducted a study with 1740 students from eight universities in Hong Kong. The results of the study, which were derived from a questionnaire given to those students, showed that grades were the students' highest concern. But they also said they wanted to get better in writing, so they carefully considered their teachers' recommendations. It's interesting that some students mentioned occasionally reviewing their earlier compositions, particularly when they were asked to write similar compositions. For example, in an effort to perform better in the subsequent essay, one student said that "if she had done well in a certain area in one assignment, she would try to duplicate it in another" (p. 225). Another student stated that she practiced looking through all of her prior projects to keep track of her advancements, and when she found she had made significant progress over the preceding two years, her confidence strengthened.

Zacharias (2007) also conducted a study with the help of two instruments. The first involved giving 100 students a questionnaire, while the second involved 21 of them being interviewed.

This process was repeated after giving questionnaires to 20 more teachers, 10 of whom were requested to take part in interviews. According to the study, feedback is preferred by both teachers and students. Students preferred the teachers' feedback due to the following characteristics: "qualified, experienced, accurate, valid, reliable and trustworthy" (p. 51). The teachers' control over students' grades was another factor in why pupils preferred the feedback they provided. Furthermore, the students reported that specific teacher feedback helped them in the revising process. Additionally, students felt that their feedback on form was more valuable than feedback on content because the latter "tended to be general and sometimes contradictory to student ideas" (p. 38). Moreover, it was claimed that the comments from the teachers affected "students' emotional states" (p. 38). They are increasingly motivated by the teachers' feedback to enhance their writing accuracy.

The section of literature review discusses the inevitable occurrence of mistakes during language learning and highlights their value in revealing areas of difficulty for students. It raises questions about the best approach to correcting mistakes and providing feedback that leads to positive outcomes. The study aims to determine effective error correction methods and their impact on language acquisition. Different perspectives are mentioned, with some arguing that error feedback is demotivating while others emphasize its significance. Historical background from the 1950s to the 1980s shows evolving perspectives on error correction, from avoiding errors to recognizing their value and complexity. The section concludes by underlining the ongoing debate and the need for further research on whether feedback enhances language proficiency, particularly in writing skills. The subsequent sections briefly discuss the importance of written teacher feedback, its research history, and various viewpoints on its effectiveness.

Chapter 3

Methodology

3.1 Participants

The current study constitutes an empirical inquiry conducted at the high school “International Maarif Schools of Kosova” in Prishtina, Republic of Kosovo during a two-week period.

Twenty high school senior students, chosen from the 12th grade were involved in the study. The population of the present study included male as well as female students aged 17 and 18 from the same ethnic background, Kosovar. Their level of proficiency in English was Intermediate or Upper-intermediate. They attended English classes four times per week for forty minutes. Only those students with the highest possible grade five were chosen as the subject of this study and the reason behind this is to ensure the validity of the findings or study results. They use the same textbooks, so they are taught the same content in English classes. There were twenty students who were divided into two groups, the control group (10 students), and the experimental group (10 students). Three topics were given over a two-week period and the students had to write 250 words about each topic. Both groups had the same topics, and their essays were corrected in the following grammar categories:

- Verb tense errors

- Verb form errors
- Subject-verb agreement errors
- Noun-ending errors (singular and plural form)
- Article errors
- Spelling errors
- Lexical errors in word choice
- Sentence structure (errors in word order).

Moreover, a questionnaire was administered to the students to gather insights on their perceptions of a particular technique aimed at enhancing their writing skills, as well as their preferences and attitudes towards different modes of feedback. Understanding students' needs and preferences in this context is crucial. As Sommers (1982) explains, teacher feedback should motivate students to revise their texts with curiosity and involvement: "the challenge we face as teachers is to develop comments which will provide an inherent reason for students to revise; it is a sense of revision as discovery, also a repeated process of beginning again, as starting out new, that our students have not learned" (p.156).

Furthermore, another questionnaire was answered by five English language teachers to examine the teachers' point of view about feedback.

3. 2 Procedures

The research commenced in May 2023, at the end of the academic year. To carry out this study, two distinct research instruments were employed, namely in-class writing assignments, complemented by subsequent marking and correction, and a questionnaire. Both the control group and the experimental group were tasked with producing written compositions on the same topics. Over the course of two weeks, two different topics were assigned to the students, each requiring them to write a composition consisting of 250 words. The topics were chosen by the researcher and students were allotted 60 minutes to write the compositions which gave them enough time to express themselves.

The first week the students were given one assignment. The first assignment was Advantages and disadvantages of social media. Before writing the assignments, students were only given instructions about the information that needed to be included in the assignment and they were not given any help while they were writing.

The second week the students were given another topic of Narrating the tale of Beauty and the Beast.

The idea for such different topics had a background. The researcher did this in order to make students use different vocabulary about each topic and also use all the tenses they have learned.

Regarding the students from the control group, once they were given their corrected compositions, a conference was held with the researcher during which they were free to ask

any questions related to the feedback written on the compositions. Students from the experimental group were instructed to make corrections themselves based on the feedback given in the form of correction symbols used in their compositions. But, a problem arises here, what if students correct their mistakes based on the symbol but they are not sure if that is the correct form or even worse, they correct it wrongly, but they think that that is the correct form, and they internalize it wrong?

To address this issue, the researcher distributed to students a copy of their compositions marked with direct corrective feedback once they had done their best to correct the errors.

Once they were given their corrected compositions, a conference was held with the researcher during which the students were free to ask any questions related to the feedback made on their compositions.

Feedback was given on the following categories;

- Verb Tense Errors;
- Verb Form Errors;
- Subject-Verb Agreement Form;
- Noun Ending Errors (singular and plural form);
- Article Errors;
- Spelling;

- Wrong Choice of Words;
- Sentence Structure (errors in word order).

According to Ferris (1999, as cited in Hyland & Hyland, 2006) the first five categories, for pedagogical purposes are considered as "treatable" errors because they occur in a patterned, rule-governed way, so they can be taught and learned by students whereas the last three categories are considered as "untreatable" because there is no handbook or set of rules which students can consult so as to avoid or correct them.

The research investigation ended in the completion of a questionnaire by the participants from both the control and experimental groups. The primary objective of this questionnaire was to gather data pertaining to the students' preferences and attitudes regarding the specific mode of teacher feedback employed in their written assignments.

Additionally, a separate questionnaire was administered to five English language teachers who possessed prior experience in teaching English to students. The purpose of this questionnaire was twofold: first, to ascertain the teachers' attitudes towards the feedback process, and second, to determine the extent to which the teachers were aware of their students' preferences regarding feedback.

3.3 Marking the Written Assignments

Two different modes were used to mark the written assignments. The researcher used the "error correction" mode of teacher feedback (direct feedback) to mark the compositions written by the students in the control group. The linguistic errors were underlined, and the correct linguistic forms or structures were written above the incorrect ones.

Moreover, a missing phrase or word was inserted. Apart of a student's essay is given in Figure 1 aiming to show how the researchers offered feedback to essays written by students in the control group.

Advantages and Disadvantages of Social Media

Social media is super popular these days. It has so much advantages and disadvantages. Lemme tell you about some of them. Many

Let me

Firstly, one of the biggest advantages of social media is that it helps us connect with our friends and family. We can chat with them and share photos and stuff. Is so cool to keep in touch with people who live far away. It is

Advantage

Another advantages is that social media is a great source of information. We can get news updates, learn about new things, and even find educational resources. It's a whole new world of knowledge at our fingertips.

Its

Addictive

But social media also has it's downsides. One big disadvantage is that it can be addiction. We can, like, spend so much time scrolling through our feeds and end up wasting a lot of time. It's hard to resist the temptation.

Information

Privacy is also a major concern. When we share our personal informations on social media, it can be accessed by others without our permission. It's a breach of our privacy and can lead to problems like identity theft or cyber bullying.

Moreover, social media can sometimes make us feel inferior or insecure. We see other people's perfect photos and amazing lives, and it can make us compare ourselves and felt bad about our own lives. It's a constant pressure to be perfect. Feel

Figure 1: Control Group student's essay

As for the experimental group, the indirect mode of feedback was used to treat the errors in their compositions. Eight correction codes were used to show where the error had been made and what type of error it was. The idea of having their compositions marked with codes was familiar to the students in this group as they had received such feedback before as it was in the curriculum of the Headway English books. But, still, students were distributed a list with the eight codes in which the meaning of each code was explained and there were examples about each code as well.

