

Corrective Feedback in Learning Writing: Students' Preferences

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Masters of Education in English**

**Submitted by
Darshan Shrestha**

**Department of English Education
Faculty of Education,
Tribhuvan University, Kirtipur,
Kathmandu, Nepal**

2025

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 15-06-2025

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Darshan Shrestha

Dedication

This thesis is dedicated to my parents, siblings and teachers whose unyielding love, support and encouragement have enriched my soul and inspired me to pursue and complete this research.

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From the core of my heart, I would like to extend my gratitude to my honorable teacher and thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education, Tribhuvan University, for his regular and constant supervision, insightful guidance, suggestions, constructive feedback and support during the research period. His expertise, understanding, generous guidance made it possible for me to work on a topic that was of great interest to me. His inspiration, co-operation, constructive suggestions are ever memorable.

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Darshan Shrestha

Abstract

This is the research entitled “Corrective Feedback in Learning Writing: Students’ Preferences” aims to identify the learners’ preferences regarding the corrective feedback in improving writing skill. It further explores the practices of corrective feedback in improving writing skill among EFL learners. The study was conducted at Nilkantha Multiple Campus of Dhading district using semi-structured interviews as data collection tools adopting a basic qualitative study design. The methodically collected data were analyzed descriptively and thematically. The collected data were analysed using thematic approach consisting of various themes. From the analysis and interpretation of the data, it was found that learners prefer direct written feedback from the teachers to indirect feedback. They expect continuous positive feedback to improve their writing with some sample text. As they had problem in developing sequence and order in writing, sample texts could provide ideas on sequence and order.

This thesis consists of five chapters. The first chapter presents introduction including the background of the study, statements of the problem, objectives of the study, research questions, relevance of the study, delimitation of the study, and operational definition of the key terms respectively. The second chapter presents literature review, its implications and conceptual framework. The third chapter presents methodology such as research design, method of the study, population, sampling strategy, and research tools, source of data, and data collection procedure as well as ethical considerations. Similarly, the fourth chapter deals with the analysis and interpretation of the data, findings, and results. Finally, the fifth chapter incorporates a conclusion and recommendations based on the study which is related to policy, practice, and further research. Likewise, the references and appendices are also included for the validation of the research at the end of the study.

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List of Abbreviations and Symbols

CF	:	Corrective Feedback
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
L2	:	Second Language
SLA	:	Second Language Acquisition
ZPD	:	Zone of Proximal Development

Chapter 1

Introduction

This study is on **Corrective Feedback in Learning Writing: Students' Preferences**. This part consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

English is the communicative subject which focuses on both written and spoken language skills. The basic language skills of English language are categorized as listening, speaking, reading and writing skills. Among them the listening and reading skills are the receptive skills whereas speaking and writing are the productive skills. Among all language skills, writing skills have been the most essential skill to excel in many professions and fields of study. Writing skills are actively used by students of higher education while conducting research and sharing information. According to Graham (2006) writing helps to improve learners' communication, self-expression and academic success. Writing is essential and valuable for students but it includes various language elements which makes difficult and complex skill to learn (Harmer, 2004). Through writing skill students express and reflect their ideas and thoughts in written form.

Santangelo, Harris, and Graham (2007) explained lack of knowledge; students' difficulties in learning writing skills are caused by absence of knowledge, ineffective methods, lack of planning, low persistence, and unrealistic self-efficacy. Richards's and Renandya (2002) and Jahin (2012) has also presented writing skills as difficult and complex to learn. They showed that students take writing skills as challenging and difficult skills.

In process of learning writing skills learners encounters various errors and mistakes in their writing. Touchie (1986) explained language learning as human learning that involves committing errors. Errors are the part of language acquisition and learning. Dulay and Burt (1974) presented error commission as inevitable and

essential for learning language. It even reflects as a symptom developing learning process and internalizing the rules of the target language. Ferris (2002) revealed that it is unreal to expect the production of language by L2 learners free from errors. So, the learners require support and assistance to improve their writing. For the support and improvement in L2 writing, teacher's should provide clear and effective feedback to their students. Alavi and Kaivanpanah (2007) explains that providing clear feedback to learners develops learners' language abilities and direct them learning.

Feedback is a response to a person's activity with the purpose of helping them to become more effective. it the process of providing supportive information or assistance in order to enhance the performance. It grants the constructive data which helps to adjust and develop effectiveness at work. On the basis of nature, performance, area of focus, and many more the types of feedback differ. But in common form the feedbacks are categorized into general feedback and corrective feedback. General feedback is the feedback that provides a broader perspective on performance, including strength, weakness, and areas of development whereas corrective feedback is the feedback that specifically points out errors or areas needing improvement in purpose. General feedback provides a comprehensive view of performance and guide overall improvement but corrective feedback helps individuals understand their mistakes and learn how to correct them.

Feedback has been applied by teachers to treat learners' errors in second language classroom from long period of time. Its significance began with the emergences of student-centred approaches to instruct writing in first language classes in the 1970s (Hyland and Hyland 2006). Providing corrective feedback helps learners to achieve writing skills to convey desired message (Chandler, 2003; Jahin, 2012; Kamimura, 2006).

Corrective Feedback refers as the response to the errors of language that has been made committed in the language by a learner. It can be simply either direct or indirect (Bitchener and Storch, 2016). Corrective Feedbacks are also termed as "corrective reaction". it the response from the teachers towards the output of learners in targeted language. Corrective feedback occurs as the reaction of learners towards

their errors in writing for improvement (Bitchener and Ferris, 2012). Corrective feedback guides students to reduce the error rate and acquire knowledge of linguistic in their writing. It awakes learners about their performance and encourage for improvements. Thus, it is essential to consider learners' preference towards receiving corrective feedback in L2 writing to ensure its effectiveness.

Therefore, I appreciated the requirement of carrying out the investigation on learners' preferences towards corrective feedback at bachelor level. More specifically, I picked up this particular issue for my study for the purpose of examining the practices and preference of EFL students on corrective feedback in learning writing.

Statement of the Problem

Researches and studies have no uniformity about the corrective feedback and its use. There have been debates regarding the potential of corrective feedback in and learning language. Educators and practitioners are in dilemma about the impact of corrective feedback along with when and how they can include those feedback in practice. Both SLA researchers and language teachers have debated about nature, time and process of error commission and correction. There has been debates about the implementation of corrective feedback both positive and negative impacts. Various studies argued that the providing feedback in writing promotes students' writing motivation and self-regulation. Meanwhile, Robinson et al. (2013) claimed that feedback in writing creates negative emotional responses and reduce writing motivation. So, how learners perceive the corrective feedback is still debatable. It necessary to investigate about corrective feedback practices and learners' attitude towards those feedbacks for improving writing skills. This study focused on exploring how students perceive feedback practice and their preferences on those feedbacks.

Objectives of the Study

The key objectives of this study were as follows:

- i) To identify students' preferences on corrective feedback in learning writing

- ii) To find out the practices of corrective feedback in learning writing
- iii) To suggest some pedagogical implications.

Research Questions

The study sought to answer the following research questions:

- i) What types of corrective feedbacks are preferred by students in their writing?
- ii) What are the practices of corrective feedback in learning writing?

Significance of the Study

This study has a great contribution to the field of teacher education and policy makers. The study helps to gain insight into how students perceive the current practice corrective feedback in writing skills. It even reveals about the preference of learners on corrective feedback. This study provides valuable information on effectiveness of corrective feedback practiced at bachelor level how learners perceived them. Eventually, the findings of this study draw the conclusion over the debate and controversies of using corrective feedback in learning English language. The research focuses on preferences of EFL learners towards corrective feedback practices in writing.

