TEACHERS' AND STUDENTS' PERCEPTIONS OF TYPES OF
CORRECTIVE FEEDBACK IN WRITING

A Master's Thesis

by

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ABSTRACT

TEACHERS' AND STUDENTS' PERCEPTIONS OF DIFFERENT TYPES OF

CORRECTIVE FEEDBACK IN WRITING

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This study was designed to investigate student and teacher perception of four types of feedback: 1) direct corrective feedback, 2) direct corrective feedback with written and oral meta linguistic explanation, 3) indicating and locating the students' errors, and 4) indicating the students' errors only.

The study was conducted with 31 first-year university students and nine teachers at Koya University, College of Languages, English Department. The data were collected through a student questionnaire, which was filled in four times by the students after they had been given the four types of feedback, teacher and student interviews, and a journal, which was kept by the researcher while giving feedback.

The results demonstrated that all the types of feedback were preferred by the students. However, there were some differences among them. According to the questionnaire direct corrective feedback was approved most by the students, but according to the student and teacher interview and the researcher's journal, direct

corrective feedback with written and oral meta linguistic explanation was liked most. Generally the two explicit types were preferred more than the implicit types.

The study suggests that teachers ought to pay attention to the learners' level of proficiency while giving feedback. In addition, it is worthwhile for teachers to provide a diversity of types of feedback to accommodate students' preferences from time to time.

Key words: Teacher and student perceptions, writing feedback, direct corrective feedback, direct corrective feedback with written and oral meta linguistic explanation, indicating and locating errors, indicating the errors only.

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CHAPTER I: INTRODUCTION

Introduction

Writing is one of the skills that are thought to have an essential significance in second language learning. Therefore, teachers and researchers always endeavor to use better ways for instructing writing, including feedback. Giving feedback is one of the most appropriate ways of instruction in second language writing. Feedback is thought to be of the essence in teaching for fostering and strengthening learning (Cohen & Bobbins, 1976, Hendrichson, 1978, Hendrickson, 1981,Frantzen & Rissel, 1987, Kepner, 1991, Krashen, 1992, Leki, 1990, Robb et al. 1986, Shipperd, 1992, VanPatten, 1986a, 1986b cited in2006; Truscott, 1996), and the same idea has also been realized in the second language writing area. For that reason, teachers and researchers have always endeavored to find out how feedback should be provided so as to be efficient.

Teachers have different approaches for providing feedback on one aspect of writing, which is linguistic features. Some teachers think that providing feedback on linguistic features does not help students to improve their writing while others believe that it is the best way for reducing students' linguistic errors in their writing. Moreover, there is one more variation among those giving feedback, which is being explicit or implicit while correcting the linguistic errors in students' writing.

Students are also involved in the feedback process alongside teachers and therefore their perceptions of the method of their instruction are important. (Lightbown & Spada) claim that almost all learners strongly trust a certain style in which they want

to be educated and this particular kind of teaching is the best technique for them to learn (2006). Accordingly, students' perceptions of the style of feedback they receive should be considered. In addition, it is significant to explore teachers' perceptions because they spend a great deal of time on providing feedback.

This study intended to investigate both students' and teachers' perceptions of four particular types of feedback: two explicit and two implicit types. It also explored what teachers may experience while giving those particular types of feedback. To determine this, this study comprised a student questionnaire given to students after they had experienced each of the four particular types of feedback. Furthermore, the researcher also kept a journal to record what she experienced while giving each type of feedback. Finally, students and teachers were interviewed.

Background of the study

There are many different opinions among researchers about whether second language students should receive any corrective feedback on grammar in writing and whether corrective feedback improves accuracy in writing. This disagreement is mostly due to a review article that was written by Truscott (1996) claiming that research shows that error correction on L2 students' writing is not useful for student accuracy and it even has hazards for students. Therefore, it should be abandoned. In contrast to Truscott, there are other recent studies that strengthen the case for grammar correction on writing.

Ferris and Roberts (2001), for example, found that those students who self-edited their writings after their errors had been marked with codes or only underlined, revised their writings better than those who self-edited their writing, but whose errors had not been marked. Ellis, Sheen, Murakami, and Takashima (2008) also investigated

the effectiveness of corrective feedback with EFL students. Those students who had been given both focused and unfocused feedback were affected positively and did better in producing new pieces of writing than those students who received no feedback.

A number of studies have also been undertaken to investigate to what extent different types of feedback can improve grammar in writing. The types of feedback are described by Ellis "as falling along a continuum between implicit and explicit feedback" (Russell & Spada, 2006, p. 137). The types that are more explicit may give the correct answer or also explain the error. On the other hand, implicit types of feedback may mark the error (e.g. underline) or only indicate in the margins that an error has been made (Russel & Spada, 2006). Chandler (2003) examined four kinds of corrective feedback: 1- direct correction, 2- only underlining and describing the error, but not correcting it, 3- describing the error, but not marking the location, 4- underlining only. He found that both direct correction and underlining the error only improved the students' writings' accuracy in both revisions and subsequent writing more than the other two types. Bitchener (2008) also investigated three kinds of corrective feedback and no feedback. He found that direct corrective feedback together with written and oral metalinguistic explanation improved students' accuracy in new pieces of writing more than either direct corrective feedback with only written metalinguistic explanation or direct corrective feedback alone. Moreover, direct corrective feedback together with written metalinguistic explanation was more effective than direct corrective feedback.

In addition to researchers who have looked at the types of corrective feedback, there are other researchers that have observed feedback more specifically. A case in

point, Hyland and Hyland (2001) explored the function of praise, criticism and suggestion in feedback. He found that praise was utilized by the teachers mostly to soften the effects of criticism and suggestion in their comments. He pointed out that when the teachers were indirect their comments were misunderstood by students and therefore the students could not figure out their teachers' real intention.

While research on corrective feedback has mostly focused on whether corrective feedback is effective and which type of feedback helps students improve accuracy, there is other research that investigates the source of feedback. Yang, Badger, and Yu (2006) compared teacher and peer feedback and revealed that students used both teacher and peer feedback to improve their writing, but that teacher feedback was more likely to be accepted and led them to get better in writing. In another study Hyland (2000) investigated teacher and peer feedback that were both given to individual students. He found that peer feedback helped to improve accuracy without any direction from the teacher, but the influence of teachers negatively affected students' autonomy in deciding on use and source of the feedback.

Both students' and teachers' perceptions regarding feedback and types of feedback play a crucial role in determining students' and teachers' willingness to apply feedback generally and the types of feedback especially. For that reason, some research has been conducted to explore teacher and student perceptions of how feedback is given. Schulz examined this subject by comparing student and teacher perceptions across Colombian and U.S cultures. Schulz observed that the students of the two different cultures had a positive opinion about grammar corrective feedback. The teachers of both of the cultures had positive attitudes toward grammar corrective feedback. In a part of another study Chandler (2003) investigated student and teacher

perceptions and found that direct correction was preferred by students because they can apply it easily and it was also preferred by teachers because it was the second fastest way for them to respond to students' writing over several drafts. Underlining the errors was the fastest way for teachers for only one draft and the students also preferred underlining because they felt that it helps them to improve accuracy in their writing. Lee (2004) showed that both teachers and students preferred comprehensive error feedback and that the students were reliant on the teacher in error correction. Lee also found that students' and teachers' writing preferences may change over periods of time. Sakalı (2007) explored students' perceptions concerning feedback over periods of time. He found that students change their feedback preference over time because of the students' self-awareness of their development in their writing skill, but not because of the teachers' feedback style.

Despite the efficacy of feedback, sometimes students keep on repeating the same mistake. This may be because they do not prefer the type of feedback that they are receiving. Teachers' opinions about the types of feedback are also important because if they prefer the type of feedback that they are using, they can exploit it more efficiently. Students' perceptions of the style of feedback they receive are essential as their perceptions decide the extent to which they incorporate feedback into their writing. For this reason students' and teachers' attitudes toward the different types of feedback should be found in order to know which type of feedback is preferred. The primary focus in this thesis is to investigate teacher and student perceptions of different types of feedback.

Statement of the problem

The effectiveness of different types of writing feedback has been studied broadly, including both explicit and implicit types (Bitchener (Bitchener, 2008; Bitchener & Knoch, 2009; Bitchener, Young, & Cameron, 2005; Chandler, 2003; Ellis, et al., 2008). In addition, students' and teachers' preferences about feedback or the lack of feedback have been observed (Lee, 2004; Sakalı, 2007; Schulz, 2001). Almost all learners, specifically older learners, have strong and determined perceptions of the method of teaching that should be used for them. These opinions are caused by previous learning experiences and the supposition that a particular style of teaching is the best way for them to learn. It has been shown that student perceptions can be a mediating factor in their understanding in the classroom (Lightbown & Spada, 2006) (Lightbown & Spada, 2006). Therefore, in any given context, there is a need to make a close exploration of the teachers' and students' perceptions of the different kinds of feedback. The combination of knowledge about these will fill a gap by finding out the learners' and instructors' preferred types of writing feedback in order that feedback practices be implemented in a more efficient method.

In the English department in the College of Languages at Koya University a special or investigated way of feedback is not provided to the teachers to implement on their students' writing. Teachers decide by themselves the response styles to use and they are not instructed in the possible other ways or in the relative benefits or disadvantages of different types. Therefore, it is important for this institute to be introduced to alternative types of writing feedback, the efficacy of which has been identified in the literature.

Research Questions

In this study the research questions are as follows:

1) What are Koya University English language students' perceptions of four particular types of corrective feedback on the linguistic errors in their writings?

2) What are Koya University English language teachers' perceptions of four particular types of corrective feedback on linguistic errors in their students' writings?

Significance of the study

The data collected in this study by investigating students' and teachers' preferences for type of feedback on writing will add a new element to the available research about feedback. The studies in this area have tended to observe the effectiveness of feedback or the effectiveness of different types of feedback. However, few studies have investigated student and teacher perceptions of feedback. This study may fill a gap in the literature by demonstrating the most commonly preferred type of feedback. In addition, no study of this type has been conducted in Northern Iraq with Kurdish students, and therefore, by considering those particular students' and teachers' preferences for feedback, this study will fill that gap. It may also lead other studies to find other ways for investigating so as to make feedback more effective in developing students' writing.

What will be found in this study may also have practical use. In the English department in the College of Languages at Koya University, the effectiveness of the kinds of feedback that are given on students' linguistic errors has not been investigated. The result of this study may be a resource for policy makers at this institute to decide

on which kind of feedback should be given on the linguistic errors of students' writing. The study may also be useful to Koya University teachers who provide feedback on the students' papers and ultimately, to the students, whose preferences for writing feedback will be taken into consideration by the administration and teachers.

Conclusion

In this chapter, the topic of the study has been introduced firstly. Back ground of the study has been asserted briefly. The problems that the study was aimed to solve have been stated. Then, the questions that the study was aimed to answer have been stated. Finally, the significance of the study has been revealed.

The other elements of the study have been reported. The literature related to writing feedback has been reviewed from many different aspects in the second chapter. The methodology of the study has been described in chapter three. In the fourth chapter, the results have been revealed. The results have been discussed and the limitations of the study, pedagogical implications, and implications for further research have been asserted in the fifth chapter.

CHAPTER II: LITERATURE REVIEW

Introduction

In this study, I will investigate students' perceptions toward four different types of feedback. In the literature, feedback has been investigated from many different perspectives. In this chapter I will start with the grammar correction debate between Truscott and Ferris. I will then present a number of studies that provide evidence in support of feedback on linguistic features of writing. Then, teacher and peer feedback are investigated as two different sources of feedback. After that, distinctive types of feedback in accordance with whether to give form before content or vice versa, the way of commenting on students' papers, and explicitness of feedback will be described. Finally, I will present studies of teacher and student perceptions regarding feedback.

The grammar correction debate

Because feedback is one of the most employed means that is used by writing teachers for improving students' accuracy, especially grammar accuracy in writing, Truscott's review article "The case against grammar correction in L2 classes"(1996) caused increased concern in the literature about feedback. Truscott claimed that grammar correction in writing not only does not have any positive effect, but it also discourages students in writing and therefore, "grammar correction has no place in writing courses and should be abandoned" (p. 328). Truscott gave several reasons for this assertion, but Ferris addressed all of them in a response article (1996).

Firstly, Truscott (1996) based his article on some studies of L1 writing students (Knoblauch & Brannon, 1981, Krashen, 1984, Leki, 1990, cited in Truscott, 1996) and more specifically L2 writing students (Cohen Bobbins, 1976, Frantzen & Rissel, 1987, Hendrichson, 1978, Hendrickson, 1981, Kepner, 1991, Krashen, 1992, Leki, 1990, Semek, 1984, VanPatten, 1986a, 1986b cited inTruscott, 1996). In response to this, Ferris states that the studies' subjects with which Truscott supports his point are not relevant to the field and context of giving feedback. In addition, the research methodologies varied across the studies. For example, "some studies covered an entire quarter or semester; others consisted of a one shot experimental treatment" (Ferris, 1999, p. 5). In addition, the style of teaching was broadly different from the settings of one study to another. She also states that there are many other studies in the literature that contradict Truscott's essay, but Truscott exaggerates in stating those articles that are negative evidence for feedback and not including those articles that support the efficacy of feedback. Therefore, Ferris states that with this evidence we cannot decide that feedback is ineffective, especially because several of the studies that were conducted did not include control groups.