A student's essay is given in Figure 2 with the aim of showing how the teacher offered feedback to the essays written by students in the Experimental group.

Advantages and Disadvantages of Social Media

SP #

In today's digital age, social media has become an integrale part of our life. It offers numeros advantages while also presenting certain drawbacks. SP

VF

Social media is being potential for networking and career opportunities. Platforms like LinkedIn enable professionals to connect with colleagues, show their skills and accomplishments, and explore job opportunities. It has become an important tool for personal branding and career advancement. VT

WW

It serves as a source of information and news. By just a few clicks, we can access the latest updates on many topics, such as current events, entertainment, sports, and technology. It helps us stay informed and engaged in[^] fastworld.

SP

One bigg disadvantage is the issue of privacy and security. It's important to be mindful of the information we share and take necessary precautions to protect our privacy.

VT WW

Also, social media can made us feel bad about ourselves. We sea other people's perfect posts and pictures, and it can make us feel like we're not good enough. It's important to remembered that social media often shows the best parts of peoples lives, not the whole picture. VT

WW

Figure 2: Experimental Group student's essay

The data obtained from each student's composition was stored on a sheet of paper. It contained data regarding the number of errors made in each category as well as the number of words written per assignment. The average percentage of errors made in the compositions written by the Control group was compared with those for the Experimental group to see which showed better results in improving accuracy in the subsequently written assignments.

Students' written assignments were not graded. The reason being the fact "grades can have a negative impact on student engagement with feedback: (Butler 1988, cited in Careless 2006, p.21). Moreover, Careless (2006) claims "grades engage the ego and associated emotional responses can distract students from the learning potential of feedback" (p.221).

3.4 Correcting the Written Assignments

Once the students' compositions had been marked, they were distributed back to students so that they could re-examine their compositions and see where they had made mistakes.

Regarding the students in the control group, there was not much work to be done since their compositions were explicitly marked, but they were advised to go through each corrected linguistic error so they could try to remember their mistakes and not repeat them again.

Moreover, the students were invited to a small group discussion based on the fact that teachers provide students with the best help during one-to-one or small group instructions. Being aware that the students' language proficiency is not proficient enough, students were given options to use their first language, Albanian, if they felt they would not be able to express themselves enough in English. This created a more relaxing atmosphere where students were not afraid to ask for an explanation about why their errors were corrected the way they were. These small discussions also served as short lectures where the students were also provided with oral meta-linguistic explanation with the rules and examples were presented, practiced and discussed.

The students in the Experimental Group were advised to follow the procedure outlined below in order to correct the mistakes in their compositions. Students were familiar with this kind of correcting and codes but sometimes some of the students had problems and admitted that sometimes they were confused and in order to be sure that they understood the codes correctly

they were given a sheet of paper with the codes explained and exemplified. The coding system is shown in Figure 3.

Students were given their compositions with their errors highlighted using the eight error codes. They looked carefully at each coding error and wrote the correct linguistic form above the errors. Half an hour later, students were given a copy of their composition but this time they received the direct mode of feedback to indicate the errors. Students were highly recommended to carefully examine the copy of their composition being explicitly corrected and compare it with the ones they had previously made on their compositions.

Students were also advised to try to remember the corrected errors with the aim of avoiding making the same errors in the subsequent compositions. This approach was adopted aiming to avoid "fossilization" which can easily occur if the students corrected the coded errors in a faulty manner and tried to remember it.

Marking codes		Meaning	Example
VT	Verb tense	Correct the mistakes in tense. Supply the missing word. Use the correct form of voice.	He <u>arrive</u> yesterday.
VF	Verb form	Use the correct form of verb.	<u>Listen</u> to music is her favorite thing.
S≠V	Subject –verb agreement	Make the verb agree with its Subject	She <u>like</u> dancing in the rain.
#	Number	Change the noun singular or plural.	She gave me two <u>candy</u> .
Art	Article	Reconsider your choice of article. Supply the missing article.	John built a cottage on the top of ^ hill.
SP	Spelling	Reconsider the way this word is written.	The letter was <u>writen</u> years ago.
WW	Wrong word choice	Replace this word with one that is more appropriate, more exact or more effective.	She has two <u>walks</u> .
WO	Word order	Place the words in the correct order.	She <u>opened immediatly</u> her birthday present.
Figure 3: The coding System			

Just as with the Control Group, the students of the Experimental Group were also invited to participate in a small discussion which was led in the same manner.

3.4.2 Questionnaire

Two questionnaires were used as the research's second instrument; one was given to the students who took part in the study, and the other was given to five English teachers. The first questionnaire was distributed to students for both the Experimental and Control Group once the writing, marking and correcting of the three assignments had been completed.

And the second questionnaire was given to five teachers at the same time as it was given to the students. These questionnaires were created in an effort to better understand how teachers and students felt about the two types of teacher feedback. Findings from them will be very helpful to modify the type of feedback that students prefer and that produces better outcomes when attempting to improve writing accuracy. The fact that the surveys were provided in English presented no issues for the teachers who engaged in the study, however it was made clear to the students in Albanian so that there would be no misconceptions. Additionally, instructions on how to complete the questionnaire were given to the students. Additionally, they were instructed to carefully read each question before responding. The questionnaire was anonymous in order to get honest responses from the students. The questionnaire could be completed within the given fifteen minutes.

The students' questionnaire consisted of two parts, Part A and Part B. Part A consisted of nine statements and students had three options to tick: very much; a little; and not at all which were written next to each statement. Part B consisted of two questions below which several possible answers were given, and students had to circle the one which best suited their case.

The teachers' questionnaire also consisted of Part A and Part B. Part A consisted of six statements and the teachers were asked to tick True/False or Sometimes which were written next to each statement. Part B consisted of three questions with several options to answer.

Chapter 4

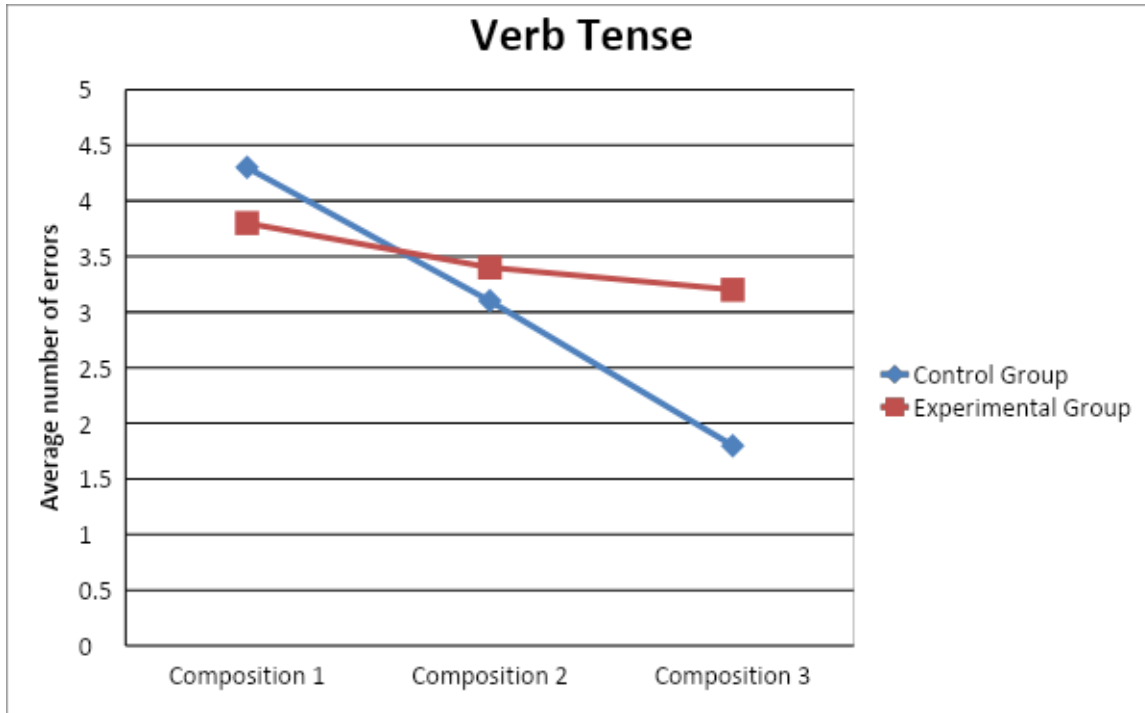
Findings

4.2 Analysis and Summary of Information in 'Raw Data'

4.2.1 Total Number of Errors Identified in Each of the Nine Categories

After the eight categories of error types under research had been marked, they were counted and then the total number of errors was recorded on sheets designed for each student. To compare each type of error across the two compositions and see whether teacher comments had any effect on students' ability to reduce errors in subsequent writing, the mean of each category of error was calculated. To determine which style of teacher feedback, direct or indirect, was more helpful in reducing the number of errors in subsequently written tasks, the average number of errors made by students in the experimental group and the control group was also compared. (Refer to Charts 1–8).