Specially, this study is beneficial for subject teachers because it would help them choose the effective corrective feedback to improve learners' errors in writing. Furthermore, it is beneficial to language learners, teachers, educators, education training centers and curriculum designers. Education training centers can develop effective skills among teachers to use corrective feedback effectively in classroom. The results of the study have a positive impact on my educational and teaching methods as an English teacher. This study is helpful for students, educators, education training centers and policymakers to apply suitable pedagogical implications and interests of the learners.

Delimitations of the Study

Since research work is a systematic investigation of any particular aspect, it cannot cover the entire population and all aspects related to the study. Each study has its limitations. This study is also not an exception of it. Due to the access of time, economy, participants, etc., the study was limited in terms of certain boundaries. In the same way, this study had some limitations

The delimitations of the study are as follow:

- i. The study was limited to preferences of bachelor level learners towards corrective feedback in writing.
- ii. Its sample size was limited to 10 students of bachelor level from Nilkantha Multiple Campus of Dhading.
- iii. The sampling procedure of the study was purposive random sampling.
- iv. The data were collected through semi-structured interview.
- v. The data were collected within 25 days. This study was limited to basic qualitative research design.
- vi. The collected data were analyzed thematically and descriptively.

Operational Definitions of the Key Terms

The key terms of the study are listed and defined as follows:

Challenges

It refers to the various issues faced by the EFL students while engaging with corrective feedbacks in the real language classroom. Further it suggests different barriers or obstacles in using corrective feedback in classroom.

Corrective Feedback

Corrective feedback is a specific type of feedback provided to writers, typically in educational contexts, to address errors in their written work. This feedback aims to help learners improve their writing skills by highlighting mistakes and offering guidance on how to correct them. It is widely used in language learning and writing instruction, as it helps learners become more aware of their writing habits and fosters improvement over time.

EFL Learners

EFL learners are individuals who are studying English in a context where it is not the primary language spoken. These learners typically live in a country where another language is the dominant means of communication, and they learn English for various purposes, such as: academic goals, career advancement, travel and communication, personal interest, etc. EFL learners may come from diverse backgrounds and have varying levels of proficiency, motivations, and learning experiences. Instruction for EFL learners often focuses on practical communication skills; vocabulary acquisition, grammar, and cultural understanding to help them effectively use English in real-life situations.

ELT

This stands for English language teaching. It incorporates the field of teaching English as foreign language.

Writing Skill

Writing skill refers to the ability to effectively communicate ideas, thoughts, and information through written language. It encompasses various components like clarity and coherence, grammar and syntax, vocabulary, style and tone, critical thinking, creativity and editing and revising.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter includes theoretical review of literature which contains review of theoretical and empirical literature, implications of review for the study and conceptual framework of the study. In addition, it incorporates implication of the review and conceptual framework.

Theoretical Review of Literature

The review of related literature provides clear concept about research work. This section includes the knowledge of theoretical perspective related to corrective feedback, corrective feedback types, social cultural theory on corrective feedback, impact of corrective feedback in L2 (second language) writing, and review of corrective feedback practices in context of EFL learners of Nepal.

Corrective Feedback in L2 Writing

Writing skill is perceived as challenging and complex skill by learner when learning a language. It is difficult for learners to express in written form due to interference of native language among rules and structures of English language. So, in order to improve writing skills EFL teacher can provide their students feedback.

Feedback is a response to a person's activity with the purpose of helping them to become more effective. It is the process of providing supportive information or assistance in order to enhance the performance. It grants the constructive data which helps to adjust and develop effectiveness at work. On the basis of nature, performance, area of focus, and many more the types of feedback differ. But in common form the feedbacks are categorized into general feedback and corrective feedback. General feedback is the feedback that provides a broader perspective on performance, including strength, weakness, and areas of development whereas corrective feedback is the feedback that specifically points out errors or areas needing improvement in purpose. General feedback provides a comprehensive view of

performance and guide overall improvement but corrective feedback helps individuals understand their mistakes and learn how to correct them.

Simply, corrective feedbacks are categorized as written feedback and oral feedback (Saragih et al., 2021). This study orients towards corrective feedback in writing skills. Lightbown, and Spada (1999) explained corrective feedback as ways a second language writer responds to suggesting some usage in the writing does not comply to the target language's norms." Therefore, teachers can focus the aspects like grammar, vocabulary, and organization to review students' writing.

Though corrective feedback has been a debatable issue regarding its perception and effectivity but it is undoubtedly an important aspect of second or foreign language pedagogy as it facilitates L2 knowledge, as mistakes and errors commission are expected at various stages of learning (Lee, 2017). Truscott (1996) started this debate with the publication "The case against grammar correction in L2 writing classes", claiming no position of grammar in writing courses and should be abandoned. He also pointed out various practical problems related to correction in terms of teachers' ability to provide and learners way of reception. Furthermore, he presented corrective feedback as not helpful because as it required more time and energy and affected the productive aspect. Truscott's strong position shed light which led to discussions of this issues at conferences and several published journal among which Ferris's (1999) "The case for grammar correction in L2 writing classes: A response to Truscott (1996)" was one. She argued that Truscott's claims were overgeneralized. She presented the evidences which showed that the errors correction helped the writers when it is selective in nature. Furthermore, Ferris even criticized Truscott for his conclusion being based on limited data which is incomplete and trying to eradicate the practice which is preferred by learners as well as teachers. Both Ferris (1999) and Truscott (1999) suggested to view corrective feedback more seriously. Truscott (1999) acknowledges Ferris's claim which has opened many vital questions in this field of corrective feedback. After about a decade, Hyland and Hyland's (2006) explained that there are no clear answers to the about the feedback of

L2 students in writing. As they have observed that the effective feedback for one student in one setting is not same for another.

Despite the importance of corrective feedback in L2 writing classrooms, there are disputes about the use of corrective feedback as it can have both beneficial and detrimental effects.

Corrective Feedback Types

Feedback are either positive or negative. Positive feedback refers a learner response when the action is correct. In pedagogical theory, positive feedback is viewed as significant as it provides support and motivation to learners for learning whereas negative feedback signal that the learner's utterance lacks linguistic competences.

Ellis (2008) categorized corrective feedback majorly into direct, indirect, metalinguistic, focus of feedback, electronic, and reformulation. Direct corrective feedback refers to identifying the position of errors and supplying correct forms. It is in the type of feedback where unnecessary words are crossed out or omitted words are added. The teacher or facilitator provides the students with correct form. In indirect corrective feedback, the presence of errors is pointed out through underline but correct forms are not provided. The teacher indicates the error without correction. Indirect corrective feedback can be further categorized according to operation. One is indicating revealing the location of the error. Another is indicating only, this only indicate or identify the errors margin and errors in the text. Metalinguistic corrective feedback is somehow similar to indirect corrective feedback, as it also concerns the error location, withholds the correct form, and promotes self-correction. But there are some fundamental differences like metalinguistic corrective feedback use an error code to indicate the error type or provide a brief metalinguistic explanation about the erroring. The teacher marks metalinguistic clue to the error according its nature. It can be used in two ways; use of error code and brief grammatical descriptions. The focus of the feedback, this feedback is concerned whether the teacher attempts to correct all of the students' errors or select one or two specific errors to supply correct form. This

application of feedback on the basis of focus is categorized as unfocused and focused feedback. Unfocused corrective feedback is extensive in nature and focus on almost every errors of students. However, focused corrective feedback is intensive in nature and only focus on selected errors committed by students. Electronic feedback, in this feedback teacher indicates an error and provides a hyperlink to concordance file that provides example of correct usage. It can be used on digital literacy platform only. Reformulation, this includes the refining the language as native one by keeping the originality of the text.

The types of corrective feedback play a role in understanding errors. The amount of linguistic information received through corrective feedback, reflects the understanding of the error (Sheen, 2007). The error code and metalinguistic explanation are significant for learners as it helps them to understand nature of error, and supply them the options to self-correct, thereby promoting reflection on partially acquired knowledge of an L2. So, it is essential to find how learners perceive the received corrective feedback.