Secondly, Truscott asserts that because interlanguage improvement is a complex learning process, teachers cannot identify the errors that need to be corrected. Moreover, different syntactic structures are learned in different ways, so perhaps there would be no single form of correction that is suitable for all of those diverse ways. Ferris also has the same opinion, but makes clear that there can be a solution for that. Ferris suggests that students can learn to self-edit their texts through these techniques: "students are (1) focused on the importance of self-editing; (2) trained to identify and

correct patterns of frequent and serious errors; [and] (3) given explicit teaching as needed about rules governing these patterns of errors" (1999, p. 5)

Another of Truscott's reasons for the inefficiency of grammar correction is that teachers and students may fail in dealing with grammar correction. Teachers may not be able to identify and correct errors adequately. Students also may not comprehend grammar feedback or are too discouraged to respond to it. Ferris (1999) is in agreement with Truscott's argument, but she points out that those practical problems are not difficulties whose solutions are impossible and she gives suggestions for how these problems can be solved for both students and teachers. She states that preparing teachers to enable them to have basic knowledge about linguistic concepts and the strategy of teaching grammar is one of the keys. Teachers also need to practice giving grammatical lessons and feedback on grammatical errors. The last answer to teachers' practical problems is prioritizing. This is a way of choosing error feedback carefully and guiding students to be aware of their frequent grammar problems. For the practical problems that are related to students, Ferris points out that effective grammar feedback and teaching will consider students' level of proficiency in the English language and their previous encounters with English grammar teaching and revising style.

There are many other studies in the literature that have been conducted after Ferris's article, demonstrating the effectiveness of feedback. Some of these articles will be present in the following sections.

<center>The efficacy of feedback</center>

Ferris (1999) agrees that Truscott (1996) might have been right in his claim that there is not enough evidence in the literature to support the effectiveness of feedback. However, this does not prove that feedback is useless. For that reason, we

look at the recent studies about the effectiveness of feedback. To begin with, there are studies in the literature that demonstrate that feedback is ineffective. Polio, Fleck and Leder (1998) examined 62 ESL students' improvement in accuracy in writing over seven weeks. They were divided into two groups. The experimental group received feedback and grammatical explanation on both an editing exercise and journal entries. The control group wrote four journals each week and revised them, but received no feedback or grammatical explanation. To measure the students' general improvement in linguistic accuracy over the assigned period, students were given two questions and were asked to answer one of them prior to the treatment and one after treatment. Both control and experimental groups showed the same improvement in their linguistic accuracy in writing on the post-test measures. The researchers claim that this indicates that practicing writing and revising writing by students can be as effectual as corrective feedback by teachers. In another study, Fazio (2001) investigated the effect of correction, commentaries, and the combination of both. Primary level pupils participated in the study and they received feedback for five months. At the end of this period, it was found that the students did not improve their accuracy.

Truscott and Hsu (2008) also measured the effectiveness of feedback. They investigated the difference between underlining errors and no feedback and found no difference between them. Ferris and Roberts (2001) also explored the efficacy of underlining errors in their study and found that it helps students to write accurately. The difference between the results of these two studies might be the result of differences in the setting and participants. Thus, Truscott and Hsu's (2008) study does not refute the efficacy of feedback, nor does Ferris and Roberts' (2001) study prove the

effectiveness of feedback. However, there are many other studies that support the efficacy of feedback.

Both Truscott (1996) and Ferris (1999) recommended that there is a need to include a control group for investigating the efficacy of feedback. There are a number of recent studies that investigated the efficacy of feedback and they contained control groups as well. Ashwel (2000) compared three patterns of feedback along with no feedback. The three types of feedback helped the students to improve their writing considerably more than no feedback. In another three studies (Bitchener, 2008; Bitchener & Knoch, 2009; Bitchener, et al., 2005) the effectiveness of three explicit types of feedback are measured in comparison to no feedback. The students who received feedback were to a great extent more accurate in writing new texts than those who received no feedback. Ellis et al. (2008) investigated the effect of focused and unfocused feedback versus no feedback. Both focused and unfocused feedback improved students' accuracy in producing new pieces of writing, while students who did not receive feedback did not get better. Ferris and Roberts (2001) compared two types of feedback, underlining the students' errors and coding the students' errors, and no feedback. They found that the students whose errors were coded and underlined improved their abilities in self-editing and writing new texts significantly more than the students who did not receive feedback. In the following sections, many studies that investigate different sources and types of feedback have been presented in detail.

<div align="center">The source of feedback</div>

In early second language classes, teachers were the only source of feedback, but in L1 writing classrooms peer students were a common source of feedback, in addition to teachers. L2 writing classrooms adapted this strategy from L1 writing

classrooms, but it is not clear whether peer feedback in L2 classrooms is effectual (Fiona Hyland & Hyland, 2006). Much research has been conducted to find out the effectiveness of the sources of feedback.

Both teacher and peer feedback have been explored to show the advantages and disadvantages of both. Yang, et al (2006) conducted a study in which they compared teacher and peer feedback. Two groups of students were examined, one which received feedback from peers and the other which received feedback from their teachers. It was found that students depended on, used and preferred teacher feedback more than peer feedback. The fact that the amount of self-correction in the peer feedback group was more than in the teacher feedback group indicates that students were more independent in revising their writing with peer feedback. However, this does not show the reality of the writing classroom, because in normal writing classrooms teachers are the main source of feedback, or teachers provide feedback along with peers. In a qualitative study, Hyland (2000) investigated teacher and peer feedback that was given to individual students. She found that peer feedback given without any guidance from the teacher encouraged students to use their own abilities, and that the controlling nature of teacher feedback caused students to not have autonomy in deciding on the use and the source of feedback. For that reason, Hyland suggests that teacher feedback should be given in ways that leave enough decisions for students to use their own ability while revising their papers.

The two previous studies were conducted with university students. It was thought that students before tertiary education cannot benefit from peer feedback due to their low level of knowledge in the other language (Tsui & Ng, 2000). However, other studies have explored the effectiveness of teacher and peer feedback for learners

who have not reached tertiary education. In a qualitative and quantitative study Tsui and Ng (2000) studied the role of teacher and peer comments in revisions in writing among secondary school second language writers. Like the other two studies, it was found that the students incorporated teacher comments more than peer comments. The influence of the teacher caused the students to use teacher feedback more than peer feedback while peer feedback also may help students to have self-dependence. Therefore, for secondary students, teachers should also use a strategy for providing feedback that leads learners to assess their own writing (Tsui & Ng, 2000).

<center>Corrective feedback types</center>

There are many other studies that have investigated which type of corrective feedback improves students' writing accuracy. Some of these types are differentiated according to the focus of feedback. Other distinctions have been made such as whether to provide feedback on form before content or vice versa. In addition, researchers have also investigated the quality of the comments that are given to students while providing feedback. Many other kinds of feedback have been categorized in accordance with the explicitness of the feedback that is given.

<center>*The focus of feedback*</center>

This looks at whether all the students' errors are corrected extensively or one or two specified kinds of errors are chosen to be corrected. Unfocused corrective feedback might be more difficult to be implemented by students because students are expected to correct a range of errors. On the other hand, focused corrective feedback might be more effective because students correct the same error many times and it leads them to understand the feature and acquire the correct form (Ellis, 2009). Ellis et al. (2008) compared the effect of focused and unfocused corrective feedback, along

with no feedback. It was found that corrective feedback was effective for both focused and unfocused groups in improving the students' accuracy in new pieces of writing. The focused and unfocused groups did not show any significant difference and did better in a post-test and a delayed post-test than the control group, which received no feedback. This finding is important in terms of curriculum design because if unfocused feedback is implemented, it helps students to improve their accuracy in a variety of linguistic features, while focused feedback leads students to develop accuracy in one or two concentrated features. Thus, this dispels the myth that focused feedback directs students to more progress than unfocused feedback.

Content before form or vice versa

There is a question among writing teachers about whether to give feedback first on content or form. It has been suggested that teachers should give feedback on content in the early drafts of the students' writing and then on form in the last drafts of students' writing. This is because of the assumption that teachers can encourage learners to focus on content and then they edit in the last drafts (Ashwell, 2000). Ashwell (2000) compared three patterns of feedback: content-focused feedback on the first draft followed by form-focused feedback on the second draft, the reverse pattern, and mixed form and content feedback, and all of these were compared to no feedback. No significant difference was found among the three patterns of feedback in terms of gains in formal accuracy or in terms of content score gains between the first draft and the third draft. It was also found that students focused mainly on form, no matter when they were given feedback on form. Therefore, it is crucial for teachers to give feedback on content before form in order to save time. This is because content changes after receiving content-focused feedback may lead students to delete or change some parts

of their writing and this causes students to not look at the teachers' feedback on form in those parts.

The types of comments

One of the ways of responding to students' writing is through teachers' comments on students' papers. Research has been conducted to investigate the effects of those comments and the extent to which students can incorporate them into their writing. For instance, some teachers use praise to mitigate criticism and suggestions on students' papers. Hyland and Hyland (2001) explored whether teachers use criticism, suggestions or praise most. They found that teacher use praise more than other functions. They found praise was employed to mitigate their questions and criticisms. Hyland and Hyland (2001)also investigated what motivates teachers to use these mitigations and how it affects students in their study. The teachers used mitigation to reduce their criticism and the teachers' mitigation frequently made the meaning of their responses unclear to their students and sometimes caused misunderstanding by the students. Sugita (2006) explored the influence of three other comment forms that were used by teachers between drafts so as to know to what extent students utilize each kind of these commentaries. Sugita found that the imperative form of comments was more effective on revision than the question or statement form of comments to guide students to revise their texts effectively. Th is result suggests that teachers should be attentive in deciding on the types of comments while responding to their students' writing.

Reformulation

Another way of providing feedback on students' writing is to reformulate a part of the students' writing where there is an error. A typical method for giving feedback is

reconstruction. This involves native speakers to provide feedback, so it cannot be used in those places where there are no native speakers. The native speaker rewrites the learners' text in a native-like version without any change in the students' ideas (Cohen, 1989). In a case study, Qi and Lapkin (2001) investigated to what extent noticing affected L2 writing improvement with two students, one with a higher proficiency level and the other with a lower proficiency level. From the findings it is suggested that composing and reformulating promote noticing, but high level proficiency students are more successful in implementing the reformulated correction, while low level students are not successful in revising their writing if it is reformulated. This may be because low level proficiency students cannot comprehend the reformulated style completely. Therefore, it is important for teachers to consider the students' levels while reformulating their writing. The students also need to be trained so as to know how to notice the reformulated forms to incorporate them in their writing and remember them. Another study Sachs and Polio (2007) investigated the efficiency of reformulation in comparison to error correction as two means of developing students' linguistic accuracy, and how the learners' awareness of linguistic rules related to accuracy in their revised writing. Sachs and Polio found that the students did better when they received error correction feedback rather than reformulation; this study also confirms Qi and Lapkin's (2001)findings that students who are more aware of the linguistic rules are more accurate in revising their writings. Thus, from the findings of this study we can suggest that it is important for teachers consider learners' levels while reformulating their writings.

Explicitness and implicitness of feedback

Implicit feedback is a way of giving feedback that demonstrates that the learner has made an error, but does not show the correct form. On the other hand, the explicitness of feedback is the extent to which the correct form of an error is shown on the writing of the learner. Somewhat more explicit feedback gives explanation of the form that a student has written improperly so as to lead the learners to educe more accurate language (Russell & Spada, 2006). Researchers have compared a number of different types of feedback that vary according to their explicitness.

Research has been conducted to compare direct (explicit) versus indirect (implicit) types of feedback. Erel and Bulut (2007b) compared direct and indirect coded feedback with students who were enrolled in EFL writing classes. They compared two groups of students, one receiving direct feedback and the other indirect coded error feedback, so as to investigate whether these two types of feedback improve accuracy in writing over periods of time. The treatment lasted for one semester and the semester was divided into three periods. After each period the students' level of accuracy was tested. The indirect group committed fewer errors after the first period, but did not show a significant difference from the direct group. However, after the remaining two periods, the difference between the two groups increased and their distinction was seen to be significant. Another study (Liu, 2008) explored direct and indirect feedback with 12 university ESL students. Liu found that both direct and indirect feedback helped students to self edit their papers. Direct feedback enabled students to make fewer errors than indirect feedback in the immediate drafts, but it did not help students to be more accurate in the new pieces of writing. As was also found

in Erel and Bulut's (2007) study, indirect feedback enabled students to commit fewer errors than direct feedback in new pieces of writing.

Ferris and Roberts (2001) conducted a study on three more specific kinds of feedback in terms of explicitness. They compared two conditions of teacher response coding the errors, and underlining, but not coding, with no feedback, with 72 university ESL students to investigate their ability to self-edit their texts and their accuracy in producing new pieces of writing. They found that both coded and un-coded feedback enabled students to self-edit their texts better than no feedback. However, they found no difference between coded and un-coded feedback, even though the latter is less explicit than the former. In another study Greenslade and Felix-Brasdefer (2006) investigated the effectiveness of the same two types of feedback (errors underlined and errors coded). Unlike Ferris and Roberts (2001), who found no difference between coded and uncoded feedback, Greenslade and Felix-Brasdefer found that coded feedback directed learners to self-edit their new drafts more accurately while both kinds of feedback helped learners to write more accurately in new pieces of writing. The reason for the difference in findings between these two studies may be in Ferris and Roberts' study, the coded and uncoded feedback were given to two different groups-the students received only one type of feedback- while in Greenslade and Felix-Brasdefer's (2006) study the same group received both types of feedback. Moreover, in the latter study, the students received uncoded feedback before coded feedback and therefore, uncoded feedback may have affected the learners to improve their accuracy in producing new pieces of writing.

Chandler (2003) also considered whether teachers should correct errors or mark errors and, if marking the errors, should teachers indicate the location or type of

errors or both. He conducted a study with the same group for the four kinds of feedback. He found that direct correction and simple underlining of error reduced errors in the long-term more than describing the type of error. In addition, direct correction enabled students to be more accurate in revision than all of the feedback types and students found it the easiest kind of feedback in that they could incorporate it into their writing.