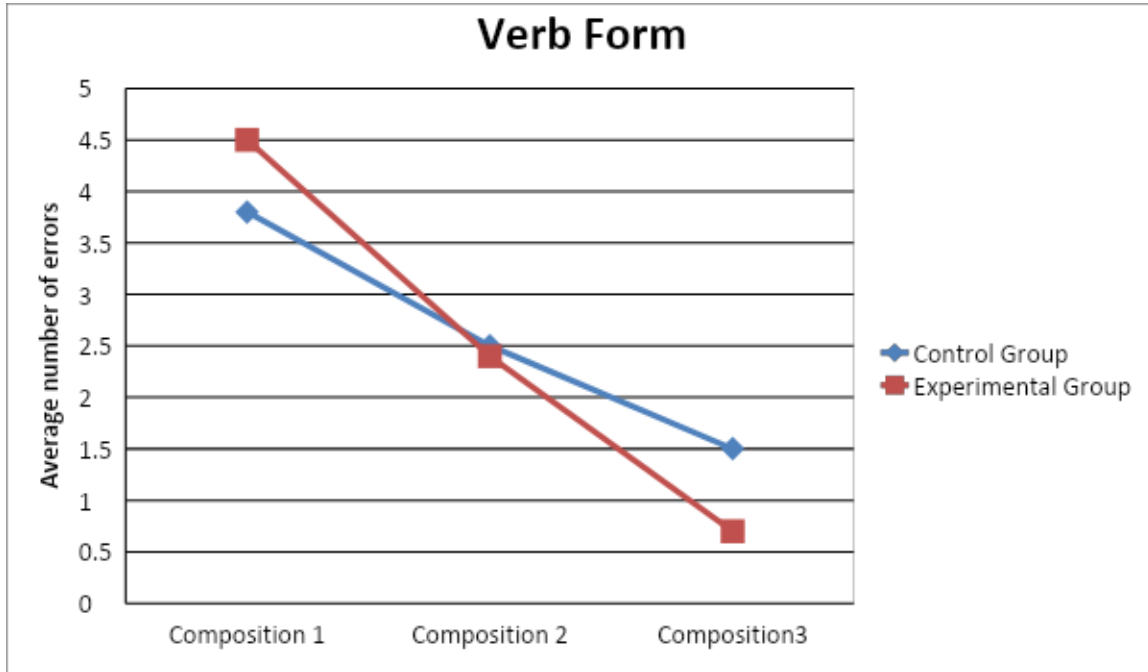
Chart 1: Verb Tense (vt) Errors



Students in both the control and experimental groups appeared to find choosing the right verb tense at the beginning of the process to be the most challenging category. In the first composition, the average number of errors made by students in the control group and those made in this category by students in the experimental group were nearly equal. The averages for both groups showed the same pattern: a downward movement. The experimental group had a slight difference in the average number of errors from the first composition with 3.80 to 3.40 in the second composition, but there was a noticeable decrease in the third composition with 1.50. The average number of errors from the control group were steadily decreasing from 4.3 in composition 1 to 1.8 in the second and last composition.

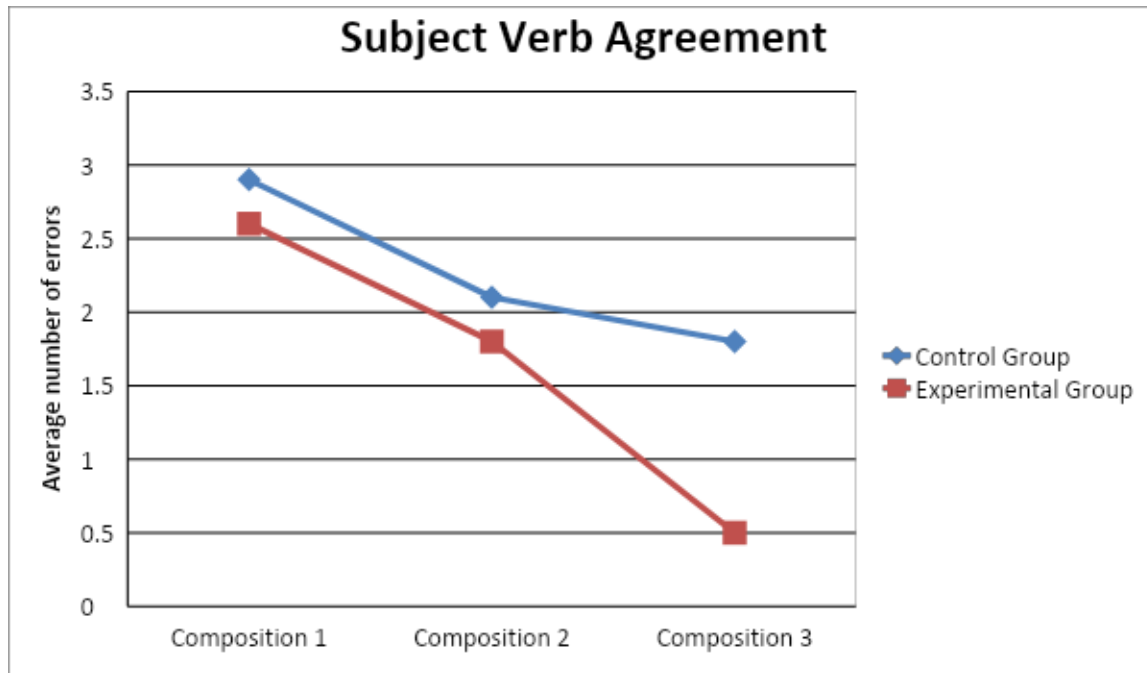
The teacher feedback from the first to the third composition helped students in both groups perform better in this category, and the average number of errors made by students in the experimental group was almost always lower than that of the control group.

Chart 2: Verb Form(vf) Errors



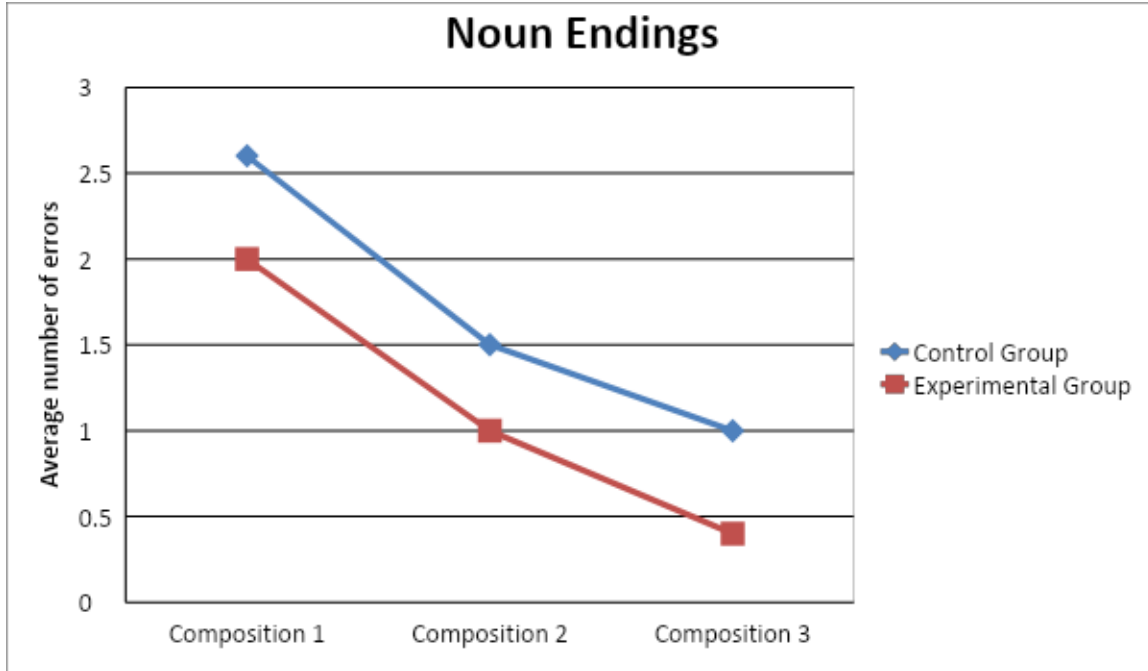
Regarding the use of correct verb form in the first composition, the experimental group students' error average was higher than that of the control group students. However, both groups had the same improvement and benefited from the teacher feedback where the averages of errors of both groups dropped significantly and it is very important to mention that their performance did not deteriorate in the following composition. As it can be seen from the chart above, the average number of errors in this category kept decreasing thus implying the effects of teacher feedback.