Lee's (2017) categorized corrective feedback into four types on the basis of degree of explicitness. They are overt correction (i.e., direct corrective feedback), underlining (i.e., indirect corrective feedback), error code, and metalinguistic explanation (i.e., metalinguistic corrective feedback). Talking about degree of explicitness, overt correction is the most explicit type of corrective feedback, whereas underlying is the least explicit type of corrective feedback. In metalinguistic corrective feedback, metalinguistic explanation has more degree of explicitness than error code.

Liu and Brown (2015), presented three types of corrective feedback. They are highly focused, mid-focused, and highly unfocused. Among them the first two refer as selective corrective feedback whereas the last one is referred as comprehensive corrective feedback. Highly unfocused corrective feedback is suggested to be less effective than highly focused corrective feedback because it provides overload of information processing. In order to solve it, Lee (2019) suggests teachers to use a mid-focused approach as a compromise in corrective feedback.

Research shows that the acceptance of corrective feedback depends upon how much learners value it.

Sociocultural Theory and Corrective feedback

Initial discussion of corrective feedback was on the basis of interactionist/cognitive view of second language acquisition where corrective feedback supports the acquisition with through the process of attention and rehearsal.

Sociocultural theory (SCT) views learning language as dialogically based that is, acquisition occurs in rather than as a result of interaction. Dialogic interaction supports the expert to formulate a situation where novices learners engage in their language learning and the expert provides the supports that the learners seek (Anton, 1999). It reflects the outcomes of novices with and without the support. SCT presents corrective feedback as the zone of proximal development (ZPD). Vygotsky (1978) distinguished the actual developmental level, the level of development of child that is formulated by completed developmental cycles and a level of potential development which acquire through problem solving with the assistance of an expert or peers. The third level is the level that learners cannot acquire even with the assistance. The ZPD is found at the second level of development, the level of potential development. Corrective feedback is viewed as the area for exploring how interaction mediates learning through the zone of proximal developments.

Vygotsky's concept of the ZPD is relevant in understanding how learners view corrective feedback. Feedback that is appropriately challenging can help learners bridge the gap between their current capabilities and potential growth when they receive guidance from instructors or peers. Vygotsky's Zone of Proximal Development (ZPD) is a key concept in understanding how learners can achieve higher levels of understanding and skill through guided interaction. The Zone of Proximal Development shows the differences between what a learner can do without any guidance and what they can achieve with guidance of more knowledgeable as a teacher or a peer. When applied to corrective feedback, the ZPD emphasizes the importance of scaffolding and support in the learning process.

Role of Scaffolding. In the context of corrective feedback, scaffolding involves providing targeted feedback that is just beyond the learner's current capabilities. This feedback should guide them toward correcting their errors and enhancing their writing skills without overwhelming them.

Targeted Feedback. Effective corrective feedback operates within the ZPD by focusing on specific errors or areas of difficulty that the learner can address with assistance. This helps learners internalize correct forms and strategies.

Encouraging Independence. By gradually reducing the level of support as learners become more competent, corrective feedback helps foster independence. The ultimate goal is for learners to self-correct and apply the skills learned from feedback in future writing.

Collaboration and Interaction. Vygotsky emphasized the social nature of learning. In corrective feedback, interaction with peers or instructors about feedback promotes deeper understanding, as learners can discuss their errors and the rationale behind corrections.

Cultural Tools. Vygotsky believed that learning occurs through the use of cultural tools, including language. Corrective feedback serves as a cultural tool that helps learners navigate their writing challenges, facilitating cognitive development of language skills.

Vygotsky's Zone of Proximal Development highlights the importance of providing corrective feedback that is appropriately challenging and supportive. This approach helps learners build on their existing knowledge, fosters independence, and

encourages collaborative learning, ultimately leading to improved writing skills and greater language proficiency.

Efficacy of Corrective Feedback

The contribution of corrective feedback in language pedagogy differs according to the language teaching methods. In audiolingualism, the negative assessment is discarded as much as possible because it serves as some kind of punishment and learners may get discouraged but in humanistic methods the assessment should be positive or non-judgmental to direct language learners towards a positive self- image. and in skill-learning theory feedback is essential to aware learners about how they are doing (Ur, 1996).

In the post-method era, language teaching methodologists do acknowledge the cognitive contribution of corrective feedback but also warns about the potential affective damage. Ur (1996) recognized that correction has its place and contribution in language learning but this contribution should not be over-estimate so she suggests to invest time in avoiding errors instead of correcting them.

Other methodologists argued that corrective feedback has a place in the former but not in the latter. Harmer (1983), for example, argued that during the active participation of learners in communication teacher should not intervene by pointing out the errors or mistakes and asking for repetition. Harmer's advised that corrective feedback needs to be viewed as a contextual rather than as a monolithic phenomenon. However, SLA researchers those working within an interactionist framework take a different view, arguing that corrective feedback works best when it occurs in context at the time the learner makes the error. The above comments pertain to oral corrective feedback. But similar kind of opinion differences exist where corrective feedback is concerned, like the debate between Truscott and Ferris (Truscott, 1996, 1999, 2007; Ferris, 1999). Truscott claimed by revealing the teachers' view on support of writing theories, error correction does support learners to eliminate the errors in a subsequent draft but the grammatical accuracy is still absent in a new piece of writing. Ferris disagreed this claim, arguing that correction cannot be outcasted as the quality of

correction determined the level acquisition. Acquisition depends upon the clarity and consistency of corrections. Truscott countered by presenting Ferris claims faculty as she could not cite the evidence in support of her contention. Although number of recent studies (e.g., Sheen, 2007; Ellis, Sheen, Murakami, and Takashima, 2008) have produced evidence to show that corrective feedback can result in acquisition. On this controversy, Hyland and Hyland (2006) stated that only literatures cannot drive into certain conclusion and generalization as the results differs according to populations, treatments and research designs. It implies that contextual factors influence the extent to which corrective feedback is effective. SLA researchers also disagree about the role corrective feedback plays in L2 acquisition. Krashen (1982) mentioned error correction as ‘a serious mistake’. He mainly presented two view on this claim. Firstly, he stated that error correction affects the learners immediately by making them defensive where they look forward to eliminate the mistakes through use of complex constructions. Secondly, he presented that error correction supports only the development of ‘learned knowledge’ and has no any involvement in ‘acquired knowledge’. VanPatten (1992) presented argument that there is negligible effect of error correction on learners’ output towards developing system of most language learners. In contrast, other SLA researchers, mostly those working within the interactionist framework, have viewed corrective feedback as facilitative tool of language acquisition. Their views are reflected in VanPatten’s later position on corrective feedback. In VanPatten (2003), for example, he mentioned that in terms of negotiating corrective feedback help learners to notice their errors and create form-meaning connections, aids for acquisition. There are different evidences showing that corrective feedback can assist learning like (Ellis, Loewen, and Erlam, 2006; Bitchener, Young, and Cameron, 2005).

Level of Proficiency. Learners’ variables, presents to affect the effectivity of corrective feedback. Some early research (Ammar and Spada, 2006; Havranek and Cesnik, 2001) has shown that the students with higher proficient were more benefited from corrective feedback, as they obtained higher scores in the post-test than students with lower proficiency levels. In their study, Ammar and Spada (2006) mentioned that recasts only helped the high proficient learners, whereas prompts benefited the both

high and low proficient learners. In a very recent study on, the study conducted by Chen et al. (2016) on students' perceptions and preferences of corrective feedback claim that, intermediate, advanced-intermediate, and advanced level of participants reported a preference of error correction towards content and organization aspects of language, and supported direct rather than indirect feedback, in line with Amrhein and Nassaji's (2010) results from ESL learners. Chen et al. (2016) also state that correction on grammar is expected by all level of students, however advanced learners look forward for more feedback on content and structure of their writings.