There are a number of studies that have investigated more explicit types of feedback. For example, Sheen (2007) investigated the efficacy of two explicit focused types of feedback in comparison to no feedback. He found that students who received direct corrective feedback and direct corrective metalinguistic feedback outperformed the students who were given no feedback. In addition, the students who were provided focused direct corrective metalinguistic feedback wrote more accurately at post-test and delayed post-test than the students who were given focused direct corrective feedback only. In another study, Bitchener et al. (2005) investigated the effectiveness of types of feedback (direct correction with explicit written feedback and five minute individual conferences, direct correction with explicit written feedback only, and no feedback). It was found that the students who received the two explicit types of feedback improved their accuracy in writing significantly more than the no-feedback group. The study found that the direct corrective feedback with explicit written and oral feedback improved students' accuracy significantly in the use of past simple tense and the definite article in the new pieces of writing, but it did not improve students' accuracy in the use of prepositions. This indicates that this type of explicit feedback is more effective in improving accuracy for those error categories that are more treatable (Bitchener, et al., 2005).

Bitchener (2008) also examined direct corrective feedback with written combined with oral meta-linguistic explanation, direct corrective feedback with written meta-linguistic explanation, direct corrective feedback alone, and no feedback in the two functional uses of the English article system. He found that direct corrective feedback together with written and oral metalinguistic explanation improved students' accuracy in new pieces of writing more than either direct corrective feedback with written metalinguistic explanation or direct corrective feedback alone. Direct corrective feedback together with written metalinguistic explanation was more effective than only direct corrective feedback. However, the differences among all three kinds of feedback were not significant. In another study Bitchener and Knoch (2009) investigated the three kinds of feedback that had been investigated by Bitchener (2008) in the use of the definite and indefinite English articles. Bitchener and Knoch (2009) also found the same result, which was a non-significant difference among the three kinds of feedback.

<div align="center">Student and teacher perceptions</div>

While there are many studies that focus on the effectiveness of feedback and the types of feedback, there are other studies that investigate student perceptions or student versus teacher perceptions toward feedback and types of feedback. It is essential to examine student perceptions regarding feedback because research findings suggest that students can most effectively follow those kinds of feedback which they prefer (Montgomery & Baker, 2007). Investigating teacher perceptions is also important because teachers should feel confidence while they provide a kind of feedback that they prefer. Thus, it is important to investigate student and teachers' preferred styles of feedback. Diab (2006) explored EFL students' perceptions

regarding feedback. It was found that the students in the study were concerned about the accuracy of their writings and they thought that the different features of their writings were equally important. Moreover, some of the students thought that their errors should be corrected on the first drafts while others thought that their errors should be corrected on the final drafts. They also preferred more explicit error correction and wanted all their errors to be corrected on their papers. The students were also in favor of the teacher commenting on the ideas of their writing. This last finding of the study is interesting because students generally have a preference for comments on the form rather than the content in their writing (Diab, 2006). In another study, learners' perceptions regarding the usefulness of coded versus un-coded feedback in helping them in error correction and developing their second language writing were investigated. It was found that the students generally liked their errors to be coded so as to incorporate their teachers' feedback in their writing. Lee (2008) looked at students' perceptions from various perspectives by collecting data in different ways such as a student questionnaire, a teacher interview, and feedback analysis. It was found that students generally preferred more teacher comments and preferred more explicit feedback on their papers. In addition, students could not understand the teacher feedback on their papers completely. The students at a high proficiency level gave more importance to error feedback than the students at a low level of proficiency. Therefore, it is vital for teachers to be attentive to the impact of their feedback practices on student beliefs and expectations because this can help teachers to improve their affective and reflective feedback practices.

There are a number of studies that examine not only student perceptions regarding feedback, but also teacher perceptions. Schulz (2001) compared student and

teacher perceptions across Colombian and U.S cultures. It was found that the students across both cultures had relatively equally positive attitudes toward grammar corrective feedback. The teachers also preferred feedback on grammatical errors. Chandler's study (2003) also observed student and teacher perceptions regarding four different types of feedback: 1) direct correction, 2) underlining and describing the error, but not correcting, 3) describing the error, but not location, and 4) underlining only. Chandler found that direct correction was preferred by students because they can incorporate it easily and it was preferred by teachers because they can respond to students' papers fast. The students also wanted underlining because they thought that it assists them to progress in writing and teachers preferred it because it is the easiest type of feedback to be given to students. Lee (2004) focused on student and teacher opinions about teacher feedback and found that both of them preferred comprehensive error feedback. In another study (Kanani & Kersten, 2005), teachers' focus on feedback and students' perceptions regarding their teachers' feedback were explored. In addition, it was investigated whether teachers' perceptions match the students' expectations. Kanani and Kerten (2005) found that teachers' feedback and students' expectations matched to some extent. The teacher in this study marked, underlined and circled the students' errors without correcting or coding. Though the students approved of their teacher's feedback, they liked more explicit feedback. Montgomery and Baker (2007) in their study revealed that the students preferred a kind of feedback that is easy for the students to incorporate. Students also preferred a type of feedback which focuses on linguistic errors. They were also interested in feedback on form more than on content.

Though the students' attitudes were investigated in the other studies, the results of the studies may not fit circumstances, even with the same participant. This may be because students' perceptions may change due to their improvement in proficiency. Sakalı (2007) conducted a study with 200 pre-intermediate students and 11 teachers and the results showed that students mostly changed their preference over time because of their progress in writing. It is also suggested that teachers should consider utilizing different types of feedback that vary according to the students' level of proficiency and needs. This study is in line with those of Montgomery and Baker (2007) and Lee (2004), in that it shows that students generally prefer a type of feedback which is understandable to them and therefore, can be used easily. Because students' proficiency levels change over time, their ability to understand feedback changes as well.

<div align="center">Conclusion</div>

In this literature review on feedback in writing, to some extent the value and impact of feedback have been talked about. In addition, the different strategies and methods that are used to enable feedback to be more beneficial have been discussed. Beliefs toward feedback have increased its importance because feedback directs both teacher and student to make use of feedback efficiently. Though student and teacher attitudes about different types of feedback have been investigated, the different language background of learners may influence learners to have various perceptions. So, it is not reasonable to generalize a broad view of learner perceptions of some other different nations to others. This study aimed to find out Kurdish university students' preferred type of feedback among two explicit and two implicit types of feedback. The

following chapter describes some elements of the context, participants, instruments,

and methodology of this study.

CHAPTER III: METHODOLOGY

Introduction

This study investigates student and teacher perceptions of four types of

feedback:

1. direct corrective feedback,

2. direct corrective feedback with written and oral metalinguistic explanation

3. indicating and locating error

4. indicating the error only

The study aims to address the following research questions:

1) What are Koya University English language students' perceptions of four

   particular types of corrective feedback on the linguistic errors in their writings?

2) What are Koya University English language teachers' perceptions of four

   particular types of corrective feedback o   n linguistic errors in their

   students' writings?

In this chapter, information is reported about the setting, participants, instruments,

data collection procedures, and data analysis.

Setting and Participants

The study was conducted in the English Department in the College of

Languages at Koya University in the 2009-2010 year. The students of this college will

be teachers of English language in high school. The students have been taught only

grammar rules, vocabulary, and readings in their high school, but not writing, speaking or listening. Students are accepted in the English department of this college if they achieve more than 70% in English language at the Baccalaureate Examination of preparatory school. The students start their courses without any placement test to identify the students' proficiency levels. The classes that are offered in this college are not specifically for teaching the language skills. The students' proficiency levels are generally separated in respect to their yearly courses that they have finished. There is no determined proficiency level to be aimed at by the time they finish their degrees.

The participants of the study were first-year undergraduate students, the teachers of the English department and the researcher. The overall number of the students was 30 and the number of the teachers was 9. The students had come straight to university from high school without taking any English preparatory course. They were taking two hours a week for writing and for other subjects like literature, speaking, phonetics, grammar, and comprehension, they were taking 14 hours a week in English. In addition, they were taking three other courses that were not in English. The students' ages were between 18-22 years and 20 of the students were female and 10 were male. The teachers all had MA or PhD degrees in different fields of English literature and linguistics. They have not taken any course specifically for teaching language skills. Six of the teachers' native languages were Kurdish and three of them were Arabic. The researcher was a student of MA in Teaching English as a Foreign Language.

<div align="center">Instruments</div>

To collect data, questionnaires and interviews were used along with a journal that was kept by the researcher while giving feedback. The design of the

questionnaires and the procedure for conducting the interviews are illustrated in this section. In addition, the method of giving feedback by the researcher and her experience is described.

Questionnaires

The questionnaire used in this study was given to the students four times in order to investigate their perceptions after they had been exposed to each of the particular types of feedback. The questionnaire that was given to the students for the first time consisted of two sections: the first section was to find out information about the students' background in learning English language and writing and the second section was to find out the students' attitudes toward the four particular types of feedback. The questionnaires given to the students for the last three times only included the second section.

The second section included different questions to explore their perceptions of the type of feedback that they had just received. It included 10 positive statements about the type of feedback that they had received. The items of the questionnaire were borrowed from Sakalı (2007) and adapted to the study since they were found useful and suitable for the current study in many aspects. A six-point Likert scale of agreement was used and the points were divided into three positive and three negative numbers (-3, -2, -1, 1, 2, 3) so as to be uncomplicated for the students because they could recognize the value of the numbers easily. The positive numbers stand for the different levels of agreement and the negative numbers stand for the different levels of disagreement (Sakalı, 2007).

The questionnaire was translated into Kurdish by the researcher because the students' first language was Kurdish and they have problems with proficiency in

English as this is the first year that the students are studying in an English medium classroom. In addition, to make sure that the translation of the questionnaire is accurate, I received feedback from two individuals who were bilinguals in English and Kurdish languages. Then, the Kurdish version of the questionnaire was given to a bilingual in Kurdish and English who had not seen the English version of the questionnaire, to back-translate it into English. Finally, the English questionnaire that was written first and the back-translated version were compared by a native speaker. Then, changes were made accordingly (see the English and Kurdish version of the questionnaire in Appendix A and Appendix B, respectively).

The student and teacher interviews

There were two set of interviews: student interviews and teacher interviews. The student interviews included some questions about the particular types of feedback. The interview questions were prepared by the researcher. They were prepared according to the detailed information that was needed to be elicited from both the students and the teachers. The students were interviewed individually after they had been exposed to all the kinds of feedback. The students were interviewed using a recorder. Three male and three female students were chosen at random. The interview questions were translated into Kurdish because of the students' lack of proficiency in English. In addition, they were back-translated to make sure that the translation was correct (See both English and Kurdish versions of the student interview question in Appendix C and Appendix D,).

The teacher interview investigated whether the teachers had utilized the four particular types of feedback and if so, what were their perceptions of them. The interview questions were prepared by the researcher in order to obtain data related to

the teachers' experiences and perceptions of the four particular types of feedback. The four particular types of feedback were given to the teachers at the beginning of the interviews. Because the teachers and I did not feel that there was any necessity to carry out the interviews in Kurdish, the interview was conducted in English. Additionally, a few of the teachers' native languages were not Kurdish. While the teachers were being interviewed, the interviews were recorded and afterwards were transcribed. The teachers were interviewed individually and at different times.

The researcher's journal

The purpose of the researcher's journal was to keep very detailed information about the teacher's experience while giving the four particular types of feedback specifically. Each time I gave feedback, I recorded what I had experienced and felt. I recorded the time I spent and the students' reactions if any, for each type of feedback.

Procedure

Prior to starting the study, I was given permission to conduct my study at the English department in the College of Languages at Koya University. So as to elicit the students' perceptions after they had experienced the particular types of feedback, the students had to be provided the particular types of feedback. I got the permission of the teacher of the composition (writing) course and the teacher of the comprehension (reading comprehension) course to conduct my study with them. Because this university has not specified that their teachers should use a certain type of feedback, the teachers of the university use their own style for responding to the students' texts. For this reason, I decided to give the feedback on the students' papers myself.

For the composition course the students produced two pieces of writing: in one of them they described their best friends in simple present form and in the other one

they talked about what they had done the day before in the form of a paragraph in simple past form. For the comprehension course, they answered a number of questions about two reading texts in the form of a paragraph, one of which was about people's feelings about drama and the other one was about a monastery.

In the present study, the researcher gave feedback on linguistic errors. The errors that were meant by linguistic errors were such errors as grammar, vocabulary, punctuation, spelling, and transition words.