Chart 3: Subject Verb Agreement (S≠V)Errors



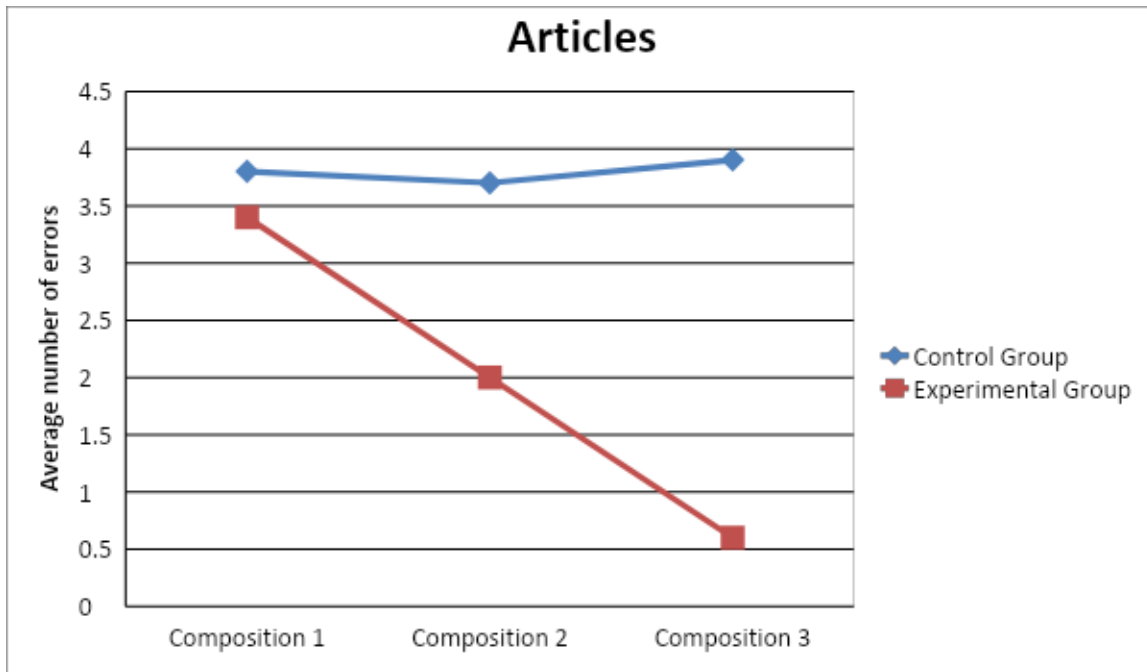
Regarding the usage of subject-verb agreement in the first composition, the experimental group students and the control group students performed almost identically. Teacher feedback helped both groups in improving their performance in the following composition. However, compared to the control group students, who exhibited a minor decline in the second composition, the experimental group demonstrated a greater decrease in reducing the number of errors in this category. Nevertheless, both groups kept improving but again the control group students had only a slight fall whereas the experimental group students improved significantly from the second composition with the average number of errors 1.8 to the third composition with a decreasing average of errors 0.5.

Chart 4: Noun Ending (#)Errors



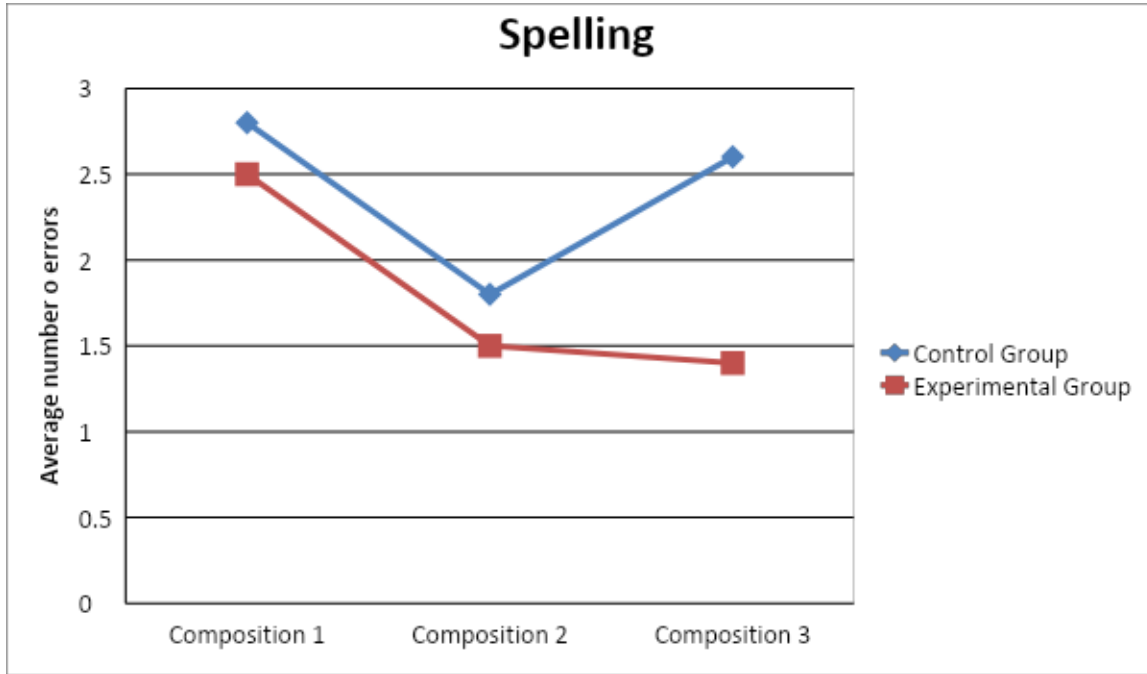
The control group's students appeared to have more trouble with noun endings because their average error rate for this category in the first composition was 2.9 as opposed to 2.0 for the experimental group's students. Both groups experienced a significant decrease, but once more, the control group students benefited more from teacher feedback. By the time the third composition was written, both groups had continued to make progress with noun endings, but as the chart shows, the average number of errors for the experimental group students had decreased significantly more than those for the control group students.