Age. Age is the second factor considered to examine effectivity of corrective feedback. As Zarei (2011) stated that the effectivity of corrective feedback depends upon its compatibility with students' needs and preferences. These needs vary according to the age group. In her study, she used a questionnaire on treatment of errors and error correction with two age groups (15-20 and 20-35 years old Iranian students). Overall findings reflected that adult learners are eager to have all their errors corrected, irrespective of their frequency. In addition, the statistics for explicit correction and metalinguistic feedback were significant for the older group. Furthermore, the result of study showed that explicit instruction benefits adult learners due to their cognitive development.

Teacher Cognition and Teachers' Corrective Feedback Practices.

Borg (2003) states language teacher cognition in corrective feedback practice denotes the cognitive area of teachers like what teachers know, and think of when supplying feedback to learners' writing. Teachers' beliefs contribute a vital role in their preference of instructional practice and therefore, guide their thoughts and behaviors in the feedback practice. Studies on teacher's cognition reflected that teachers' pedagogical practices adopted in the classroom are affected by extrinsic factors.

It revealed that corrective feedback practices are dynamic process as teachers' beliefs and practices are changing in terms of supplying feedback from one semester to another. Hyland and Hyland's (2006) studied teachers' corrective

feedback decision-making processes and concluded that pedagogical goals, perceived roles of the teacher, and their conceptualizations of students affects the feedback practices of teacher.

Review of Empirical Literature

Hyland and Hyland (2006) carried out research on “Contexts and issues in feedback on L2 writing”. The study revealed that ESL students, who are cultured from highly directive teachers has expectation from teachers to notice and comment the errors. They get displeased in absence of such responses towards their error. Students’ context affects the attitude and preference which includes the cultural factors, especially experiences and backgrounds, and will determines students’ preferences for feedback and subsequent responses in following writings. However, the individual difference of learners discards cultural model. Therefore, we can compare the literature results but we cannot generalize the attitude and preference equally among learners.

Hedgcock and Lefkowitz (1994) conducted a research entitled “Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing”. The research aimed to reveal the views of ESL and EFL students on self-appraisal patterns and responses to feedback. The study surveyed 110 ESL and 137 EFL students and shown the result that both groups attitude was positive towards corrective feedback. Although, it pointed out that EFL students had preference for correction on grammar, vocabulary, content and style compared to ESL students who preferred feedback on content and organization.

A study by Storch and Wigglesworth (2010) “Learners’ processing, uptake and retention of corrective feedback” focused on the nature of the learners’ involvement with feedback to understand why some feedback is taken up and retained and some is not. The result of study revealed that nature of error and level of learners’ proficiency determines the effectiveness of corrective feedback. The study suggested learners’ attitudes, beliefs and objectives are essential factors are some particular elements of

feedback, but they are usually neglected in corrective feedback research, and their benefits towards learners.

A research carried out by Sheen (2011) entitled “Corrective feedback, individual differences and second language learning” revealed that EFL students’ preference for feedback on linguistic features matches the students’ priorities and goals in learning. She explains the difference on priorities among EFL and ESL learners showing EFL learners more focused on developing their L2 knowledge whereas ESL learners were focus on developing their writing skill. She stated that the response of learners towards corrective feedback are determined by the learning context. Furthermore, she mentions learners’ variables are the reasons to manifold result in research regarding the efficacy of teachers’ correction. She elaborates aspects like language aptitude, anxiety, and attitudes towards corrective feedback as individual difference (ID) variables which influence learners’ receptivity to error correction and the effectiveness of the feedback. She explains the difference of learners through cognitive factors like language proficiency, intelligence and learning strategies and affective factors like level of anxiety, attitudes and degree of motivation.

Oladejo (1993) researched on “Error correction in ESL: Learners’ preferences.” The study aimed to explore the preferences and expectations of ESL learners regarding error correction. He compared students’ preference with their level of proficiency in the target language. The result of his study showed that peer correction was not preferred by learners and was ineffective for advanced learners, in contrast to the intermediate learners. The respondents in his study presented a preference for organization of ideas to be corrected, followed by grammar errors, vocabulary errors and finally spelling and punctuation errors.

He explains that teacher’s opinions and classroom practices of corrective feedback not always meet the learners’ perceived needs and expectations. This gap between the teachers and learners’ expectation and opinions could cause the hindrance in language learning. Some teachers prefer correcting all errors as they appear, whereas some believes that that repetitive correction increases the level of

anxiety of learners and degrade their language learning (Krashen, 1982). On contrast, some students prefer to get corrected more than others.

Leki (1991) carried out research on “The preferences of ESL students for error correction in college-level writing classes”. The study aimed to identify what kind of teachers’ responses helps the students to improve their writing. The study showed that all the ESL students who participated in the study preferred correction over all their written errors. The study revealed that error corrections are easily accepted by ESL and EFL students. Unlike native speakers of the language, they do not invest so much self-esteem in their writing as native speaker do. So, ESL and EFL learners don’t find it discouraging. The findings of the study showed that the most important aspect of ESL students in writing is grammar as they valued it. She reported that ESL learners were not discouraged by correction on grammatical accuracy. The surveyed students wanted to receive indirect correction; and they preferred indirect correction along with metalinguistic clues to support in correcting the error.

Zhu, (2010) carried out a survey study on “An analysis of college students’ attitude towards error correction in EFL context” with the objective to explore both teachers’ and students’ attitudes towards errors and error correction. The study showed constant correction of errors as deterring and irritating for some learners. In order to prevent from committing errors, learners can become frustrated and abstain. He explains that in order to adapt to learners’ preferences in learning and teaching, the teachers should adopt a reasonable approach to handle the error-correction problem effectively and appropriately. Therefore, teacher can adapt to the learner’s needs and preferences by acknowledging students’ attitude towards error correction.