Direct corrective feedback (DCF) was given on the students' papers by the researcher as the first feedback type. The students' errors were underlined and then their correct forms were written above them (see one of the students' papers with this type of feedback in Appendix E). Figure 1 illustrates the method of providing this type of feedback.
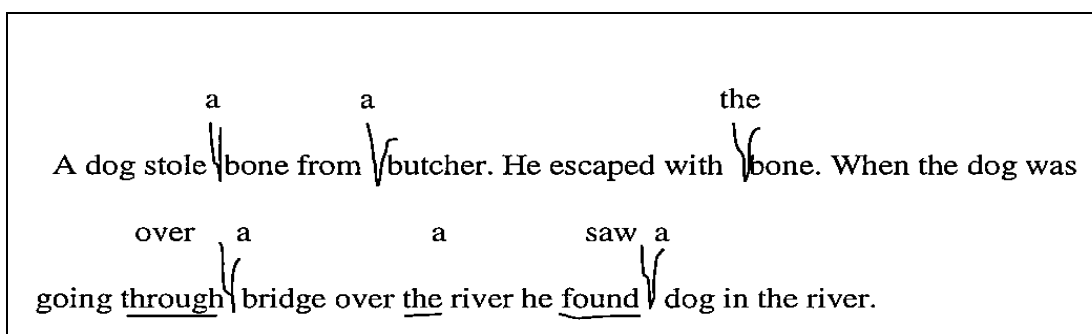
Figure 1 - Example of direct corrective feedback

In the second part of the study, direct corrective feedback with written and oral metalinguistic explanation (DCF/E) was given to the students. After direct corrective feedback was provided, the student's error was clarified in a written form so as to make the students aware of their errors (see one of the students' papers with this type of feedback in Appendix G). Figure 2 illustrates the method of giving DCF with written metalinguistic explanation. "Oral metalinguistic explanation" was given to the

students through meeting with individual students, groups of students, and the whole

class.

```
                (1)          (2)                    (3)
A dog stole  bone from  butcher. He escaped with  bone. When the dog was

            (4)              (5)              (6)
going through bridge over the river he  found dog in the river.



(1), (2), and (5) —you need 'a' before the noun when a person or thing is mentioned for the
first time.

(3) and (6)—you need 'the' before the noun when the person or thing has been mentioned
previously.

(4)—you need 'over' when you go across the surface of something; you use 'through'
when you go inside something (e.g. 'go through the forest').
```

Figure 2 - Example of direct corrective feedback with written and oral meta linguistic explanation

Thirdly, feedback in the form of indicating and showing the location of the

errors (IND+L) on the students' papers was provided. "Indicating the error" simply

means indicating how many errors are present on each line of text, while for

"locating", an "insert" symbol is used to show when something is missing, and a word

is underlined to show that the word is wrong (see one of the students' papers with this

type of feedback in Appendix H). Figure 3 illustrates the way this type of feedback

was provided.

```
A dog stole  bone from  butcher. He escaped with  bone. When the (3 errors)
dog was going   through  bridge over the  river he found  dog in the river. (4 errors)
```

Figure 3 - Example of indicating and location the errors

In the final stage of the study, errors were only indicated (IND) by writing the

number of the errors that occurred in each line (see one of the students' papers with

this type of feedback in Appendix I). The following example illustrates the way that

this type of feedback was given.

A dog stole   bone from   butcher. He escaped with bone. When the   (3 errors)

dog was going   through   bridge over the river he found   dog in the river. (4 errors)

Figure 4 - Example of indicating the errors only

So as to ensure that the students would use the feedback to revise their writing,

I asked the teachers to give me permission to meet with the students for two hours at

different times so as to finish their task at that specific time. There were some students

that forgot to do their assignments or rewrite them on time. For that reason, I gave

them time to do their tasks at a later time so as to make sure that all the students or

nearly all the students would participate.

After the students had received each type of feedback and re-wrote their

papers, I brought the questionnaire into the students' classes myself so as to explain

how to fill in and answer their questions if any. Every time I gave them the

questionnaire, I reminded them of the type of feedback that they had just received and

that this questionnaire was to elicit perceptions of it. In addition, I enlightened the

students about the importance of being sincere. I did not give the questionnaire at the

very end of the lessons so as not to lead them to hurry filling in the questionnaire.

Figure 5 clarifies the procedure of giving the types of feedback and filling in the

questionnaire and conducting the student interviews. On the day I gave the last

questionnaire to the students, I also interviewed six students.

Ss received DCF and filled in the questionnaire for the 1st time.		Ss received DCF/E and filled in the questionnaire for the 2nd time.		Ss received IND+L and filled in questionnaire for the 3rd time.

After the Ss received all the types of feedback, 6 of them were interviewed.		Ss received IND and filled in the questionnaire for the 4th time.
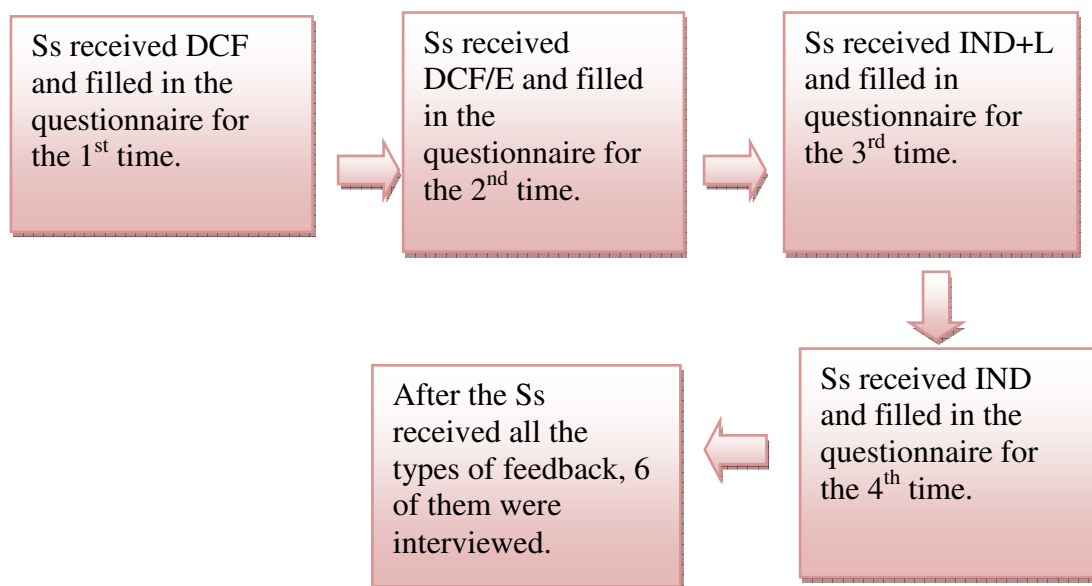
Figure 5 - the procedure of the study

Data analysis

The data obtained from the questionnaires that were filled out by the students four times after receiving each type of feedback were analyzed separately using Statistics Package for the Social Science (SPSS) the version of 11.5.0. Firstly, the mean response and standard deviation for each question about the four particular types of feedback were found. Then, the results of the four questionnaires were compared to each other to find out whether there is a significant difference among them. Finally, if a significant difference was found, each feedback type was compared with each of the other feedback types. Figure 6 explains the method of comparing the four particular types of feedback.
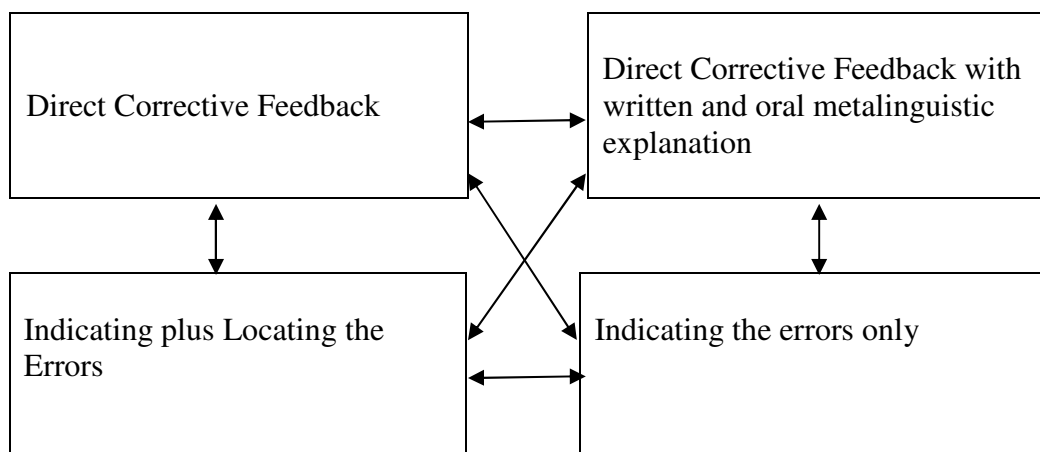
Figure 6 - The method for comparing the types of feedback

The interviews were analyzed in a qualitative manner. The student interviews were transcribed and translated into English. The teacher interview was also transcribed. I looked for the participants' positive and negative attitudes toward the four particular types of feedback. In addition, I also looked for the common and different perceptions. The researcher's journal was also examined for positive and negative points about the different types of feedback.

Conclusion

In this chapter, the methodology of the study has been described. Information has been provided about the participants, instruments, procedure, and data analysis of the study. In the following chapter, the questionnaire, student and teacher interviews, and the researcher's journal will be analyzed.

CHAPTER IV: DATA ANALYSIS

Introduction

The purpose of this study was to explore student and teacher opinions about four different types of feedback on the form of writing. The types of feedback that were examined were:

1. Direct Corrective Feedback (DCF)

2. DCF with written and oral metalinguistic explanation (DCF/E)

3. Indicating and locating students' errors (IND+L)

4. Indicating students' errors (IND)

Therefore, the following research questions were addressed in the study:

1) What are Koya University English language students' perceptions of four particular types of corrective feedback on the linguistic errors in their writings?

2) What are Koya University English language teachers' perceptions of four particular types of corrective feedback on linguistic errors in their students' writings?

In this study, the data were collected from 29 students, 9 teachers and the researcher. The data were collected through a questionnaire which was analyzed quantitatively and interviews and a researcher's journal which were analyzed qualitatively.

Data analysis procedure

The quantitative data for this study were collected through four post treatment administrations of one questionnaire. The questionnaire was administered to one class after the students had received each type of feedback. The questionnaire was adapted by the researcher from Sakalı's study (2007). It consisted of ten items designed on a six-point Likert scale which consisted of values ranging from -3 to 3. The points on the scales represent the following responses: I strongly disagree = -3, I disagree = -2, I do not think I agree = -1, I may agree = 1, I agree = 2, I strongly agree = 3.

The data of the questionnaire were analyzed using SPSS (Statistics Package for the Social Science) 11.5 for windows. Because there were four sets of data of the questionnaires and they were not normally distributed, I decided to use non-parametric methods. Firstly, the mean level of agreement and standard deviation for each question about the four particular types of feedback was found. Then, the results of the four questionnaires were compared to each other using the Friedman Test, which is a non-parametric test for more than two related samples, to find out whether there is a significant difference among them. Finally, if a significant difference was found, Wilcoxon Signed Ranked Test, which is a non-parametric paired samples test, was used to find out the differences between each type of feedback. This analysis was carried out for each individual item, and for the overall average response for each type.

The interviews and the researcher's journal were analyzed in a qualitative manner. The student interview was transcribed and translated into English. The teacher interview was also transcribed. The similarities and differences of the opinions of the participants about the four particular types of feedback were investigated. Moreover, the high and low preferences of the participants were investigated. I also looked for

the common and different perceptions. The researcher's journal was also examined to

give information about the experience of giving the four particular types of feedback.

Results

The student questionnaire

Table 1 shows the mean response and standard deviation for each question for

the particular types of feedback and the means for of all the questions together.

Table 1 - Means and standard deviations for question responses

Questions	Direct Corrective Feedback		DCF with Explanation		Indicating & locating the error		Indicating the error	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Q1-Understanding	2.45	.51	2.45	.87	1.23	2.08	1.00	2.13
Q2-Not Discouraging	2.52	.58	2.45	.63	1.46	1.96	1.29	2.07
Q3-Improve ability in using LF	2.69	.54	2.34	1.23	1.35	2.00	1.58	1.53
Q4-Improving Accuracy	2.66	.55	2.35	1.11	1.19	2.06	1.21	1.96
Q 5-Learning E Grammar	2.45	1.24	2.13	1.55	1.31	2.15	.83	2.06
Q6-Noticing Errors,	2.59	.63	2.35	.86	1.31	2.04	1.13	1.92
Q7-Encouraging	2.62	.62	2.38	1.18	1.12	2.20	1.17	2.10
Q8- Using F for Correcting	2.72	.46	2.41	.63	1.50	1.82	1.58	1.69
Q9-Usefulness of feedback	2.66	.67	2.52	.91	1.23	2.16	1.67	1.69
Q10-Remembering,	2.59	.83	2.41	1.18	1.19	2.06	1.29	2.18
Overall	2.60	.42	2.38	.71	1.29	1.84	1.28	1.70

As seen in Table 1 the overall means for DCF and DCF/E were very close

(2.60 and 2.38) and both of them were much higher than the overall means for IND+L

(1.29) and IND (1.28). The overall means of IND+L and IND were almost the same

(1.29 and 1.28). The overall means for the four particular types of feedback were on

the positive side of the scale. Similarly, the means for the individual questions for the

four particular types of feedback were on the positive scale. This indicates that the

students had positive attitudes toward the four particular types of feedback in general.

Nevertheless, there were some differences in the students' perceptions.

I investigated the differences among the questions for each feedback type using

Friedman's ANOVA, and found that for the first two questions, in which the students

were asked whether they could understand what to do to correct their errors with the

specific kind of feedback that they had received before and whether any of the four

particular types of feedback discourages them, the differences were not significant ($\chi2$

= 7.66, p > .054; $\chi2$ = 3.75, p > .290). However, for the remaining eight questions,

there were significant differences among the feedback types. For that reason, I

explored those differences using the Wilcoxon Signed-Rank Test. Table 2 shows

Wilcoxon Signed Ranks Test results for questions three through ten.

As Table 2 demonstrates, for these eight questions, there was no significant

difference between the two explicit types of feedback (DCF and DCF/E). Likewise, no

significant difference was found between the two implicit types of feedback (IND+L

and IND). Therefore, he two explicit types of feedback (DCF and DCF/E) received

significantly higher scores than the two implicit types of feedback (IND+L and IND).

As the differences were investigated, the same basic pattern was found basically.