Chart 5: Articles (art) Errors



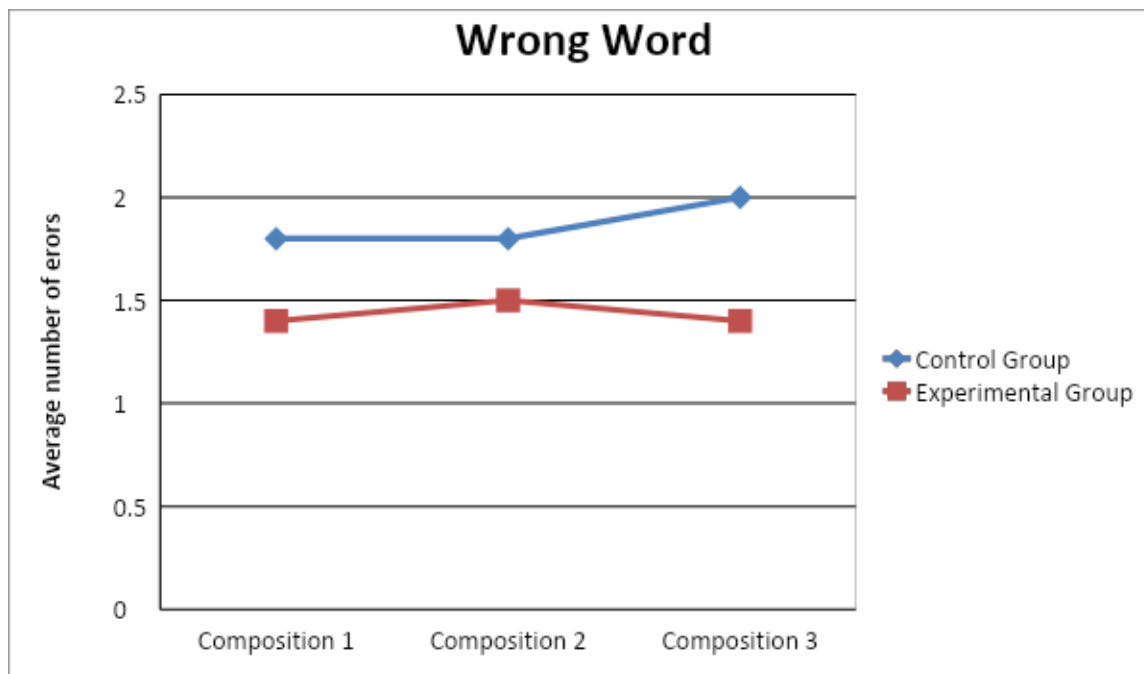
As for the article category, the results were quite different compared to the improvements in averages of errors shown in the previous charts. In the beginning, in the first composition, both groups started with quite high averages with 3.8 for the control group and 3.4 for the experimental group. Continuing with the second composition, both groups displayed the same pattern: falling, but with an enormous distinction in the falling averages. The results showed that control group students did not benefit much from teacher feedback thus the average of errors from the first to the second composition dropped slightly from 3.8 to 3.7. However, the experimental group students gave better results in the second composition where the average decreased significantly to 2.00. It is important to mention that the experimental group students did not deteriorate and in the third composition their average of errors kept decreasing but we cannot say the same for the control group students whose average increased by 2 from the second to the third composition.

Chart 6: Spelling (SP)Errors



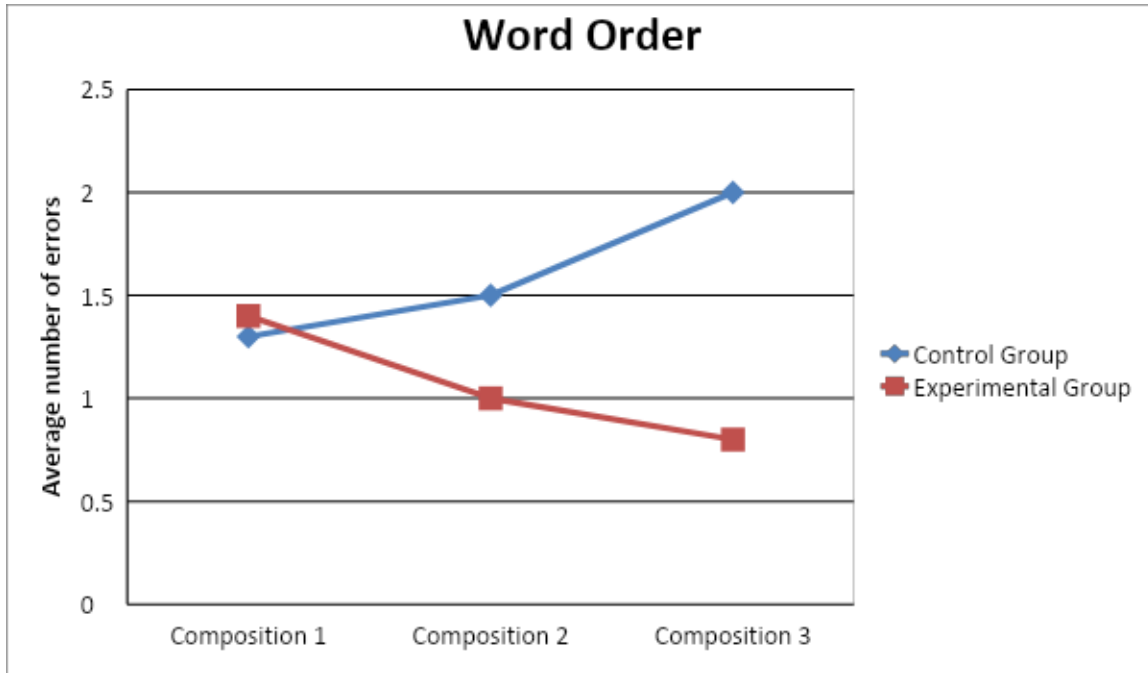
In the first composition, students in the control and experimental groups had almost the same average number of spelling errors, and both groups decreased in the second composition. In the third composition, they showed patterns that were opposite to each other. The performance of the students in the control group decreased and the average number of errors increased almost to the level of the first composition, while the performance of the students in the experimental group improved. The experimental group's averages decreased considerably from 2.5 in the first composition to 1.4 in the final composition.

Chart 7: Wrong Word (ww) Errors



As for using the correct words in the compositions, both groups seemed to have problems and from the results of this research presented in the above chart, it can be concluded that students did not benefit from teacher feedback as there was not much improvement. All the contrary, for the control group students whose average of errors remained constant for the first and second composition with 1.8 and slightly deteriorated in the third composition thus the average increased to 2. Almost the same can be said for the performance of the experimental group students whose average followed the same pattern as the control group students from the first to the second composition: rising. However, in the third composition, they returned to the initial position hence their average dropped slightly to 1.4.

Chart 8: Word Order (wo) Errors



The averages of errors for both groups show that in the beginning both groups' performance was almost the same but things changed during the process. The control group students had an increase in the average in the second composition and this deterioration kept continuing in the third composition where the average was higher than in both previous compositions whereas the experimental group students have a slight decrease in the second composition and this as well happened in the third compositions where the average was 0.8 compared with the first compositions where the average was 1.4.

4.3 The Questionnaire

Control group students gave the following responses to the statements given in part A of the Teacher Feedback Questionnaire:

This technique helped me find my errors.

10 out of 10 students said that teacher feedback helped them very much in finding their errors.

This technique helped me correct my errors.

10 out of 10 students said that teacher feedback helped them very much in correcting their errors.

This technique helped me understand why I made an error.

2 out of 10 said that teacher feedback helped them very much in understanding why they had made an error, 4 others said that it helped them a little and the remaining 4 said it did not help them at all.

This technique helped me be aware of grammar rules.

2 out of 10 said that teacher feedback helped them very much in being aware of grammar rules, 2 out of 10 said it helped them a little and the rest said it did not help them at all.

This technique helped me learn grammar rules.

6 out of 10 said that teacher feedback helped them very much in learning grammar rules, 1 out of 10 said it helped him/her a little and the remaining 3 said that teacher feedback did not help at all.

This technique helped me improve my use of verb tenses.

3 out of 10 said that teacher feedback helped them very much in improving the use of verb forms and 7 out 10 said that it did not help them at all.

This technique helped me improve my use of verb forms.

3 out of 10 said that teacher feedback helped them very much in improving the use of verb forms and the remaining 7 said that it helped them a little.

This technique helped me improve my use of articles.

1 out of 10 said that teacher feedback helped him/her a little in improving the use of articles and 9 out of 10 said that it did not help them at all.

This technique helped me improve my use of lexis.

10 out of 10 said that teacher feedback helped them a little in improving their use of lexis.

This technique helped me improve my use of sentence structure.

3 out of 10 said that teacher feedback helped them a little in improving the use of sentence structure and the remaining 7 said that it did not help them at all.

Control group students gave the following responses to the questions given in part B of the Teacher Feedback Questionnaire.

Do you think you are learning from your own errors?

10 out of 10 students said that they are learning from their own errors.

Do you like getting feedback on each written assignment?

10 out of 10 said that they liked getting feedback on each written assignment.

Experimental group students gave the following responses to the questions given in part A of the Teacher Feedback Questionnaire.

This technique helped me find my errors.

10 out of 10 students said that teacher feedback helped them very much in finding their errors.

This technique helped me correct my errors.

8 out of 10 said that teacher feedback helped them very much in correcting their errors and the remaining 2 said that it helped them a little.

This technique helped me understand why I made an error.

8 out of 10 said that teacher feedback helped them very much in understanding why they made an error, and 2 out of 10 said that it helped them a little.