Implications of the Review for the Study

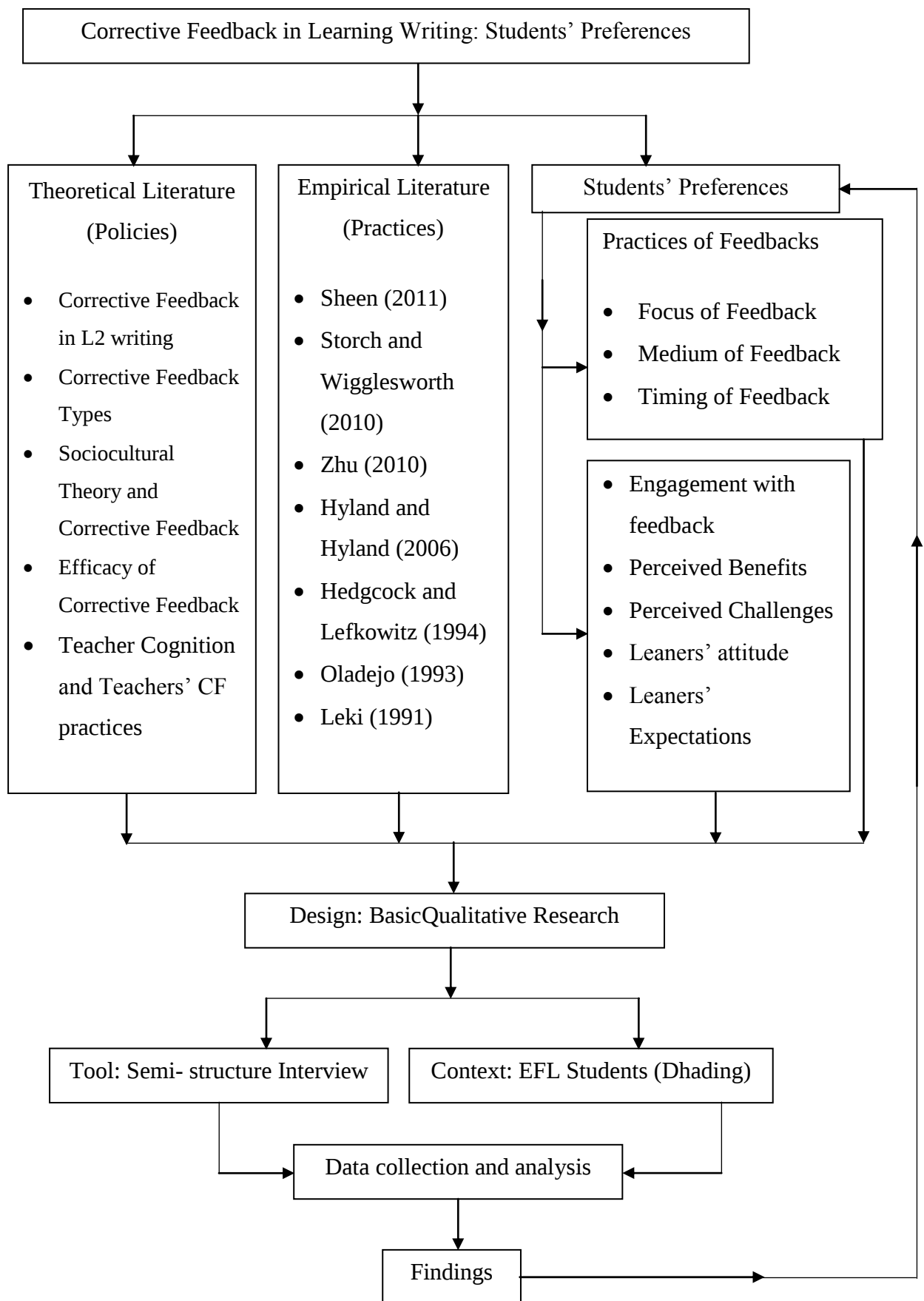
The literature review provides the valuable contribution to almost every operational step. Various research works, articles, books and reports were reviewed for this research study. As Kumar (2014) states, “the process of reviewing the literature helps you to understand the subject area better...” the review of different theories in relation to this study area guided and supported me to expand my horizon of

knowledge on corrective feedback types, corrective feedback uses and contradiction related to its practices, Attitude difference among different types of learners about corrective feedback and many more. Furthermore, they guided me to develop theoretical route of my study as well as to develop conceptual framework of the study.

Hyland and Hyland (2006) studies contributed to figuring out the research problem for my study. Hedgcock and Lefkowitz (1994) helped me to identify the difference between ESL and EFL learners' preferences towards feedback, develop the idea of conducting this study, employing theory in the research, and using the appropriate methodology of the research. This reviewed empirical supported to explore the research gap between empirical literature and the research issue of this study. That is why the present study is designed to mitigate the gap between the existing literature and this study. Leki (1991) supported to prepare interview questions and guidelines related to view of ESL learners and their preference towards corrective feedback. Theses literature review supported in selecting appropriate steps and procedures for this research study.

Conceptual Framework

Conceptual framework is the visual presentation of the steps that is followed in this study. It includes the areas which this study is embedded with. The purpose of conceptual framework is to present the relationship between the various concept and variables of the study. In order to complete this study, I consulted various documents related to this study and literature review. From the reviewed documents I have developed the following conceptual framework.



Chapter 3

Methods and Procedures of the Study

This chapter incorporates the use of basic qualitative research design for this study. I have incorporated research design, sampling procedure, source of data, data collection tools, data collection procedure, and ethical consideration in this chapter.

Research Design

To carry out this study, I adopted the basic qualitative research design. It is the most common form of qualitative research practiced in education. In this design, the data are collected through tools like interviews, observations, or document analysis. Merriam and Tisdell (2015) says over there have been a problem regarding how to address this type of common qualitative study where there has been use of such as generic, basic, and interpretive. As all qualitative research is interpretive and generic and it doesn't convey a clear meaning, they came to prefer addressing this type of study a basic qualitative study. I applied this research design to obtain information about corrective feedbacks practices and students' preferences in learning writing. It is significant in any kind of educational or other type of research investigation. It helped to collect required information, experiences, opinions, or perception from the respondents. In this design, data were collected through interview and data were transcribed, thematized and descriptively analyzed.

In basic qualitative research design, data are collected to achieve an overview of a phenomenon, event, issue, and situation. It addresses a large group of population; sampling is the most to carry out the investigation. The sample were the representative of the study. The findings of the study were generalized and applied to the whole population. Therefore, in this study, I applied the basic qualitative research design to fulfill the objectives of the study.

Population, Sample and Sampling Procedure

All the Bachelor level learners who are studying in Dhading district were the target population of my study. Among them, ten learners of bachelor level from Nilkantha Multiple Campus were selected using purposive sampling procedure.

Sources of Data

The sources of data are categorised into primary sources and secondary sources. Primary sources of data are the first-hand data whereas secondary sources of data are the data collected from earlier studies. Both sources of data were used in order to collect the information for this study.

Primary Sources of Data

Primary sources display original thinking, reports on new discoveries, or share fresh information. It provides the first-hand data gathered by the researcher himself or herself. Ten EFL bachelor level learners studying in Nilkantha Multiple Campus of Dhading district were the source of data.

Secondary Sources of Data

Secondary source of data refers to any dataset collected by any person other than the one using it. Secondary sources of review of literature were journals, theoretical research, empirical review of previous research and various articles will be taken as. Like Hyland and Hyland (2006), Storch and Wigglesworth (2010), Sheen (2011), Oladejo (1993), Leki (1991), Zhu, (2010) and many more articles, and journals of NELTA etc. were consulted to make this research multidimensional.

Research Method

The basic qualitative approach was used as research method in this study. It is the common qualitative research method and data are collected through interviews.

Data Collection Tools

I employed semi-structured interview as a tool of data collection. Qualitative data were grasped through the interview of the participants. Data were collected in relaxed manner in the natural seating.

Data Collection Procedures

For the primary data collection, step by step procedure were followed. First of all, I identified research site located in Dhading. Then, I went to the selected Campus and explain the purpose and process of the study to the administrators of the respective Campus. Secondly, I asked for permission to administrators to allow their teachers and learners to assist the study by responding questions. Then, I developed good rapport with learners, assimilate in their context and administered the semi-structured interview. I collected the data through face to face interview with ten bachelor level EFL learners who were selected by applying purposive sampling. Finally, I thanked the students, teachers and administrators for their cooperation.

Data Analysis Procedures

Thematic analysis was adopted to interpret the collected data in descriptive form. Thematic approach was used to present the analysed data thematically which helped to arrange the large amount of data effectively and also to revealed the shape of research findings. The themes were developed by associating with the research question. At last, sub-themes were developed, analyzed and interpreted in qualitative design.

Ethical Considerations

There were ethical considerations addressed while conducting this research. Ethical guidelines should be considered while conducting any research as it is scientific and systematic process of writing. The most important part of research is confidentiality. The responses of the respondents were maintained confidentiality. I valued the rights of the learners while conducting this research.

Authors' copyrights were respected and citation were applied to avoid any kind of plagiarism.

Chapter 4

Results and Discussion

This chapter associates with analysis and interpretation of data received from the primary and secondary sources. The data were received through the semi-structure interview. Here I have established six exclusives on the basis of data collected from ten EFL learners regarding the practices, perceived benefits, challenges towards corrective feedback in their writing at bachelor level of Nilkantha Multiple Campus. The results have been mentioned as Practices of feedback in writing, Engagement with Corrective Feedback, Perceived Benefits of corrective feedbacks, Perceived Challenges of Corrective Feedback, Attitude of Learners towards corrective feedback and Expectation of Learners towards Corrective Feedback.