However, a few slight deviations from the pattern were discovered. For the fourth

question, which was about whether feedback improved accuracy in their writing, the

difference between DCF/E and IND+L was only approaching significance. In addition,

Table 2 - Wilcoxon Signed Ranks Test results for eight of the questions

Question	Direction of difference	Medians		T	*pP >*	effect size
3. develops ability to use linguistic features of English.	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	10.50	.002	-0.23
	DCF > IND	3	2	10.50	.002	-0.63
	DCF/E > IND+L	3	2	60.50	.030	-0.43
	DCF/E > IND	3	2	26.5	.011	-.052
	IND+L vs. IND no difference	-	-	-	-	-
4. improves accuracy in writing	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	22.50	.003	-0.58
	DCF > IND	3	2	22.00	.003	-0.61
	DCF/E > IND+L	3	2	-	-	-
	DCF/E > IND	3	2	36.00	.026	-0.46
	IND+L vs. IND no difference	-	-	-	-	-
5. helps the students to learn about English grammar	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	49.50	.034	-0.42
	DCF > IND	3	1	22.00	.002	-059
	DCF/E > IND+L	3	2	-	-	-
	DCF/E > IND	3	1	25.50	.040	-0.50
	IND+L vs. IND no difference	-	-	-	-	-
6. students can notice their mistakes	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	36.00	.009	-0.51
	DCF > IND	3	2	22.50	.003	-0.58
	DCF/E > IND+L	2	2	24.50	.022	-0.45
	DCF/E > IND	2	2	20.00	.007	-0.53
	IND+L vs. IND no difference	-	-	-	-	-
7. encourages students to write better	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	28.00	.011	-0.49
	DCF > IND	3	2	24.00	.003	-0.57
	DCF/E > IND+L	3	2	34.00	.023	-0.44
	DCF/E > IND	3	2	31.00	.027	-0.43
	IND+L vs. IND no difference	-	-	-	-	-
8. students could use it to correct their errors	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	36.00	.008	-0.51
	DCF > IND	3	2	16.50	.004	-0.57
	DCF/E > IND+L	2	2	27.00	.019	-0.46
	DCF/E > IND	2	2	28.00	.027	-0.43
	IND+L vs. IND no difference	-	-	-	-	-
9. useful for students	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	27.00	.010	-0.49
	DCF > IND	3	2	22.50	.015	-0.47
	DCF/E > IND+L	3	2	31.00	.017	-0.46
	DCF/E > IND	3	2	16.50	.040	-0.40
	IND+L vs. IND no difference	-	-	-	-	-
10 students remember their errors and avoid repeating	DCF vs. DCF/E no difference	-	-	-	-	-
	DCF > IND+L	3	2	20.00	.007	-0.52
	DCF > IND	3	2	20.00	.006	-0.53
	DCF/E > IND+L	3	2	22.00	009	-0.50
	DCF/E > IND	3	2	19.00	.034	-0.42
	IND+L vs. IND no difference	-	-	-	-	-

there was no significant difference between DCF/E and IND+L for the fifith question, which was about whether feedback helped the students to learn about English grammar. However, these two slight deviations fit the pattern of all the other results in Table 2.

The average of all the questions in the questionnaire for all the feedback types also fitted the same pattern of results of the eight individual questions. Students' attitudes across the four particular types of feedback were significantly different ($\chi2 = 10.15$, $p < .017$). No significant difference was found between DCF and DCF/E. There was a significant difference between DCF (Mdn = 2.70) and IND+L (Mdn = 1.85), T = 61.50, $p < .007$, r = -0.51. The students also responded more positively to DCF (Mdn = 2.70) than IND (Mdn = 1.85), T = 32.00, $p < .001$, r = -0.63. The students had significantly better perceptions of DCF/E (Mdn = 2.60) than IND+L (Mdn = 1.85), T = 60.50, $p < .018$, r = -0.45. The students' attitudes toward DCF/E (Mdn = 2.60) was significantly higher than those toward IND (Mdn = 1.85), T = 48.50, $p < .011$, r = -0.50. No significant difference was found between IND+L and IND.

Student interviews

Six students, three males and three females, were asked to answer four different questions to elicit information about their perceptions of the four particular types of feedback. They were interviewed in Kurdish because the students' level of proficiency was not sufficient to be interviewed in English. The interviews were recorded. The interviews were transcribed and translated into English. The data were analyzed under the premises of the interview questions. The common and different answers of the students were pointed out. In addition, the positive and negative

perceptions and the reasons behind them were searched for. The following sections are based on the premise of the student interview questions.

1. Do you like a kind of feedback that explains what your error is? Do you like a kind of feedback that only shows you where the error is? Do you like a type of feedback that makes you to think about how to correct your errors by yourself?

2. Which kind of feedback did you understand very well? Was there a kind of feedback that you did not understand very well? Why?

3. Did you ever feel that you do not need some of the feedback that was given to you? If so, for which kind did you feel? Did you any time want more feedback? If so, which kind of feedback did you think did not give enough feedback?

4. Do you think any of those kinds of feedback that you received is a good way for improving your accuracy? How?

Students' liking for the type of feedback

In response to this question the students generally had similar answers. They liked all the types of feedback in general. However, when the students were asked about the four particular types of feedback, comparing them to each other, they mainly liked the explicit types of feedback more than the implicit ones. Five students preferred DCF/E over the other types of feedback. The other student liked DCF most. All six students also liked DCF and IND+ L, even though they preferred DCF/E. The students did not approve of IND as much as they approved of the other three types. Below are the excerpts of the students' reflections about their reasons for approving or disapproving of the particular types of feedback.

> Student 1: I like a kind of feedback that explains what my error is. I also like a type of feedback that shows the location of my error, but I

don't like a type of feedback that does not show where my error is. I could not understand the last one [referring to IND] which you did not underline my errors.

Student 2: All the types have benefits, but the one which explains your error is better. To me, even the type of feedback that only tells that you have an error has benefits very much, but it is good for someone who is in a higher level because it makes you be more accurate and search by yourself to know where your error is, but we are not in that level.

Student 6: All the types of feedback are good, but for me the first one [referring to DCF] you gave us was the best because I myself learned many things from it. For example, I had written "egg boiled", I put adjective before noun, but when you corrected it for me, I learned that adjective should be before noun….. Actually I did not like the second one [DCF/E] because I could not understand some of the comments.

It can be seen from the students' comments that they generally liked DCF/E because it is more understandable for them than the other types. In addition, the students need explanation for many of their mistakes. The reason that DCF was also liked by the students is that if they are given the correct answer, they can incorporate the feedback they have received effortlessly because it is clear. To some extent the students liked IND+L as it leads them to find where their errors are and therefore, the students can make changes on their mistakes. However, all approved of the other three types of feedback more than IND since it was not obvious for them. Though IND only was not understandable enough for the students, they thought it is useful, but for students with a higher level of proficiency. This is because they thought it guides students to self-correct their mistakes. The comments from student 6 demonstrated that he did not like DCF/E because the clarifications that were given to his errors might not have been written in a way that is suitable for his level of proficiency.

Students' understanding of the types of feedback

When the students were asked about the type of feedback they understand best, they had similar answers. They all understood the explicit types more than the implicit ones. Five of the students stated that they could understand DCF/E better than all the other types except for student 6 who said that he could understand DCF more than the other types of feedback.

Student 1: Generally I understood the first two ones, to some extent the third one was good, but I did not understand the last one at all.

Student 2: I could not understand the ones [referring to the types of feedback] that did not have conference. There were some punctuation and some other things I was doing incorrectly ………. For example, I did not start a new sentence with capital letters. I thought only at the beginning of a paragraph capital letter is used. In the meeting from your comments I learned this …….

Student 5: I could understand the first one very well. Only correcting the errors was good, but the one with explanation was the best one. The third type [referring to IND+L] I think was very useful for spelling because you underlined the mistake and later I was looking for the correct form. For example, I wrote the word 'immediately' incorrectly and I thought it is correct, now I know it's right spelling…. The last one [referring to IND] was vague. I don't think it is a good type of feedback. Generally all the types are good, but do not only grade our papers without giving any knowledge about our errors.

From the reflection of the students, it is clear that for understanding their errors DCF/E is the most preferred type of feedback. The students liked the teacher-student meetings in which oral metalinguistic explanation was given, as they thought it helped them better to understand their mistakes. They generally could not understand IND.

Students' needs for the types of feedback

All the students had similar ideas in responding to the question concerning which type of feedback best met their needs. The excerpts below are some of the students' reflections about their need for feedback.

Student 5: I don't think any of them was more than our needs. Sometimes you know something, but while you are writing, you write it incorrectly because you may not pay attention very well….. It makes you to concentrate more on your writing.

Student 3: I think we need all the types especially the second one. The last one was not enough for my needs.

Student 1: I needed all the types that I received because we are in English department and we are at the beginning. Because the last one was not clear for us, it was not enough.

The students' comments indicate that they all thought that they needed the explicit types of feedback more than the implicit ones. They thought all the types were needed and each type was necessary for a different aspect of the language of their writing. They also thought that they needed DCF/E more specifically. However, they thought that IND was not sufficient to meet their needs.

Students' accuracy improvement with the types of feedback

As with the other questions, students generally had similar responses to the question of improving their accuracy. They thought that all the types of feedback were helpful for developing their accuracy in writing. With the exception of student 6, they all thought that DCF/E leads them to be more accurate than the other types. Student 6 thought that DCF worked well for improving accuracy. Below are some excerpts from the students' answers about their preference for the types of feedback for improving their accuracy.

Student 2: Yes it improves my accuracy because the mistakes I used to do, I did not do them later or I was more accurate. Especially I benefited from the second type [referring to DCF/E] in grammar.

Student 3: yes it improves my accuracy because while I write another piece of writing, I do not repeat the mistakes that I used to commit. For example I did not used to put comma after transition words, but I learned it from feedback…… The second type [referring to DCF/E] was the most beneficial one for improving my accuracy.

Students 6: Of course, specially the first one [referring to DCF]. They help you to be careful about not making mistakes and you do not repeat the mistakes that you have received feedback for.

The students' reflections demonstrate that they generally feel that they have benefited from feedback for accuracy for different aspects of their writing such as grammar and punctuation.

The results of the interviews were similar to the results of the student questionnaire. From the first question it was found that the students liked the types of feedback that were clear more than the implicit ones. More specifically they liked DCF/E more than the other types. They generally did not approve of IND. They reflected that DCF was also an understandable type of feedback for them in general and to some extent IND+L was comprehensible. However, IND was not comprehensible enough for them. It was also found that the students believed that they needed all the types of feedback, especially the explicit ones. In addition, they were of the belief that IND did not provide sufficient feedback. The students mainly thought that DCF/E directed them to be more accurate than the other types of feedback. Furthermore, DCF and IND+L were thought to improve the students' accuracy more than the implicit types of feedback. They did not feel that IND reduced their mistakes in a positive manner.

Teacher interviews

Nine teachers of Koya University, College of Languages, English Department were interviewed. I conducted the interviews in English because the teachers and I did not think that it was necessary to conduct them in Kurdish. Additionally, a few of the teachers' native languages were not Kurdish. While the teachers were being interviewed, the interviews were recorded and afterwards were transcribed. The

teachers' answers from the interviews are explained and stated according to each question. The following questions were asked during the interview:

1. Did you ever use any kind of the four particular types of feedback? If you did not, why?

2. Do you think that students can learn from your feedback after making a mistake?

3. Do you think students need a type of feedback that clarifies the students' mistakes? Or do you think a type of feedback that only locates their mistakes is enough?

4. Do you think students can benefit from a type of feedback that leads students to think about their mistakes themselves?

5. Do you think the extent to which students learn from feedback deserves the time that is spent for providing feedback? How?

6. Which type of feedback do you think is the most beneficial? Why do you think so?

Teachers' uses of the types of feedback

When the teachers were interviewed about using feedback for their students' writing texts, they all said that they use feedback. They talked about the way they give feedback to their students' writings. Three of the teachers stated that DCF/E is the only type they use. Two other teachers said that they only use DCF. Two other teachers stated that they use both DCF and DCF/E. Two other teachers said that they use all the types of feedback. The teachers' responses will be discussed around these four

combinations of the four particular types of feedback: DCF/E, DCF, DCF and DCF/E, and all four types.

DCF/E

I put three teachers into this category, though the feedback they provided to their students' writing is not completely consistent with the literature on how this type of feedback is provided. However, the explanations these teachers gave for the errors in addition to correcting them can be counted as DCF/E. Teacher 2 and Teacher 3 are teachers of literature, but Teacher 4 is a teacher of linguistics. Below are excerpts of their answers about using feedback.

> Teacher 2: I locate certain mistakes and notify the correct form of their mistakes. Also I add some notes about the explanation for the mistake. For example, don't use an adjective instead of a noun or don't use a noun instead of an adjective. …. to make them understand this is a mistake.

> Teacher 4: as a teacher I use [DCF/E]. I mean I point out students' mistakes and give comments on them and it makes them to notice their mistakes.

> Teacher 5: Whenever I see a mistake, I correct it and tell them why it is wrong or why it is correct. And it helps them to correct the mistakes they do.

The teachers' explanations show that none of these teachers provide oral metalinguistic explanation. The teacher use this kind of feedback because they think it enables the students to be aware of their errors.

Direct Corrective Feedback (DCF) only

The analyses of the interview revealed that two of the teachers, the teacher of drama and the teacher of linguistic, only use DCF. These teachers do not give metalinguistic explanation for the students' errors, but they point out and correct the students' errors.

> Teacher 1: I use the first one; I locate and correct their errors, without commenting.

>Teacher 3: I underline their error and correct them. I use direct corrective feedback, because showing the correct form of their mistakes leads them to not commit that mistake again. If the students want they can come to me and I provide explanation for their mistakes.

As seen from the Teacher 3's reflection, he only provides metalinguistic explanation if the students ask.