This technique helped me be aware of grammar rules.

8 out of 10 said that teacher feedback helped them very much in being aware of grammar rules and 2 out of 10 said that it helped them a little.

This technique helped me learn grammar rules.

8 out of 10 said that teacher feedback helped them very much in learning grammar rules, 1 out of 10 said that it helped him/her a little and 1 out of 10 said that it did not help him/her at all.

This technique helped me improve my use of verb tenses.

4 out of 10 said that teacher feedback helped them very much in improving the use of verb tenses and 6 out of 10 said that it helped them a little.

This technique helped me improve my use of verb forms.

10 out of 10 said the teacher feedback helped them a little in improving the use of verb forms.

This technique helped me improve the use of articles.

2 out of 10 said that teacher feedback helped them a little in improving the use of verb forms and 8 out of 10 said that it did not help them at all.

This technique helped me improve my use of lexis.

10 out of 10 said that teacher feedback helped them a little in improving their use of lexis.

This technique helped me improve my use of sentence structure.

7 out of 10 said that teacher feedback helped them a little in improving the use of the sentence structure and the remaining 3 said that it did not help them at all.

Experimental group students gave the following responses to the questions given in part B of the Teacher Feedback Questionnaire.

Do you think you are learning from your own errors?

10 out of 10 said that they are learning from their own mistakes.

Do you like getting feedback on each written assignment?

10 out of 10 said that they liked getting feedback on each written assignment.

4.2.1 Teachers' Questionnaire

Teachers gave the following responses to the questions given in part A of the Teacher Feedback Questionnaire.

I think my students benefit from feedback.

5 out of 5 teachers said that it is true that students benefit from feedback.

I do not think feedback is a waste of time.

5 out of 5 teachers said that they do not think that feedback is a waste of time.

Students are not interested in getting feedback.

5 out of 5 teachers said that this is false, and students are interested in getting feedback.

Students are more interested in the grades.

5 out of 5 teachers said that sometimes students are interested more in grades.

Students do not often understand feedback.

5 out of 5 teachers said that sometimes students do not understand feedback.

Students do not act upon the feedback.

5 out of 5 teachers said that sometimes students do not act upon the feedback.

Teachers gave the following responses to the questions given in part B of the Teacher Feedback Questionnaire.

What kind of feedback do you use?

3 out of 5 said that they use direct (with the mistakes underlined) and oral feedback and the remaining 2 said that they use indirect and oral feedback.

Do you think your mode of feedback is efficient?

5 out of 5 teachers said that their modes of teacher feedback are efficient.

Have you ever asked your students how they feel about the feedback they receive?

3 out of 5 teachers said that they had asked their students how they feel about the feedback they receive and the remaining 2 said that they had not asked them.

Chapter 5

Discussion of Findings

5.1 Introduction

In order to address the questions raised regarding the topic of teacher feedback on students' written assignments, the findings reported in chapter 4 will be thoroughly examined in this chapter. These findings will also be discussed.

This chapter will revolve around the subsequent research questions:

Does teacher feedback help students reduce the number of errors and improve their performance in the subsequently written assignments?

Which mode of teacher feedback, direct or indirect, is more effective in reducing the number of errors in the subsequently written assignments?

Which mode of teacher feedback, direct or indirect, do students find most useful in helping them reduce their errors?

Is there a difference between the students' preferences and view about teacher feedback and the empirical findings?

5.2 Research Question 1

The first research question was about whether teacher feedback helps students reduce the number of errors and improve their performance in subsequently written assignments. To answer this question, the average number of each type of error was compared across the three compositions. The results revealed that direct as well as indirect teacher feedback influenced students' performance in subsequently written assignments. After receiving teacher feedback students managed to reduce the number of errors in some of the grammatical categories under investigation. However, the study showed that students did not benefit from teacher feedback in the remaining categories.

Regarding the two first grammatical categories, verb tense and verb form, the researcher reported that the teacher feedback gave profits thus, the students from both control and experimental group improved in the subsequent compositions and the number of errors gradually reduced. However, it is important to mention that the experimental group students' error average was lower than that of the control group but the experimental group students had a substantial decrease from the first to the second composition whereas the control group students had more errors in this category and in the second composition their improvement was better. It is worth emphasizing the fact that students were given a different topic each time they were assigned to write a composition and it must be acknowledged that that examining students' ability to reduce the number of errors in a different composition with a different context is much more demanding and a difficult task than examining students' ability to reduce the number of errors in the same composition. However, the aim of this research is to examine the first issue. There are a handful of studies dealing with this issue due to the complexity of the procedure to carry them out. Those studies examine the impact of teacher feedback on the students' ability to apply the acquired knowledge from the previous compositions in subsequent compositions which have different contexts.

In the first compositions students were assigned to write on a topic which required the use of mostly present simple, and to some degree present continuous and past simple depending on how they chose to approach the composition. Therefore, students received feedback on the use as well as the form of those three verb tenses. In the second composition, they were assigned to write on a topic that demanded the use of the past simple, present tenses and future forms. The use of new verb tenses and verb forms in the second composition can be considered as a variable that affected the students' performance and the number of errors decreased only a little. The new topic, as well as the new context, can also be regarded as variables which might have affected the students' performance.

The third composition required students to use mostly past simple which they had used in the two previous compositions and the students' performance improved greatly thus the average of errors for verb tense and verb form decreased. Thus, it can be concluded that when it comes to verb tense and verb form from teacher feedback, direct as well as indirect, helps students reduce the number of errors and improve their performance in subsequently written assignments in different contexts.

Regarding the third and the fourth grammatical category, subject-verb agreement, and noun endings, the findings showed that both types of teacher feedback helped students improve their performance and reduce the number of errors.

Regarding the fifth, grammatical category, the findings showed that direct teacher feedback did not help students reduce the number of errors in the subsequent writings, whereas indirect teacher feedback significantly helped students improve their performance. The reason behind this difference between the two groups might lie in the nature of the article system. According to Willis (2003), there are no rules how to use articles, the rules can be given for the structure of the noun phrase which is entirely rule-governed, whereas the use of articles is often a matter of the user's choice. Therefore, Willis makes an observation that examining texts carefully and critically rather than just being engaged in decontextualized system building activities will help students acquire the full use of the article system. Students who received direct teacher feedback were not given the opportunity to reflect on their errors. The correct linguistic form

was written over their error and they took it for granted without analyzing the context in which the article error had occurred.

In the three remaining lexical categories, spelling, wrong word and word order, the findings showed that neither teacher feedback helped students reduce the number of errors and improve their performance in subsequent writings. In the first compositions, both control and experimental group students made considerable errors as the topic was not difficult and it was familiar to the students. In the next two compositions, the average number of errors remained almost the same for the control group and the experimental group did not have any improvement as well. This is mainly because students were assigned to write about topics which demanded the use of new vocabulary, which they had not encountered in the first one. All in all, students had little or no improvement in the last three categories. However, the findings for the other categories indicate that teacher feedback could be very useful in the long run.

5.3 Research Question 2

The second research question asked which mode of teacher feedback, direct or indirect, is more effective in reducing the number of errors in subsequently written assignments. To find the answer to this question the average number of each type of error that control students made across the compositions was compared with the average number of errors that experimental group students made. Based on the findings from this research, we can reasonably suppose that students in the experimental group made fewer errors in each category where improvement was reported after feedback. Namely, of the eight errors types, experimental group students when compared to the control group students made fewer errors in verb tense, verb form, subject-verb agreement, and noun endings. Regarding the articles category, according to this research, the indirect teacher feedback resulted to be very effective. Thus, experimental group students reduced the number of errors in the subsequent writings.

Differences like this in the performance between experimental group students and the control group might have come as a result of using coded feedback. The use of codes raised students' awareness of grammar. Having only codes written on their assignments obliged them to focus on the error, look carefully at it and think about the fact why an error had been made. Consequently, students' acquired knowledge of English had to be activated in order to find the correct linguistic form of the wrong one. This meant that the students actively participated in the error correction process. The opportunity to apply critical thinking helped students retain the correct linguistic forms in the long-term memory. Whereas, the control group students were provided with the correct linguistic form and it was only a matter of students' choice whether an appropriate analysis of the error would be given. Judging from the time both groups spent on their corrected compositions, it seems reasonable to conclude that most of the control group students took the correct linguistic form for granted. Having their compositions marked with direct teacher feedback made them more lazy as sometimes some of the students did not either bother to have a close look at the mistake they had made whereas indirect feedback

motivated experimental group students to carefully examine the mistakes and try and find the correct form and they were allotted thirty minutes about it. Knowing that they would receive a copy of their compositions with the errors explicitly corrected, challenged them to try harder to correct the errors.