Analysis and Interpretation of the Results

On the basis of data, the result has been analysed and interpreted with support of precise responses of the respondents like:

Practices of Feedback in Writing

Practices of feedback in writing refers to the ways and trends how feedbacks are supplied by teachers towards the errors of learners in their writing. There are various types of feedbacks that can be applied on the errors of learners' writing. These practices of feedbacks differ on the basis of errors nature, feedback focus, timing, medium of feedback, learners' interest and many more. Learners receive different writing task like summarizing and contextual questions. In this regard,

S9 said, *Teacher underlines the mistakes of my writing and supply the correct answer and guidelines in order to improve those mistakes.*

It depicts that among different forms of feedback teachers mostly supply direct feedbacks towards the errors of learners in their writing. Highlighting the errors and supplying correct form to improve writing was most common practice

In similar way, S1 added, *he marks the mistakes on my writing and tells me the things to improve. In summary writing teacher focused on points to add and sequential order where as in free writing teacher focused on grammatical item and vocabulary.*

This data exposes that corrective feedbacks in writing were mostly direct feedback where teachers highlights the errors and provide the correct form especially form grammatical and vocabulary errors whereas guidelines were given in terms of errors related to cohesion and coherence. The practices of feedbacks are further analysed on the basis of subthemes Focus of Corrective Feedback, Medium of Corrective Feedback and Timing of Feedback.

Focus of Corrective Feedback. It is the practice of corrective feedback based upon the aspect of writing focused by the feedback. It deals with which aspect of writing is focused for improvement by the feedback. There are aspects of writing like grammar, vocabulary cohesion, coherence, syntax and many more. In this regard,

S3 stated, *Teacher highlights on every kind of errors but mostly there are vocabulary and grammar on most of the writings.*

From the response it was revealed that mostly feedbacks were focused towards the errors related to vocabulary and grammar. The feedbacks on grammatical and vocabulary errors were direct feedback where correct form were supplied.

On the contrast S4 presented,

... focused towards improvement of sequential pattern and error of my writing. Written feedbacks were correction oriented whereas oral feedbacks included criticism as well.

It exposed that feedback on organizing of sentences were also applied which were indirect feedback. Written feedbacks were supplied for grammatical and vocabulary errors with correct forms but for the errors related to ordering and

organizing of sentences the errors were highlighted and the guidelines were provided mostly in oral form and included criticism also sometime.

Medium of corrective feedback. Corrective feedbacks are supplied either oral medium or written medium and sometime on both mediums. The medium of feedback differs according to the nature of errors and mistakes found in writing. Medium of feedbacks determines the frequency, focus and different aspects of feedback in writing. In this regard,

S1 said, I receive orally but if I repeat the same mistake than written points were given.

It revealed that the oral feedbacks were more frequent than written feedback supplied by the teachers on writing of learners. The written feedbacks were oriented towards the errors that were repeated or more crucial to improve in writing.

Similarly, S9 stated, The marking of errors and mistakes are in written form but the corrections are given orally along guidelines.

It exposed that feedbacks with written medium were mostly oriented towards the highlighting errors whereas feedbacks on oral medium were mostly oriented towards providing guidelines for improving error.

Timing of corrective feedback. The timing of feedback refers to the duration that feedback requires to apply and engage. The timing of feedbacks are immediate feedbacks and delayed feedbacks which depends upon teacher and length of writing. The timing of feedbacks varies in accordance to the medium of feedbacks, focused item of feedbacks and nature of mistake or errors of writing. In this regard,

S3 said, Oral feedbacks were immediately even during writing also but written feedbacks took time like 1-2 days.

Similarly, S5 stated, *It depends on the length of assignment. Sometimes, I receive instant feedback for short assignment and sometimes it may take longer time.*

Additionally, S6 presented, *During, classwork teacher provided us feedback orally on the spot but for homework it took 1-2 days and feedbacks were in written form.*

From the above responses it was revealed that the oral feedbacks were instant and ‘on the spot’ while learners were writing and improve the writing errors immediately. But the written feedbacks take ‘days’ especially the written feedbacks are supplied after the completion of writing tasks. The classwork assignment received immediate feedbacks whereas homework assignments took days to receive feedbacks.

Engagement with Corrective Feedback.

Engagement refers the treatment of corrective feedback in improving writing errors committed by the learners. On the basis of corrective feedback learners identify the mistakes and replace with the correct form. The engagement of learners towards corrective feedback differs on the basis of practices and types of corrective feedback they receive. After receiving the corrective feedbacks on writing, learners started to engage and improve the errors of their writing immediately. In this regard,

S6 stated, *I immediately correct my errors from the writing after get the correct form of mistakes from my teachers but sometime the correct form is not given. At that time, I interact with my friends, look on internet and other source form correction.*

Similarly, S9 said, *After I receive feedbacks I start rewrite the text where I change the indicated mistakes from the suggested answer and guidelines for which I even cooperate with my friends*

Likewise, S8 stated, *After I receive feedbacks I start to change my mistakes from the given correct answer and search for the answer for other mistakes*

from friends, seniors and internet. For the ordering of sentences, I start to re-write the sentences as per the guidelines.

From the above exposed data, it was revealed that learners immediately change the errors of their writing with the correct form that was provided by teacher which was mostly supplied in case of grammar and vocabulary errors. Learners rewrite the text where they replace the errors and mistakes with the correct form supplied by the teachers as feedback. In case of feedbacks in the form of guidelines learners seek help and interact with friends and others to improve their writing. Learners look forward to different sources, models to generalize the errors as per the guidelines and improvise their writing by reorganizing the text. Since, the correct form isn't specific in such feedback which requires rechecking and receiving feedback again for conformity of writing. Thus, direct feedbacks were immediately applied on the mistakes whereas indirect feedback made learners to engage with other sources to find and improve their mistakes which have high chances of repetitions of mistakes.

Perceived Benefits of Corrective Feedbacks

Corrective feedbacks are beneficial for learners to improve their writing. Corrective feedbacks made the learners conscious about the mistakes committed in their writing and declined the rate of mistakes occurred in their writing. In this regard,

S6 stated, ...feedbacks have always been a source of improvement for me in writing. My mistakes in writing have also declined.

Similarly, S2 said, *Feedbacks have supported my writing as I interact with my friends to improve my mistakes and errors that has been highlighted and make sure that I won't repeat them.*

Likewise, S7 stated, *Yes, it has helped me in my writing by not letting me repeat my mistakes in writing.*

From the above responses it was revealed that the errors related to grammar and vocabulary are highly improved from the corrective feedbacks. Learners even pointed out that the corrective feedbacks have helped them to enhance their confidence in their writing. Corrective feedbacks have been source of motivation for improvement in writing and stops learners from committing same mistakes in their writing. The benefits of corrective feedbacks perceived by learners in their writing were categorized into sub themes; Decline of Error Rate and Boost up Confidence in Writing.

Decline of Error Rate. It refers to decrement in the numbers of errors committed in writing. Corrective feedbacks support the learners to improve the errors they commit in their writing. In this regard,

S3 said, Feedbacks motivates me to find the correct form of mistakes and decrease the frequency of mistakes in my writing.

It was revealed that the supply of corrective feedbacks on grammatical and vocabulary errors helped the learners to reduce the repetition of such errors in their writing. The rate of committing such errors in writing were declined.

Boost up Confidence in Writing. It refers to the increment in confidence of learners in their writing by improving their writing and prevents from mistake and errors. In this regard, S5 stated:

...feedbacks have helped me become more aware of my common mistakes and improve them at the same time which has built a kind of confidence on me in academic writing.

It was exposed from the response that learners were confident in their writing as corrective feedbacks make them aware of potential mistake that occur in their further writing and replacing errors with correct form. Learners got aware and conscious towards the errors and mistakes they perform in their writing and reduce those errors in further writing.