DCF & DCF/E

Two teachers stated that they use both DCF and DCF/E. One of these teachers is a teacher of language and the other one is a teacher of novels. They clarified the way they provide feedback in the excerpts below. In discussing how they use this method, they provided more interesting details:

>Teacher 7: In their exam paper, usually when I diagnose that there is a grammatical or spelling mistake, I will underline it and write the correct form. It makes the students to notice or discover their mistakes. After I give the students' papers back, I explain some of their mistakes that many or all of the students generally commit that mistake.

>Teacher 9: Of course, I generally correct students' mistakes and sometimes comment on their mistakes …… and I feel that it makes them to correct their mistakes.

Here the teachers' responses reveal that Teacher 7 uses DCF and she provides the metalinguistic explanation only orally for all the students in the class. Teacher 9, in addition to giving DCF, provides metalinguistic explanation merely in a written form on some of the students' errors.

All four types of feedback

From the teacher interview analyses Teacher 6 and Teacher 8 said that they provide all the types of feedback. As seen from their excerpts, Teacher 8's way of

giving feedback is useful because he gives feedback according to the context of the errors.

> Teacher 8: I use all the types depending on the situation, but mostly I use DCF with written and oral metalinguistic explanation because it provides a good way for students to correct their mistakes.

The second teacher, Teacher 6, indicated that he used different types of feedback for different classes. The important issue seemed to be the level of the students. He noted:

> Teacher 6: I usually use DCF/E for students who are not advanced or the first- and second-year students and I use the third one, I mean I locate the students' mistakes for senior students or fourth year students, but I don't give any suggestion.

> From these teachers' answers about the technique they use for providing

feedback, we see that they choose among all the types of feedback in accordance with the situation of the error. If they think that a student has enough proficiency to self-correct their mistakes, they give an implicit type of feedback. However, Teacher 8 uses DCF/E most.

Teachers' perceptions of students' learning from feedback

> Another question that was posed to the teachers was whether they felt that

students learned from their feedback. The analyses of the teachers' responses reveal that all the teachers felt that feedback helps students learn. Among the nine teachers, four teachers were extremely content with the effect of feedback on learning. Teacher 2 stated his opinion about how effective feedback is in the following way:

> Teacher 2: Of course they do learn because it is a direct way of communication between the student and their instructor and they are taught what they exactly need.

Teacher 2's comments demonstrate that he thought that feedback has a direct impact on students' learning process. However, the other 5 teachers were not as confident.

They remarked that there are some problems with the utilization of feedback by students. Their comments on the effect of feedback on the learning process are as follows:

> Teacher 1: I personally passed through this, when I used to write incorrect sentences and I followed my teachers after they corrected me. I think it can work for some students. I don't want to over generalize and it doesn't work for every student. Some students do not follow their teachers' instruction.

> Teacher 9: It makes them to learn, but usually while teachers give feedback, there are students who do not pay attention to their papers. It depends on the students.

> These teachers' comments show that they believed that feedback is not as effective as it should be if students do not incorporate their teachers' feedback. They thought that some students were not motivated enough to incorporate the feedback they received from their teachers into their writing. Therefore, feedback affects the development of learning depending on the student's motivation level of learning English or using the feedback they receive on their writing texts.

Whether explicit types of feedback are needed or the implicit types are enough

When the instructors were asked whether the students needed explicit or implicit types of feedback, they had some different ideas. Among the nine teachers, four teachers thought that there was a particular need for clarification to be given on the students' errors. They all thought that DCF/E was a good method for meeting the students' needs. Here Teacher 1's response reflects his opinion about the need for explanation on students' papers.

> Teacher 1: I think students need the direct corrective feedback with written and oral metalinguistic explanation because students do not have enough knowledge about why this is correct and why his or her answer is not…… I don't think only locating or indicating the students' errors is enough because if a student always repeats the same mistake that is a competence mistake and needs a sort of amend.

It is clear from Teacher 1's comments that he believes that providing feedback implicitly like indicating or locating students' errors does not meet the students' requirements for learning. He thinks that students cannot understand implicit types of feedback.

Four other teachers stated that in some cases explicit types of feedback are needed and in some other cases implicit feedback is necessary. Below are a few of the excerpts about the way they think feedback has to be given.

> Teacher 2: …it depends on their levels … For example, first year students need to locate their mistakes and suggest their answer or explain their mistakes, but for fourth year students or post-graduate students you just need locate their mistakes because they can look for the correct form of their mistakes.

> Teacher 8: I think there is not a specific feedback to be used for every context. It depends on the type of mistakes. In some cases, the error may not be that big to give explanation for it. In some cases, only locating the error is enough and students can find answer for their mistakes.

Teacher 2 and Teacher 8 indicated that the type of feedback that has to be used depends on the level of proficiency of the student and the kind of the error. Students with a high level of competence do not need to be provided feedback explicitly. On the other hand, students with a low level of proficiency needed explanation for their errors to understand the feedback they receive. Sometimes students make errors in their writings not because they do not have knowledge about the language form, but because of students' inattention. In that case, explanation is not necessary.

The only teacher who thought that only locating or indicating was sufficient was the teacher who taught the course on the novel. She said that she needs to focus on meaning more than form or language of writing while giving feedback because for

novels meaning is more essential than language and form. The example excerpt of

Teacher 7 about her way of giving feedback is presented below:

> Teacher 7: Because I am a teacher of novel, I think the types of
> feedback that only points out the errors or indicates them match my
> subject more than the other types. The types that explain the errors
> specifically are typically good for the teachers of language.

Teachers' perceptions of students' benefiting from a kind of feedback that leads to

self-correction

The teachers had various responses when asked whether students could benefit

from a type of feedback that leads them to think about their mistakes themselves.

Seven of the teachers thought that feedback that leads to self correction was an

excellent method of giving feedback, although they thought that in some contexts it

may not be helpful. Below are some of the teachers' attitudes about the extent to which

this type of feedback could be beneficial.

> Teacher 6: It depends. There are students who are motivated and they
> usually want to correct their mistakes. They follow me even if I get out
> from their classes and want answers from me.

> Teacher 7: Yes, I think it is a very good way because it leads the
> students to not depend on their teachers and it keeps them to depend on
> their own talent and depending on themselves…. But it is difficult for
> the students with low level of proficiency.

> Teacher 8: In some situations, only indicating or locating the error
> may encourage the student to search for the answer and find its
> corrected form, but in some other cases the mistake may not be simple
> and you have to give the correct form or even explanation for the
> error. So, that is why we can't stick to only one kind of feedback. We
> have to choose between the different types.

As revealed from these comments, most of the teachers believed in the

usefulness of this technique of giving feedback for certain situations. They talked

about some of the advantages of these types of feedback like developing independence

of students. They also stated that it was useful for the high level proficiency students. However, it may discourage the low level proficiency students because they cannot understand or use this kind of feedback. While giving feedback, the levels of the students and the type of errors have to be considered. Teacher 6 mentioned the importance and the lack of motivation of the students for incorporating this type of feedback into their writings.

Two other teachers stated the disadvantage of giving feedback in a way to lead the students to think about their mistakes themselves. They thought that students could not correct themselves without comprehensible feedback. The teachers' thoughts about this strategy of feedback are presented below.

> Teacher 1: Never, because if it is a competence mistake, the student originally thinks what he is doing is correct or they don't know the correct form.

> Teacher 4: No I don't think so because they can't think about their mistakes if you don't give them clarification.

Two teachers reflected that if students were motivated enough to seek correcting their errors themselves, the feedback that directs students to self-correct their mistakes would be the best type of feedback.

> Teacher 9: It depends on the student……. If a student were like that to search by himself to find the correct form of his mistakes, it would be the best, but students don't do that.

As seen from Teacher 9's statement, she thinks that students do not make any effort to incorporate a feedback which is not clear into their writing. Therefore, they need to be corrected clearly.

Teachers' perceptions of the time they spend for giving feedback

All the teachers responded positively when they were questioned about whether feedback was worth the time that they spent on it. They drew attention to the paramount role of feedback in decreasing students' mistakes. Below are comments from the excerpts that indicate this idea.

> Teacher 4: Yes, because as a teacher I should give them feedback because I think I give them what they need.

> Teacher 6: Personally yes, I am in the belief that it deserves the time. From my own experience, many students tell me that I am giving back their papers much later than other teachers do. That is because I give the correct forms of their mistakes, especially with the less advanced students. To me, no matter how late I give them their papers back, to me, to give them more feedback is more important so as to make them learn.

> Teacher 8: Yes, because giving feedback is something essential in teaching process. For example, if you are able to pay attention to all the students' mistakes and give a very good feedback, students will be able to control most of their mistakes.

The teachers' statements demonstrate that the teachers think that feedback is a weighty strategy for learning. It can also be interpreted that they devote time to provide feedback as a result of its efficacy. They also mentioned that feedback provides students with what students exactly need.

The type of feedback that is the most beneficial

During the interview the teachers were asked about which type of feedback they thought was the most beneficial type. All but one of the teachers indicated that they thought DCF/E was the most helpful type of feedback. The remaining teacher indicated that he thought that DCF is the best. Below are teachers' reflections about their point of view about DCF/E:

Teacher 1: I think the second [referring to DCF/E] type is the most beneficial one because it makes the students to be aware about the why their answers are not correct.

Teacher 6: To me, type two [referring to DCF/E] which is a little time consuming for teacher, is the most beneficial one. Even the students who are not active can benefit from DCF/E.

Teacher 7: I think the second type [referring to DCF/E] is the most effective or beneficial one because it has a deep influence in the process of learning.

As seen from the teachers' comments, DCF/E was effective for not only motivated students, but also inactive students. In addition, it has a profound effect on the development of students' learning. The comments of Teacher 6 indicated that even though DCF/E needs teachers' exertion, he thought it was the best.

The Researcher's Journal

The teachers of Koya University are not required to give a particular type of feedback on the students' papers. They generally use their own style. In addition, the four particular types of feedback could not be given separately to the student participants of the study in the way that was needed for my study. Therefore, I gave the feedback on the students' papers myself in the way that was needed for my study.

While I was providing each of the particular types of feedback, I was keeping a journal to relate my experience of giving feedback. There was some information about the teacher's experience while giving feedback that was needed to be given in detail for each particular type of feedback such as the time that is spent, students' reactions, and teacher's feelings. For each of the four types I recorded the time that I spent giving feedback. I also recorded my feelings while I was offering feedback.

For the first set of papers, I gave direct corrective feedback on the students' papers. I provided feedback on the texts of 29 students and it took about three hours to finish all of them. I thought that I could help the students by providing them this kind

of feedback, but in some cases I felt that only correcting the students' errors might not be enough for them. I was sure that some of the mistakes that I corrected were not comprehensible unless I were to give more clarification for them. I wanted to give some explanations along with my corrections.

For the second set of papers, when I gave DCF/E on the students' texts, it took four and half hours to give feedback on the 29 student papers. I felt that I was offering a service to the students because the students really needed clarification of their errors. I set up four minutes for each individual student to meet with them and give them oral feedback on their writing. It took about four minutes for most of the students to give them enough feedback. I spent more than two hours giving feedback to all of the students. Though this was tiring, I was confident because I thought this matched their needs. This was because individual meetings with the students provided opportunities for the students to ask for exactly what they needed. However, the students also generally had some errors in common and I had to explain the same thing to each individual student repeatedly. Therefore, I thought that it would be advisable to meet the whole class firstly and then meet each student individually because this might save time and be less tiring for the teacher.

For the third set of papers, when I provided IND+L, I spent less than two hours to respond to 26 students' papers. I felt that this was not enough for the students and they could not be guided to correct their errors with this type of feedback. There were errors that were made by the students that I thought only underlining and indicating would not help the students because they did not know what they had to do with their errors. After receiving feedback, some of students asked me to tell them the way that they might correct their errors while they were writing the second draft.

For the fourth set of papers, when I provided IND on the students' papers, I spent less than two hours giving feedback on 24 of the students' papers. I felt that my feedback would be incomprehensible to the students. Therefore, they would not be able to make the changes that had to be made to their writing texts. Some of the students complained that they could not correct their errors or even that they could not find where their errors were when they were writing their second draft.

When the teacher and student perceptions are compared to the researcher's journal, many similarities can be seen. According to the student questionnaire, the student and teacher interviews and the researcher's journal, the explicit types of feedback were approved of more than the implicit types. Both the teacher and student interviews and the researchers' journal revealed more positive attitudes toward DCF/E than the other types of feedback. The implicit types of feedback, especially IND, were thought to be not enough for the students. Both the teacher interviews and the researcher's journal revealed that while giving feedback especially DCF/E is time consuming, it deserves the time that is consumed. Students with a low level of proficiency cannot understand or use the implicit types of feedback properly, specifically IND.

<div align="center">Conclusion</div>

This chapter gave details about the procedures of data analysis that were carried out in this study. The results of this study reveal that Koya University teachers and students preferred the more explicit types of feedback over the implicit ones. According to the questionnaire, the students had more positive perceptions of DCF and DCF/E than about other types of feedback. No difference was found in the students' point of view between IND+L and IND, which are the implicit types of feedback.

However, according to the results of the data from the student and teacher interviews, DCF/E, the most explicit type of feedback, was preferred by both groups. The students and the teachers liked DCF better than the two other implicit types. IND+L was preferred over IND. The results from the researchers' journal revealed that DCF/E was the most time consuming type of feedback, but it met the students' needs. DCF/E required more time than DCF. There was no difference between the time that was spent for IND+L and IND. It also was revealed that the students could understand the two explicit types feedback better than the implicit types. The researcher's journal also provided information about the time and effort that has to be made for giving feedback.

In the next chapter, the discussion of the data analyzed will be presented. Inferences and deductions will be made to discuss the results. The limitations of the study will be presented. Then, according to the findings, implications for pedagogy will be discussed and suggestions for further research will be discussed.