5.4 Research Question 3

The third research question in the current research asked which mode of teacher feedback students find most useful in helping them correct their errors. According to the results obtained from the questionnaire, it seems reasonable to suppose that all the students who participated in this study had a positive attitude toward the teacher correction they received.

They all liked receiving teacher feedback. Furthermore, all of the students reported that they all went through the corrections that their teacher had made in order to enhance their writing skills. However, the fact that they were not provided with a grade might have contributed to such a response. Both group students reported the effectiveness of teacher feedback they received in helping them notice and correct their errors. Almost all of the students in the experimental group said that indirect mode of teacher feedback helped them understand why they had made an error and it helped them realize which grammatical and lexical category caused them the most difficulties in the process of writing. During the conference, experimental group students reported that being aware that the researcher would provide them with a copy of their compositions with the errors being explicitly corrected made them feel challenged and confident about examining carefully the errors and using the knowledge they had already acquired in order to provide the correct linguistic form. It is important to mention that students were looking forward to the conferences during which students' motivation to learn more about the errors they had made was evident. Most of the students were eager to learn about the other uses of the tenses where the error had occurred and they wanted those uses to be exemplified with sentences. They also showed great interest in seeing the vocabulary items they had difficulties with similar and new contexts. During the conferences, the experimental group students were confident to report that they prefer this mode of error correction rather than direct mode because it made them realize the gaps in their knowledge of English and because it helped them learn from their errors. The same result was obtained from the questionnaire.

The findings from the questionnaire distributed among the control group students point to different conclusions. Most of the students reported that they encountered problems in understanding why they had made an error and few students reported of being aware of grammar. As a result, it was difficult for them to apply the acquired knowledge from teacher feedback in similar or different contexts. The conferences held with control group students report that hardly any of the students were motivated to ask further questions about their errors which indicate that the students took the teacher feedback for granted and this mode of teacher feedback contributed towards students' laziness. The inability of the direct teacher feedback to encourage students to take active participation in the correction and the learning process is evident from those students' performance in the three compositions. The average error of the control group students was always higher in each grammatical and lexical category than the average of the experimental group students.

5.5 Research Question 4

The fourth research question asked whether there is a difference between the students' preferences and views about teacher feedback and the empirical findings. The findings from this research suggest that both direct and indirect mode of teacher feedback help students in reducing the number of errors in their subsequent writings, but in certain types of errors. For instance, the indirect mode of teacher feedback helped experimental group students reduce the number of errors in the treatable category of errors: verb tense, verb form, subject-verb agreement, and noun endings and articles. The questionnaire results also indicate that students prefer this type of teacher feedback as they think it helps them find those areas of the language which cause them difficulty in writing. Namely, all of them answered that they were sure that teacher feedback is helping them understand their errors and learn the correct forms. Regarding the remaining category, lexical and sentence structure errors, most of the students answered that the teacher feedback helped them a little to improve their use of those linguistic items. However, the empirical findings show that there is very little improvement regarding the use of those linguistic items. This indicates that there is a difference between students' preferences and views about teacher feedback and the empirical findings. Nevertheless, there might be an explanation for such discrepancy. Regarding the lexical errors, students received feedback and they reported that they did understand it. However, they were not given the chance to use the same vocabulary again in a similar context and topic. If they had been assigned to write on a similar topic, the results would be more reliable. Something similar happened with the word order category. According to the results obtained from the questionnaire, the students reported that they noticed the effectiveness of teacher feedback, but the empirical findings indicate that students did not make improvements that deserve to be mentioned regarding the word order category. However, if we closely examine the average number of errors across the three compositions, we can see that students did have little improvements which indicate that teacher feedback can be valuable for these categories if used in the long run. Consequently, there is a need for long-term studies to obtain a reliable answer to this question.

Regarding the control group students, the questionnaire results indicate that most of the students thought that teacher feedback helped them reduce the number of errors in the subsequent writing in grammatical categories and the empirical findings do show that the average number of errors slightly decreased. Thus, it can be concluded that the students' views do not differ from the empirical findings.

Chapter 6

Conclusions and recommendations

6.1 Summary of the Study Results

This study had several objectives. Firstly, it sought to investigate the preferences and attitudes of both students and teachers concerning the correction of written errors within a classroom setting. Specifically, the research aimed to determine whether teacher feedback, whether given directly or indirectly, contributed to a reduction in the number of errors in subsequent written assignments. Furthermore, the study aimed to discern which form of teacher feedback proved to be more effective in assisting students in reducing error occurrences in their subsequent writing endeavors. Lastly, it sought to uncover the preferences and attitudes of students and teachers regarding the correction methods they received and employed. The investigation into the four research questions, as outlined in the Methodology Chapter, served to address the overarching issue of error correction within classroom written assignments.

The quantitative data collected from marking the students' written assignments showed that both teacher feedback, direct and indirect, helped students improve their grammatical accuracy in some of the grammatical categories which were under investigation in this research, supporting the first hypothesis that the provision of feedback on writing errors by teachers can yield significant benefits for students. These grammatical categories included: verb tense, verb form, subject-verb agreement, and noun endings. The study also revealed that the students whose compositions were marked with the indirect mode of teacher feedback showed more improvement in the above-mentioned grammatical categories.

The experimental group students made a lot of improvements in verb form and subject-verb agreement with the average number of errors in the last composition a lot lower than the average number of errors in the first composition. It is worth mentioning that the indirect teacher feedback was very effective in helping experimental group students reduce the number

of errors in noun endings and articles, unlike the direct teacher feedback which proved to be ineffective about these two categories.

The findings revealed that neither mode of teacher feedback helped students reduce the number of errors in the untreatable errors categories: spelling, wrong word, and word order. Nevertheless, a close examination of the experimental group students' performance in word order across the three compositions indicate that the students had little improvements which might indicate that students might benefit from the indirect feedback in the long run.

The questionnaire results indicated that students from both groups expected feedback from their teachers and had a positive view towards the teacher feedback they received. The post writing conferences held with the experimental group students indicated that they favored the indirect rather than the direct mode of teacher feedback because it engaged them in guided learning and problem-solving. Students needed to apply critical thinking in order to solve the problem; that is to guess which linguistic form should be used instead of the one previously written and corrected with a code. The indirect feedback combined with the further explanations about the students' errors provided to students during the post writing conferences helped them make generalizations about the correct usage of the grammatical categories under investigations. This also affirms the second hypothesis of the study which stated that the utilization of appropriate strategies for error feedback in writing has the potential to enhance language acquisition and contribute to improved writing accuracy among students. All this technique helped students memorize the new correct linguistic form and the generalizations about the correct usage of the grammatical categories and store this information in the long-term memory thus they avoid making the same error in the subsequent composition.

The post writing conferences held with the control group students who received direct feedback brought to light the fact that many of the students in this group took teacher feedback for granted and did not bother to analyze the corrected errors and ask the teacher further

questions to explain to them why what they had written was incorrect thus we can conclude that this mode of teacher feedback contributed to students' laziness.

The third hypothesis of the research study which stated that the implementation of diverse methods and approaches for corrective feedback enables the attainment of positive outcomes and favorable results in the pursuit of achieving native-like accuracy in writing was only partially supported. While the study indicates that diverse methods for corrective feedback (direct and indirect) can have positive outcomes in improving certain grammatical aspects of writing, it also highlights that not all error categories were equally impacted. Therefore, the diverse methods may be effective for certain aspects of writing but not necessarily for achieving “native-like” accuracy in all areas.

6.2 Pedagogical Implications

The current study has several pedagogical implications. First of all, implementing teacher feedback to students' written assignments is a valuable activity. The fact that it is time-consuming and tiring should be set aside because what matters is students' improved performance.