Perceived Challenges of Corrective Feedback in Writing

It refers to various kinds of obstacle faced while applying and engaging corrective feedback in writing. The challenges of corrective feedback are based on nature of errors, learners, feedback types and engagement. The different challenges of corrective are time consuming, unclear feedback, errors repetition and personal humiliation. In this regard,

S1 stated, Sometime, it is difficult find the correct answer specially in free writings than those errors and mistakes have high chances to be repeated

It exposed that the feedbacks learners receive specially in freewriting like guidelines and hints, they were more time and effort consuming for learners to find the correct forms and improve their writing. This was frustrating for learners and there were high chances of mistakes being repeated.

In same way S2 said, ...same errors are not repeated after receiving the correct from but errors on similar aspect of writing are repeated and its new mistake every time.

It revealed that the correction on one kind of writing won't help learners to stop the mistakes in other kind of writing. Every time they encounter new mistakes in their writing which causes discouragement among learners. The challenges perceived by learners in corrective feedbacks were categorized into subthemes Unclear Feedback and Personal Comment.

Unclear Feedback. One of the challenges is unclear feedback. Learners are not able to identify the errors and engage with feedback. Unclear feedbacks cause the problems like more time consumption and misdirection in writing. In this regard,

S9 stated, ...when teacher supplies guidelines for improving the linking of sentences specially at conclusion section I have problem as I could not get specific idea to include in conclusion section.

It was exposed that when learners receive feedback like guidelines for improving the organizing of text and sequential order there is high chance of repeating the errors. Learners don't get clear idea to improve the writing. There was absence of connection between guidelines and linking of sentences where learners had difficulties in linking sentences at conclusion section.

Harsh Personal Comments. Another challenge of corrective feedback in writing is use of personal comments. Learners receive personal comments in front of all friends from the teacher in oral feedback which are humiliating. In this regard,

S2 stated, Mostly, it takes a lot of time to find the correct form of mistakes through guideline.

Likewise, S6 said, When I am unable to find right answer of mistakes that those mistakes are left over. I don't ask to teacher also because of fear and personal comments.

From the responses it was exposed that learners face harsh personal comments from teachers regarding their writing errors which could be humiliating for them. These comments attack the confidence of learners and creates hesitation among them to check their writing. They even do not show their writing to teachers for feedback just because of personal comments that they may receive in form of oral feedback which affects their writing as the mistakes on their writing remains untreated. Learners have fear to show their writing even when they want to correct their errors because of personal comments.

Attitude of Learners Towards Corrective Feedback

Attitude of learners refers to how learners feel towards receiving feedback in their writing. It has been controversial issue as there is no uniformity in the answer. The attitude of learners towards corrective feedbacks are determined several factors like nature of learners, individual difference, corrective feedback types, practices of feedback and many more. Mostly, learners have positive attitude towards the corrective feedbacks in writing. In this regard,

S2 said, *I feel positive and happy to receive feedbacks in my writing because it shows the different of aspect of writing to be improved.*

Likewise, S4 stated, *Mostly I feel positive to receive feedback but the criticism in oral feedback makes feel low sometime. Especially, the comments were in front of all friends. Expect the personal comments I feel motivate to improve of writing through feedback.*

Similarly, S5 said, *I feel positive and appreciate it because it helps me improve my overall writing. I truly stay motivated and use feedbacks for further improvement but sometimes I feel quite nervous too, especially when there are too many corrections to be done.*

It was exposed that learners had positive attitude towards the corrective feedback that were focused on improvement of errors in their writing which was similar to the study of Leki (1991) revealing that corrections are not discouraging for ESL and EFL students as for native speakers of the language since they do not invest so much self-esteem in their writing as native speaker do. Learners felt happy to find the mistakes in their writing. These positive attitudes were mostly found towards the written feedback but when large number of mistakes were point out from same writing then learners feel nervous and discourage. Like the study of Zhu (2010) showed constant feedback as deterring and irritating for some learners. In order to prevent from committing errors, learners can become frustrated and abstain. It created a kind impression among learners' of being weak in their writing.

The personal comments and criticism that learners receive receiving while getting feedback makes them feel low and humiliated among others. They had negative attitude towards such personal feedbacks. It made them ashamed and hide their writing from being checked and improve. Also, when same errors were repeated even after getting feedback learners felt discouraged.

Expectation of Learners Towards Corrective Feedback

Learners do have expectation from the feedbacks they receive towards the errors in their writing. Various studies have shown the corrective feedbacks unable to meet the needs and expectation of learners. These expectations are based on learners' needs, attitude, nature of errors and many more. In this regard,

S2 stated, I feel feedbacks are necessary part of learning but oral feedback is not effective in comparison to written feedback for improving writing skills. So, I suggest feedbacks to be in written form.

It was revealed learners expected from their teacher to receive the feedback in written form rather than oral form. They believe for improvement of writing skills feedbacks should be in written form and it even eradicate the chance of missing the information while rectifying errors.

Likewise, S9 said, At that I feel like if there had been a model or sample writing that I could related the guidelines with the writing.

It was exposed that the guidelines learners receive as feedback towards errors related to organizing the text are insufficient. They expect to receive some sample model of similar writing so that they can generalize the writing and organize the sentences in similar way. So, as mentioned in the study of Oladejo (1993) there is mismatch between classroom practices of corrective feedback and perceived needs of learners.

Similarly, S4 stated, Feedback are essential for our writing improvement and oral feedback are mostly done because written feedback are more time consuming but personal comments on feedback may not digestible for all learners so practice of personal criticism on oral feedback should be less.

In same way, S6 said, To be specific, I remember a moment where my friend copied answer from internet but my writing was original. Then, the teacher praised her answer in comparison to mine. So, I suggest that feedbacks be such kind which praise the originality of writer rather than copied version

From the above responses it was revealed that learners want corrective feedbacks in their writing for improvement but the feedback should be clear and balanced with positive comments rather than harsh and misleading in the name of corrective feedback. They expect to receive only mistakes indications and corrective form of those mistakes in their writing. They look for positive encouragement from the teacher. Learners even expect their teacher to check up the originality of text while giving feedbacks.

Chapter 5

Findings, Conclusions and Implications

This chapter of the research incorporates findings, conclusions and recommendations which are based on the results and discussions of the data. Moreover, recommendation comprises of policy related, practice related and further research related.

Findings

This study aimed to find out the practices of corrective feedback in writing and learners' preferences. Based on collected data, literature and the learners' view, attitude and preferences this research has exposed the following chief findings.

Practices of Feedback in Writing

It was found that learners received direct feedback in their writing errors as corrective feedback. Learners received feedback for grammatical and vocabulary errors in written form but they received guidelines in oral form in case of mistakes related to organizing of text. Oral feedbacks were instant and 'on the spot' while learners were writing and improve the writing errors immediately. But the written feedbacks take 'days' especially the written feedbacks are supplied after the completion of writing tasks.

Engagement with Corrective Feedback.

It was revealed that learners immediately change the errors of their writing with the correct form that was provided by teacher which was mostly supplied in case of grammar and vocabulary errors. Learners rewrite the text where they replace the errors and mistakes with the correct form supplied by the teachers as feedback. They engaged with the feedbacks related to grammatical and vocabularies errors and rectify them but engagement with the guidelines were more time consuming and requires a lot of interaction and efforts for learners.

Perceived Benefits of Corrective Feedbacks

It was revealed that the errors related to grammar and vocabulary are highly improved from the corrective feedbacks. Learners even pointed out that the corrective feedbacks have helped them to enhance their confidence in their writing. Corrective feedbacks have motivated learners for improvement in writing and stops them from committing same mistakes in their writing. The learners were aware about the potential errors in their writing, decline the error rate and boost up their confidence in writing through corrective feedbacks.