CHAPTER V: CONCLUSION

Introduction

This study was intended to examine teacher and student perceptions of four types of feedback on writing. In addition, it was aimed to explore teacher's experiences while giving feedback.

The data of the study were collected firstly from the students who were first-year students in the College of Languages at the English Department at Koya University. The students filled in a questionnaire after each of the four particular types of feedback had been provided. In addition, they were interviewed after they received all four types of feedback. The teachers of the same department were interviewed after they had been introduced to the four particular types of feedback. The quantitative data were described and compared and the qualitative data were analyzed in a qualitative manner. The researcher's journal also was analyzed qualitatively. This chapter considers the study's findings in relation to the findings of other similar studies in the literature.

Discussion of the results and conclusions

The results of the questionnaire showed that the students had positive perceptions of the four particular types of feedback:

1- Direct corrective feedback (DCF)

2- Direct corrective feedback with written and oral metalinguistic explanation (DCF/E)

3- Indicating and locating the students' errors (IND+L)

4- Indicating the student's errors only (IND)

For example, the overall mean response for IND was 1.28, on a scale of -3 to 3, which was the lowest mean response among the four particular types of feedback. This indicates that even the type of feedback that was least preferred by the students showed a positive response. Similarly, from the student interviews it was found that the students thought that all four types of feedback were helpful for the students. The interviews also revealed that all the types of feedback are needed for different types of errors. Though the students thought that implicit feedback was not practical for them to incorporate into their writing, they were of the belief that this type of feedback could be of assistance for students with a high level of proficiency. This matches what Sakalı (2007) found in his study, which was that the students altered their preference from the explicit types to the implicit types over time because of their enhancement in their ability in writing. In the four following sections of this chapter, the teacher and student perceptions will be discussed toward each of the four types of feedback separately.

Direct Corrective Feedback (DCF)

When students' perceptions were compared in the questionnaire, DCF, along with DCF/E, was preferred more than the other two types of feedback. The overall mean for DCF was 2.60. However, from the findings of the student interviews, it was demonstrated that DCF was the second preference of the students generally. This is because they could use DCF better than the implicit types. This result corresponds to Chandler's study (2003) in which the students liked direct correction since they could utilize it effortlessly. It was also found in the present study that the students had a

positive opinion about DCF because they felt that it improved their accuracy and it was comprehensible.

The findings of the teacher interviews were similar to the findings of the student interviews, but they were different from the student questionnaire about DCF. Among the four types of feedback, DCF was the second most frequently used feedback by the teachers. From the results of the researcher's journals, this type of feedback was felt to be effective for improving the students' ability in writing. However, the researcher did not feel that it was sufficient for the first-year students, because they needed more clarification to understand their errors. To provide DCF on 29 students' papers, three hours were needed, which was not as tiring as DCF/E, but it was more time consuming than IND+ L and IND.

The effectiveness of DCF has been investigated in a number of studies in the literature in comparison to different types of feedback. Sachs and Polio (2007) compared DCF to reformulation as a means of developing students' linguistic accuracy. DCF helped the students to be more accurate than reformulation. In another study, Liu (2008) found that direct correction guided the students to reduce their mistakes while revising their papers in the immediate drafts, but it was not of assistance in new pieces of writing. In Chandler's study (2003) direct correction enabled the students to revise their writing texts accurately. In another study (Sheen, 2007), DCF had a positive influence on the students' ability in writing. However, it did not have as positive an effect as direct corrective metalinguistic feedback. Most of these studies show the effectiveness of this type of feedback on the students' ability in editing their writing texts and producing new pieces of writing. In addition, the fact that the students liked it indicates that it appears to be effective.

Direct corrective feedback with written and oral metalinguistic explanation (DCF/E)

It was revealed from the findings of the questionnaire that DCF/E attracted students more than IND+L and IND and it was preferred as much as DCF. The overall mean response for DCF/E was 2.38, which shows a high level of agreement. According to the data from the student interviews, DCF/E was the most preferred type of feedback. This is because it was more comprehensible for them than the other types. The same result has been seen in the literature, including Lee (2004, 2008) and Kanani and Kersten (2005), both of which found that students generally preferred teacher explanation and more explicit feedback on their papers. In the present study the students also liked the teacher-student conferences in which oral metalinguistic explanation was given to the students, as they thought it provided them clearer explanation to be aware of their errors. In addition, they thought that it improved their accuracy more than the other types.

The results of the teacher interview indicated that the teachers in the main use DCF/E because they thought it is very straightforward for students. Lee (2004) also found that teachers generally prefer a type of feedback which is clear for students. It was found that the teachers in general considered DCF/E as the best method of providing feedback for meeting the students' needs in the present study. The results from analysis of the researcher's journal demonstrated that four and a half hours were spent to provide DCF/E on 29 students' papers. Additionally, about four minutes were expended for conferences with each student individually. There were some mistakes that the students had in common, so the researcher had to explain the same error to each student repetitively. The analysis of the researcher's journal also revealed that though it was tiring to give DCF/E, the researcher felt that it met the students' needs.

The meetings with the students individually provided an outstanding chance for the students to get what they really wanted.

The effectiveness of this type of this type of feedback has been investigated in various studies in the literature. In one study (Sheen, 2007), it was revealed that direct corrective metalinguistic feedback improved the students' accuracy more than direct corrective feedback and no feedback in writing new pieces of texts. However, Bitchener and his colleagues (2008 & 2009) compared this type of feedback to DCF, and DCF with written metalinguistic explanation and found no difference among them. The different results that were revealed in Sheen and Bitchener et al.'s studies may be because the students in Sheen's study were intermediate ESL learner while the students in Bitchener's studies were low-intermediate students. According to the studies in the literature and the present study, DCF/E is the most preferred type of feedback among the four types of feedback and that makes it to be more useful. DCF/E is also an effective type of feedback, especially for students at a low level of proficiency.

Indicating plus locating the students' errors (IND+L)

According to the results of the questionnaire, it was revealed that the students preferred IND+L less than the explicit types. Its overall mean level was 1.29, which indicates at least some degree of agreement. The analysis of the students' interviews revealed that all the students had positive attitudes toward it, but not as much as DCF and DCF/E. The students approved of IND+L mostly because they felt that it helps the students to find where their errors are and therefore, they can amend their mistakes. This result matches Sakalı's (2007), study in which it was found that students want to be shown the location of their errors, rather than to be warned about their errors only.

The students were of the belief that IND+ L was useful for enhancing their accuracy, especially spelling. This result to some extent is similar to Chandler's (2003) study in which it was found that the students approved of underlining their errors because it helped them to improve their writing. In Kanani and Kersten's (2005) study, also the students liked underlining or circling their errors.

The results of the teacher interview showed that the teachers use IND+L much less frequently than DCF and DCF/E. They thought that locating the students' errors boosts students' self-dependence and ability. It was also found that they thought that it was practical for students with a high level of proficiency. However, it was thought to be discouraging for students with a low level of proficiency because it is not understandable enough for them. From the analysis of the researcher's journal it was demonstrated that less than two hours were spent to give IND+L on 26 students' papers, which was less than for the two explicit types. Chandler (2003) also revealed that the teacher preferred underlining the students' errors because it was easy. The researcher thought that this type of feedback was not as much as was necessary for the students. The researcher also thought that it would not guide the students because they did not know what they needed to do with their mistakes. Additionally, because the students could not understand it, they were asking the researcher about the way they might correct their mistakes while writing the second draft.

The effectiveness of IND+L has been explored in the literature. Underlining of errors has been found to decrease the students' errors in long-term (Chandler, 2003). Ferris and Roberts (2001) and Greenslade and Felix-Brasdefer (2006) compared uncoded (underlined) to coded feedback and no feedback. They found that underlining errors guided students both in revising their texts and producing new pieces of writing

as much as coded feedback. Both coded and uncoded (underlined) feedback affected the students more than no feedback. The findings in the literature demonstrate that students and teachers approve of IND+L because it helps students to improve their writing ability and it is easy for teachers to use. Students also like it in that it shows the location of the students' errors. The studies in the literature also have indicated its effectiveness in both revising writing texts and producing new pieces of writing.

Indicating the students' errors only (IND)

From the results of the questionnaire it was found that IND had less attraction than the two explicit types of feedback. The overall mean of IND was 1.28, which is not different from IND+L considerably. However, according to the analysis of the student interviews, the students did not like IND as much as they liked the other types of feedback for the reason that they were not able to detect their errors easily because it was not clear for them. Thus, it was not an understandable type of feedback for that specific level. The students thought that IND was not satisfactory to meet their needs. Furthermore, they were also of the belief that it did not improve their accuracy in writing. Nevertheless, it was revealed that the students thought that it would be the most beneficial one if it were for students with a high level of proficiency. No study in the literature has investigated student perceptions of this IND type of feedback, and so this study adds to the literature in this area.

The analysis of the teacher interviews and the researcher's journal generally confirmed what the analysis of the questionnaire and the student interviews revealed. IND was not used by the teachers in general. The teachers thought that it is not beneficial for students with a low level of proficiency and it might not encourage the students in writing because they cannot comprehend it. Thus, to give feedback, the

students' level of proficiency has to be thought about. According to the analysis of the researcher's journal, less than two hours were expended to provide IND on 24 students' papers. IND was thought to be not comprehensible by the researcher for the students and a number of the students declared that they could not incorporate it into their writing. Teacher perceptions of IND have not been investigated in the literature, and so this study has contributed to the literature in terms of teacher perceptions of this type of feedback.

Few studies have been conducted to investigate the effectiveness of IND in revising writing papers in the literature. Robb and Ross (1986) compared IND to three other types of feedback: DCF, coded feedback, and IND+L. They found that they were all equally effective in helping learners to revise their writing papers. However, Lee (1997) compared IND to IND+L and found that IND helped the students to correct their errors less than IND+L. To date no study has investigated the efficacy of IND in producing new pieces of writing (Ellis, 2009). Ferris and Roberts argue that this type of feedback might be more effective than other implicit types of feedback "as students would have to engage in deeper processing" (Ellis, 2009, p. 100). Though this type of feedback is preferred by students and teachers to some extent in some situations, it is not preferred as much as the other types of feedback.

Teachers' use of and perceptions of feedback

From the results of the teacher interviews, it was also found that the teachers thought that students learn from feedback. On the other hand, a few of teachers referred to the lack of motivation of the students to incorporate feedback into their writing or learn from it. It was also revealed that they preferred the explicit types in

general and some of them did not prefer implicit types of feedback, especially IND because they thought it is not enough for students.

The findings of the teacher interviews indicated that the teachers generally did not stick to one type of feedback. On the contrary, six teachers chose from among the different types of feedback in accordance with the type of errors and the proficiency levels of the students. This result is different from Kanani and Kersten's (2005) study in which the participant teachers underlined, marked, or circled the students' errors without correcting or coding. Most of the teachers thought that the type of feedback that directs the students to self-correct their errors is an ideal technique for providing feedback since it increases students' self-dependence, though this may not have a positive effect for students with a low level of proficiency or motivation. This result also has been found in the literature. Chandler (2003) found that the implicit types of feedback helped the students to decrease their errors in the long term more than the more explicit types of feedback. However, two other studies (Erel & Bulut, 2007a; Liu, 2008) found no difference between direct and indirect feedback. All the teachers were of the belief that feedback deserves the time that is spent on it because of its helpful effect on the students' improvement in writing.

A number of studies (Chandler, 2003; Kanani & Kersten, 2005; Lee, 2004; Schulz, 2001) have investigated the teacher perceptions of different types of feedback in the literature. It was found that teachers approve of feedback and they think that it is effective for improving student's ability in writing, especially a type of feedback which is understandable for students. The participant teachers in these studies and the present study are all in support of the efficacy of feedback. These studies, along with the other studies that were mentioned in the literature review section, indicate the effectiveness

of feedback and refute Truscott's (1996) claim which claims the ineffectiveness of feedback.

Limitations of the study

One of the factors that affected the study was time constraints. To fill in a questionnaire for any of the types of feedback, the students had received that type of feedback specifically for the study only one time. This may affect the students' real opinion about the type of feedback that they had received before filling in the questionnaire. This is because the students did not have enough experience in using that specific type of feedback.

Another limitation of the study, which was because of the time constraints, was that the students received DCF and IND+L for two paragraphs that they had written for their composition course and received DCF/E and IND for two paragraphs that they had written for their comprehension course. This might have influenced the students' genuine perceptions of the particular types of feedback because the paragraph they wrote for a composition course was their own output only, while the paragraph they wrote for a comprehension course was the answers to a number of questions about the readings they had studied before. Therefore, the students in general might have committed different errors for each of the two paragraphs for the two separate courses and as a result needed a different type of feedback for each.

Furthermore, the data that were collected through the questionnaire for IND+L and for IND were gathered with a limited number of participants. Only 26 students filled in the questionnaire for INDIC plus LOC and 24 students filled in the questionnaire for INDIC only. The data that were gathered for DCF and DCF/E were

slightly higher than the other two types. For both of these types 29 students filled in the questionnaire, which is again a limited number of participants.

Pedagogical implications

This research shows that when giving feedback, teachers need to pay attention to the learners' level of proficiency. This is because if feedback is not comprehensible for the learners, it might demotivate students in writing. In addition, if students with a high level of proficiency are given many clarifications to their errors, they might lose self-confidence.

While I was giving oral metalinguistic explanation to each individual student, the students had some errors in common and I explained them to all the students again and again, which was time consuming and exhausting. Therefore, it would be worthwhile to give oral feedback for those common mistakes to all the students at the same time first and then, meet with each student individually. This might save time and be less tiring for the teacher.