Secondly, teachers should choose to correct their students' assignments using the indirect mode of teacher feedback although it is far more time consuming than the direct, mainly because it provides students with the opportunity to revise and self-edit their written assignments. Combining the indirect mode of teacher feedback with the written conferences enabled students to make generalizations about the correct usage of the grammatical categories and it helps them store the newly acquired knowledge in their long-term memory. Consequently, they try to avoid repeating the same mistakes in subsequent writings. This implies that teachers should try to find time to hold post writing conferences during which students will be provided with explanations and examples of usage. Moreover, the findings of this research give a further reason why indirect teacher feedback should be used to correct students' written assignments. Namely, experimental group students managed to reduce the average number of errors far more than the control group.

Thirdly, the findings from this research show that teacher feedback is effective in helping students improve their performance in the category of the treatable errors verb tense, verb form, subject-verb agreement, noun endings, and articles. Consequently, teachers should not be in doubt whether to correct or not to correct those errors. However, the findings for the untreatable categories, spelling, word order and word choice are discouraging. Nevertheless, complete abandonment should not happen before conducting new studies over a longer period of time. Fourthly, students receiving indirect teacher feedback feel motivated and challenged to act upon their errors. They are active participants in the revision and the editing process. Thus, this is another reason why teachers should favor indirect feedback.

6.3 Limitations of the Study

This empirical investigation involved a relatively modest sample size, comprising ten participants in both experimental and control groups. The study was exclusively carried out within the confines of a gymnasium in Prishtina, thus confining its sample to a narrow scope and preventing a comprehensive representation of all tertiary institutions in the Republic of Kosovo. For the research to yield findings that are both comprehensive and representative, it is imperative to expand the participant pool to encompass students from diverse tertiary institutions. Furthermore, the study was conducted within a limited timeframe, spanning only two weeks. To arrive at definitive conclusions in the realm of error correction, large-scale investigations are imperative.

The questionnaire was used as an instrument to gather data about the opinions and preferences of both students and teachers regarding teacher feedback. The teachers and students had to circle or check the responses that best fit them in order to complete the questionnaire. Some of the students, however, might not have thoroughly read the responses and might have circled it just to finish the survey. As a result, it cannot be entirely recognized as an instrument that can produce accurate findings.

A further limitation would be that the researcher had to mark all of the compositions, which may have made it possible that reading exhaustion prevented the researcher from identifying every error.

6.4 Suggestions for further research

To enhance the academic rigor of the research, several recommendations can be made. **Diversification of research participants:** It is suggested that a broader range of subjects be included in the research to ensure a representative sample. By incorporating a more diverse group of participants, such as students from different academic disciplines (e.g., economics), the study can provide a more comprehensive understanding of the topic at hand. This inclusion of diverse perspectives can contribute to the validity and generalizability of the findings.

Extended research duration: Extending the research period beyond a single instance or short-term timeframe can offer more robust and reliable results. Conducting the research throughout an entire school year, for instance, would allow for the exploration of potential variations and fluctuations in the data over an extended period. This longitudinal approach can help identify trends, patterns, and potential changes in the compositions produced by the students.

Standardization of writing assignments: In order to ensure greater comparability and reliability of the data, it is recommended that future researchers assign students to write compositions in the same genre on the same topic. This approach minimizes the influence of varying genres and topics on the writing samples, enabling a more focused analysis of the students' composition skills. By controlling these factors, researchers can better assess the impact of specific variables on the outcomes of interest.

By implementing these suggestions, future researchers can enhance the academic rigor and validity of their studies, thereby contributing to a more comprehensive understanding of the topic and advancing scholarly knowledge in the field.

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Appendices

Appendix A: Control Group student's essay

Advantages and Disadvantages of Social Media

Social media is super popular these days. It has so much advantages and disadvantages.

Lemme tell you about some of them. Many
Let me

Firstly, one of the biggest advantages of social media is that it helps us connect with our friends and family. We can chat with them and share photos and stuff. Is so cool to keep in touch with people who live far away. It is

Advantage

Another advantages is that social media is a great source of information. We can get news updates, learn about new things, and even find educational resources. It's a whole new world of knowledge at our fingertips.

Its

Addictive

But social media also has it's downsides. One big disadvantage is that it can be addiction. We can, like, spend so much time scrolling through our feeds and end up wasting a lot of time. It's hard to resist the temptation.

Information

Privacy is also a major concern. When we share our personal informations on social media, it can be accessed by others without our permission. It's a breach of our privacy and can lead to problems like identity theft or cyber bullying.

Moreover, social media can sometimes make us feel inferior or insecure. We see other people's perfect photos and amazing lives, and it can make us compare ourselves and felt bad about our own lives. It's a constant pressure to be perfect. Feel

Appendix B: Experimental Group student's essay

Advantages and Disadvantages of Social Media

SP #

In today's digital age, social media has become an integrale part of our life. It offers numeros advantages while also presenting certain drawbacks. SP

VF

Social media is being potential for networking and career opportunities. Platforms like LinkedIn enable professionals to connect with colleagues, show their skills and accomplishments, and explore job opportunities. It has become an important tool for personal branding and career advancement. VT

WW

It serves as a source of information and news. By just a few clicks, we can access the latest updates on many topics, such as current events, entertainment, sports, and technology. It helps us stay informed and engaged in[^] fastworld.

SP

One bigg disadvantage is the issue of privacy and security. It's important to be mindful of the information we share and take necessary precautions to protect our privacy.

VT

WW

Also, social media can made us feel bad about ourselves. We sea other people's perfect posts and pictures, and it can make us feel like we're not good enough. It's important to remembered that social media often shows the best parts of peoples lives, not the whole picture. VT

WW

Appendix C: The coding system

Marking codes		Meaning	Example
VT	Verb tense	Correct the mistakes in tense. Supply the missing word. Use the correct form of voice.	He <u>arrive</u> yesterday.
VF	Verb form	Use the correct form of verb.	<u>Listen</u> to music is her favorite thing.
S≠V	Subject –verb agreement	Make the verb agree with its Subject	She <u>like</u> dancing in the rain.
#	Number	Change the noun singular or plural.	She gave me two <u>candy</u> .
Art	Article	Reconsider your choice of article. Supply the missing article.	John built a cottage on the top of ^ hill.
SP	Spelling	Reconsider the way this word is written.	The letter was <u>writen</u> years ago.
WW	Wrong word choice	Replace this word with one that is more appropriate, more exact or more effective.	She has two <u>walks</u> .
WO	Word order	Place the words in the correct order.	She <u>opened immediately</u> her birthday present.

Figure 3: The coding System

Appendix D: Students' Response to Teacher Feedback Questionnaire

Students' Response to Teacher Feedback Questionnaire

I am in the Control Group/ the Experimental Group

During the course of two months you have been assigned to write three compositions on different topics, which were corrected by the researcher of this study. Aiming of making changes which will meet your needs regarding the teacher feedback on your written assignments you are required to provide a genuine response to the following questions. Please answer both Part A and Part B.

Part A				
Please tick the one that best suits your case.				
	This technique helped me to...	Not at all	A little	Very much
1.	Find my errors			
2.	Correct my errors			
3.	Understand why I made an error			
4.	Be aware of grammar rules			
5.	Learn grammar rules			
6.	Improve my use of verb tenses			
7.	Improve my use of verb forms			
8.	Improve my use of articles			
9.	Improve my use of lexis			
10.	Improve my use of sentence structure			

Part B

Circle the appropriate response that best suits your case.

3. Do you think you are learning from your own errors?

- D) Yes, I am learning from my own errors
- E) I am not sure whether I am learning from my own errors or not
- F) No, I am not learning from my own errors.

4. Do you like getting feedback on each written assignment?

- C) Yes
- D) No

Appendix E: Teachers' Response to Teacher Feedback

Part A				
Please choose the answer that best suits you according to your experience with students.				
1.	I think my students benefit from feedback.	true	false	sometimes
2	I do not think feedback is a waste of time.	true	false	
3	Students are not interested in getting feedback.	true	false	Sometimes
4	Students are more interested about the grades.	true	false	sometimes
5	Students often do not understand feedback.	true	false	sometimes
6	Students do not act upon the feedback.	true	false	Sometimes

PART B

Circle the appropriate response that best suits your case.

4. What kind of feedback do you use?

- e) Direct (with the mistakes underlined)
- f) Indirect (coded)
- g) Oral feedback
- h) Another kind of feedback (please explain)

5. Do you think your mode of feedback is efficient?

- C) Yes
- D) No

6. Have you ever asked your students how they feel about the feedback they receive?

- C) Yes
- D) No