Through giving oral metalinguistic explanation to individual and group of students, the teacher can realize the students' real requirements. This is because students can have an opportunity to ask their teachers about what they need. Teachers can then use their knowledge about the real needs of the students to determine their syllabus according to the students needs.

Before I gave the students' papers with my feedback back to the students each time, I explained the way I had given feedback on their papers orally for the first and second time. However, a number of the students complained that because they did not understand the feedback technique, they could not incorporate it into their writing very well and they asked for more detailed explanation. For that reason, so as to instruct

students to use feedback, teachers need to explain the way of giving feedback clearly, and give examples for incorporating it.

Many of the teachers stated that some students might not learn from feedback because of their lack of motivation, or they were in doubt about students' using a type of feedback that requires a great deal of student effort to incorporate it into their writing. One way to stimulate students to utilize feedback is to require students to rewrite their papers so as to be certain they have used their teacher's feedback.

From the findings of the questionnaire and the student interviews, it was shown that even though the students were at the same level of proficiency, there were some differences in the students' perceptions of the types of feedback. Therefore, it would be advisable for the teachers to use variety in the ways they give feedback, perhaps from one assignment to the next, so as to accommodate different students' preferences from time to time.

<center>Implications for further research</center>

Most of the studies that have been conducted about feedback have explored the efficacy of feedback compared to no feedback or different types of feedback. There is a scarcity of research about teacher and student perceptions of different types of feedback. In addition, this study was conducted with students and teachers whose native language is Kurdish, except for a few the teachers whose native language was Arabic. The results of this study may not be generalized to other learners and teachers with other native languages. Therefore, further research is needed in this area with students and teachers who have other native languages.

One of the limitations of this study was that because of the time constraint, the students received each type of feedback only one time. For that reason, they had not

had enough experience using the particular types of feedback while filling in the questionnaire. Thus, there is a necessity for other studies to explore student perceptions with participants who have more experience with feedback.

Another constraint of this study was that there were a limited number of participants. Other studies for the same purpose are needed with a greater number of participants. Moreover, in this study the perceptions of low proficiency first-year students in College of Languages, English Department at Koya University were investigated. It is important to explore perceptions of students with a higher level of proficiency.

The students' paragraphs that were given with the four particular types of feedback had been written in different contexts. This might have affected the students' attitude about the feedback they received for each of the particular types of feedback and therefore it may have affected the validity of the results. For that reason, there is a need for further research on perceptions of feedback on papers that would have been written in one particular context.

Conclusion

This study investigated English language student and teacher perceptions of four particular types of feedback: 1) direct corrective feedback, 2) direct corrective feedback with written and oral metalinguistic explanation, 3) indicating and locating the students' errors, and 4) indicating the errors only. The findings indicate that all the types of feedback are considered to be beneficial, especially by the students. The results also show that direct corrective feedback and direct corrective feedback with written and oral metalinguistic explanation, which are explicit types of feedback, are the most preferred types of feedback for students with a low level of proficiency and

teachers. Indicating plus locating the students' errors is to some extent approved of by students with a low level of proficiency. However, indicating the students' errors only is thought not to be suitable for low level students, but it is beneficial for high level students if some pedagogical methods are considered. Direct corrective feedback with written and oral metalinguistic explanation is the most time consuming type of feedback for teachers in comparison to the other types, but it still deserves the time that is expended on it. Indicating plus locating the errors and indicating the errors only are the easiest for teachers to use. All in all, the findings demonstrate that teachers and students have positive attitudes toward the four particular types of feedback and they are all beneficial if they are used in a suitable way.

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APPENDIX A: STUDENT QUESTIONNAIRE (ENGLISH)

We would like you to help us by answering the following questions concerning writing courses. We are interested in your personal opinions. Please give your answers sincerely as only this guarantee the success of this investigation. Thank you very much for your help.

Circle the number which is closest to your opinion about the following statements	I strongly disagree	I disagree	I don't think I agree	I may agree	I agree	I strongly agree
1. I can understand what to do to correct my errors with this kind of feedback.	-3	-2	-1	1	2	3
2. I think this kind of feedback does not discourage me in writing.	-3	-2	-1	1	2	3
3. This kind of feedback helps me to develop my ability in using the linguistic features of English language.	-3	-2	-1	1	2	3
4. This style of feedback improves my accuracy in writing.	-3	-2	-1	1	2	3
5. This type of feedback helps me to learn about English grammar.	-3	-2	-1	1	2	3
6. Because of this style of feedback, I can notice my errors.	-3	-2	-1	1	2	3
7. This type of feedback encourages me to write better.	-3	-2	-1	1	2	3
8. I can use this type of feedback to correct the errors in my writing.	-3	-2	-1	1	2	3
9. I think this kind of feedback is useful for me.	-3	-2	-1	1	2	3
10. I think I will remember my errors and avoid making them in the future with this kind of feedback.	-3	-2	-1	1	2	3

APPENDIX B: THE STUDENT QUESTIONNAIRE (KURDISH)

خوێندکاری بەرێز

خۆشحاڵ دەبم بەوەی کەیارمەتیم بدەن بە وەڵامدانەوەی ئەم پرسیارانەی خوارەوە دەربارەی خولی نوسین(وانەی composition). بۆچونی ئیوەم بە لاوە زۆر گرنگە. تکاتان لیدەکەم وەڵامەکانتان بە دلسۆزانە بدەنەوە چونکە زامنی سەرکەوتنی لێکۆلینەوەکەم دەکات. وەڵامەکانتان بۆ هەریەکێک لە پرسیارەکان زۆر بە متمانەوە مامەڵە دەکریت. زۆر سوپاستان دەکەم بۆ یارمەتیدانتان.

کاتێک کە دەستت بە فێر بوونی ئینگلیزی کرد, تەمەنت چەند بوو؟

ئایا کۆرسی ئینگلیزیت وەرگرتووە پیش زانکۆ؟ ئەگەر وایە, ماوەکەی چەند بوو؟ ئایا نوسین بەشیک بووە لە کۆرسەکە؟

راپرسی

بە تەواوی رازیم	رازیم	بێدەنجی رازیم	وا نازانم کە رازیم	رازی نیم	هەرگیز رازی نیم	ئەو ژمارەیەی کە لە بۆچونی تۆوە نزیکە لەمانەی خوارەوەدا بییکە ناو بازنەیەکەوە.
3	2	1	-1	-2	-3	1- دەتوانم تیبگەم لەوەی کە چی لە هەڵەکانم بکەم بۆ ئەوەی راستیان بکەمەوە بەم جۆرەی فییدباك.
3	2	1	-1	-2	-3	2- ئەم جۆرەی فیدباك ساردم ناکاتەوە لە نوسین.
3	2	1	-1	-2	-3	3- ئەم جۆرەی فیدباك, ووردبینیم زیاد ئەکات بۆ برەوپیدانی توانا زمانەوانییەکانم لە زمانی ئینگلیزیدا.
3	2	1	-2	-2	-3	4- ئەم جۆرەی فیدباك, ووردبینیم زیاد ئەکات لە نوسیندا.
3	2	1	-1	-2	-3	5- ئەم جۆرەی فیدباك یارمەتی فێربوونی ریزمانی ئینگلیزیم دەدا.
3	2	1	-1	-2	-3	6- بەهۆی ئەم جۆرەی فیدباکەوە, دەتوانم دەرك بە هەڵەکانم بکەم.
3	2	1	-1	-2	-3	7- ئەم جۆرەی فیدباك هانی باشتر بوونم دەدا.
3	2	1	-1	-2	-3	8- ئەتوانم ئەم جۆرەی فیدباك بەکار بینم بۆ راست کردنەوەی هەڵەکانم.
3	2	1	-1	-2	-3	9- پیم وایە ئەم جۆرەی فیدباك بەسودە بۆم.
3	2	1	-1	-2	-3	10- پیم وایە ئەم جۆرەی فیدباك ,هەڵەکانم بیردەخاتەوەو دوور دەکەمەوە لە دووبارە کردنەوەیان لە داهاتوودا.

APPENDIX C: THE STUDENT INTERVIEW (ENGLISH)

Interview

1) Do you like a kind of feedback that explains what your error is? Do you like a kind of feedback that only shows you where the error is? Do you like a type of feedback that makes you to think about how to correct your errors by yourself?

2) Which kind of feedback did you understand very well? Was there a kind of feedback that you did not understand very well? Why?

3) Did you ever feel that you do not need some of the feedback that was given to you? If so, for which kind did you feel? Did you any time want more feedback? If so, which kind of feedback did you think did not give enough feedback?

4) Do you think any of those kinds of feedback that you received is a good way for improving your accuracy? How?

APPENDIX D: THE STUDENT INTERVIEW (KURDISH)

چاوپێکەوتن

1. ئایا حەزت لە جۆرێکی فیدباکە که هەڵەکانت روون بکاتەوە؟, ئایا حەزت لە جۆرێکی فییدباکە, که شوێنی هەڵەکانت پیشان بدات؟؟, ئایا حەزت لە جۆرێکی فییدباکە ,که شوێنی هەڵەکانت پیشان بدات؟ , ئایا حەزت لە جۆرێکی فیدباکە ,که وات لێیکات خۆت بیر بکەیتەوە لە راست کردنەوەی هەڵەکانت.

2. لە`چ جۆرێکی فیدباك زۆر بە باشی تێگەشتیت؟ ,ئایا هیچ جۆرێکی فیدباك هەبوو که زۆر بە باشی لێی تێنەگەشتبیت؟ ,ئەگەر وایە , بۆچی؟

3. ئایا هەگیز هەستت بەوە کردووە که هەندێك لەو فیدباكەی که پێتدراوە پێویستت پێی نیە؟ ,هیچ کاتێك فیدباكی زۆرترت ویستووە؟ ,ئەگەر وایە ,کام جۆرەی فیدباك هێندەی پێویستی تۆ نەبووە؟

4. پێت وایە ئەو جۆرانەی فیدباك که وەرتگرتوون ,ڕێگایەکی باشن بۆ پێشخستنی ووردبینیت؟ چۆن؟

APPENDIX E: TEACHER INTERVIEW

Dear teacher:

We would like you to help us by answering the following questions concerning writing courses. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

1. Did you ever use any kind of the four particular types of feedback? If you did not, why? If you did, which type did you use? Did you feel that feedback makes them to notice their mistakes?

2. Do you think that students can learn from your feedback after making a mistake?

3. Do you think students need a type of feedback that clarifies the students' mistakes? Or do you think a type of feedback that only locates their mistakes is enough?

4. Do you think students can benefit from a type of feedback that leads students to think about their mistakes themselves?

5. Do you think the extent to which students learn from feedback deserves the time that is spent for providing feedback? How?

6. Which type of feedback do you think is beneficial most? Why do you think so?

APPENDIX F: DIRECT CORRECTIVE FEEDBACK EXAMPLE

E   H   , for F s

every day morning ~~hemn~~ gets up at about 7:00 am/ except / friday/.

     H

He his hands and face. ~~h~~is mother makes breakfast for him. He usually eats

    ,   ,

cheese/ ~~and~~ drinks a cup of tea / and he also brushes his teeth straight away.

T   A   , returns

~~t~~hen he changes his clothes and go to school. ~~a~~fter a few hours / he ~~retarns to~~

  A ,   L

home. ~~after that~~ / he wears a tracksuit. ~~l~~ater on he some times helps his

          H immediately

mother. He has his launch at 1:00 pm. ~~he imediatly-a~~ relaxes for a few

          A

hours and then he goes out to play with his friends. ~~after~~ that he gets back ~~to~~

  H

home. ~~he~~ occasionally has a bath straight away. ~~he~~ does his school duties

every day.

APPENDIX G: EXAMPLE OF DCF/E

Were (1)   (2)

Doctors and nurses busy during the civil defense exercise. which they had

A (3)

to pretend that their city had been bombed. a great many people had

artificial

volunteered to act as casualties. Theatrical make-up and artifical blood had

been used to make the injuries look realistic. The living helped to carry the

dead and wounded to special stations. A child of six was brought in by two

adults. The child was supposed to be dead. Some people were so moved by the

therefore, (4)The(5)

sight that they began to cry. the child suddenly sat up and a doctor asked him

(6) that

to comment on his death. The child's opinion was "I think they are all crazy"

(1) The word "busy" is adjective. You need to add verb to be there.

(2) This is not a different sentence. You can't put "which" at the beginning of a sentence, except for interrogative sentence.

(3) (5) You should start a new sentence with capital litters.

(4) It would be better if you use transitional words in some places if needed. these two places

(6) here you need "that" to refer to the child's opinion

APPENDIX H: EXAMPLE OF INDICATING AND LOCATING ERRORS

Yesterday Evening I got home frome shop at five o'clock. My   2 errors

friends made my evening meal. After that I went to bet at six o'clock.   2 errors

Then I got up at eight o'clock. Later on I studyed my lesson. After   3 errors

that I went out from my room, and I went to cafeteria. I had dinner at   1 error

half past ten. Straight away I had a cup of tea and sat down to study   2 errors

lesson. Finally I went to bed at four o'clock.   1 errors

APPENDIX I: EXAMPLE OF INDICATING THE ERRORS ONLY

A famous monastery

St Bernard Monastery in Italy is visited by thousands of	
people. A few people who rashly attempt to cross the pass on foot,	1 error
The doges have to be kept in a special enclosure. The temperature	.
drops to -30 in winter. Therefore a few people attempt to cross the	1 error
pass. Later on monks prefer winter to summer for they had more	1 error
privacy. the dogs are agrea freedom, too for they are allowed to	3 errors
wander outside their enclosure. after that the only regular visitors to	2 errors
the monastery in winter, are parties of skiers who go there at	3 errors
Christmas and Easter. They stay only at certain times. who love the	1 error
speace of the mountains, always receive a worm welcome at Bernard	
Monastery.	