Perceived Challenges of Corrective Feedback in Writing

It was revealed that the correction on one kind of writing won't help learners to stop the mistakes in other kind of writing. Every time they encounter new mistakes in their writing which causes discouragement among learners. Learners were still unable to connect with the feedbacks like guidelines for improving the organizing of text. The study exposed that the personal and harsh comment received by learners from teacher discourage them in their writing development. Learners have fear to show their writing even when they want to correct their errors because of personal comments.

Attitude of Learners Towards Corrective Feedback

It was exposed that learners had positive attitude towards the corrective feedback that were focused on improvement of errors in their writing. Learners felt positive to receive the feedbacks in their writing and gets motivated after getting feedback in their writing. Learners felt happy to find the mistakes in their writing but when large number of mistakes were point out from same writing then learners feel nervous and discourage. Highlighting lots of errors in same writing were demotivating for learners in improving their writing. Personal comments in front all friends specially in oral feedback were humiliating and discouraging for learners where learners felt ashamed among other friends.

Expectation of Learners Towards Corrective Feedback

It was revealed learners expected from their teacher to receive the feedback in written form rather than oral form. Which eradicate the chance of missing the information while rectifying errors. Learners receive as feedback towards errors related to organizing the text are insufficient so they expect to receive some sample model of similar writing so that they can generalize the writing and organize the sentences in similar way. Learners want corrective feedbacks in their writing for improvement but they expect feedback to be clear and balanced with positive comments rather than harsh and misleading in the name of corrective feedback. They expect to receive only mistakes indications and corrective form of those mistakes in their writing. Learners expected to receive positive feedback from the teachers on the basis of originality of writing compared to structurally corrected copied writing.

Conclusions

Here is the conclusion drawn on the basis of result and discussion of this study. The study investigated corrective feedback practices in learning writing and learners' preferences. It was found that learners were supplied direct feedbacks towards the grammatical and vocabulary errors in their writing. They were positive towards the corrective feedback they receive in their writing. They revealed that their errors rates were declined and confidence were boost up through corrective feedback. They feel motivated to receive corrective feedback but the constant feedbacks in their writing were frustrating for them. They presented that the feedback they receive related to organizing of text were unclear. It was exposed that the learners mostly forget the information they receive in oral feedback. Along with that learners face personal attack like humiliation and harsh words in form of oral feedback from the teachers which are disturbing for learners. These actions discourage the learners. In sum up, learners had positive view towards the feedback they receive in terms of grammatical and vocabulary errors but they were dissatisfied with the corrective feedback practices they receive in terms of errors related to organizing text. Feedbacks were source of improvement in their writing. Learners eager to acknowledge the mistake in their writing and improve them with correct form. But the unclear feedbacks like guidelines only to improve the organizing of text can be

discouraging for learners. Learners get demotivated while they repeat the same mistake due to unclear feedback. Besides personal comments and unclear feedbacks, learners are positive and motivated towards the corrective feedbacks in their writing.

In the similar view, the study identifies EFL students' preferences for corrective feedback. It was revealed that learners prefer the direct feedback for the grammatical and vocabulary errors in their writing and engage with such feedback by rewriting the text with the correct form of such errors. For the errors related to the organizing of text, they receive the guidelines from the teacher, but the learners prefer to receive a sample of writing along with the guidelines. Learners even prefer to receive the feedback of writing in written form rather than oral form. Learners even expected to receive feedback on the originality of the text where learners' original writing should be praised rather than the error-free copied text.

It was concluded that learners were positive to receive the feedback in their writing. They presented that feedback help them to be aware of the mistake and decline the rate of error they commit in their writing. Learners received feedback according to the nature of the errors they commit in their writing. Learners don't feel humiliated with corrective feedback they receive, but it's the harsh personal comments and harsh words that discourage the learners. Learners expect to receive feedback in written form rather than oral form so that there will be less chances of missing essential information for improvement of writing errors. They prefer to receive a sample of writing in order to generalize the errors like organizing of text and improve their writing. So, feedbacks should be direct and learners should be given sufficient source to improve their writing.

Implications

On the basis of the result and discussion of the study, the following recommendations have been made. These recommendations are based on policy, practice and further research base.

Policy related

In order to achieve effective corrective feedback in writing skill of EFL classroom, government and related agencies should formulate effective and applicable policies. This study suggests the following changes to adopted at policy related level:

- Stakeholders should start the researches in practice field which is EFL context and make research-based policy.
- Classroom practitioner needs to be policy maker.
- There should be policies to integrate learners' preferences and attitudes towards corrective feedback in ELT classes.
- Policies related corrective feedbacks should not be based on generalization of research based on another context like first language or second language.
- Education planners, syllabus designers, course designers, experts should design feedbacks along with courses for potential errors in learners' writing.

Practice related

The recommendation for the practice level based on the discussion are:

- Practices of feedbacks should be based upon nature of errors.
- Need based feedbacks should be provided for improvement of writing.
- Feedbacks for improvement of writing skill should be in written form for better output.
- Learners' feeling and attitude should be addressed for effective feedback in errors correction.

Further research related

Considering the delimitation of this study the area and issues that further research can be conducted are suggested as follows:

- Study can be conducted to find impacts of challenges seen in corrective feedback among the EFL learners
- Study can be conducted to find out effectiveness comparison between direct and indirect feedback to improve writing skills of learners
- Study can be carried out on techniques used by English teachers in ELT classroom as feedback in writing skills of learners.

In conclusion, this research work is based on a single issue of exploring EFL learners' preferences towards corrective feedback in writing.

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Appendices

The following guiding questions were prepared for conducting the semi- structured interview for the study of **Corrective Feedback in Learning Writing: Students' Preferences:**

1. What type of feedback do you receive on errors and mistakes of your writing?
Are they in oral form or written form?
2. Are the feedback general type or corrective to errors and mistakes of your writing?
3. How long does it take to receive those feedback?
4. In which kind of writing task do you receive corrective feedback? Is it in general writing or academic writing?
5. What is the nature of feedbacks you receive in your writing? like they are direct corrective form of error or indirectly guide to improve errors or some clues directing towards the errors. Which one do you prefer to receive in your writing?
6. Which aspects of your writing are effectively improved by the corrective feedbacks.
7. What kind of role does the corrective feedback plays in your writing? it supports or hinders your writing?
8. Do you think these feedbacks have benefited in your writing skills and how?
9. How do you feel while receiving corrective feedback in writing?
10. How do you respond towards the corrective feedback that you receive in writing? like motivated or discourage and how?
11. How do you engage with feedback that you receive in your writing?
12. Do you still repeat the same error and mistake in your writing even after receiving feedback? Why or why not?
13. What kind of challenges and difficulties do you face while engaging or dealing with those feedbacks in your writing?
14. Do these challenges discourage you and how?
15. What are your suggestions to improve corrective feedback in writing skills?

Interview 1

A: Were you given any writing task by your teacher as classwork or homework?

B: Yes, we received summary writing and free writing task.

A: How does your teacher check your writing task?

B: Mostly he marks the mistakes on my writing and tells me the things to improve. In summary writing teacher focused on points to add and sequential order where as in free writing teacher focused on grammatical item and vocabulary.

A: Which aspects of your writing did you find effectively improved by the given suggestion.

B: As for myself, my vocabulary and grammar were much improved from teacher's suggestion.

A: Does the suggestion to improve were only in oral form or written form also?

B: Firstly, I receive orally but if I repeat the same mistake than written points were given.

A: How does the teacher provide suggestion for mistake improvement?

B: He marks our mistakes than tells us the correct answer if there is grammar mistake, provides meaning if there is vocabulary mistake.

A: In which kind of writing task do you mostly receive suggestion from your teacher?

B: Mostly in free writing and academic writing teacher marks my mistakes and gives me suggestions.

A: Does the writing and suggestion were on the spot-on classroom or it takes time?

B: On the spot were rarely in classroom, usually teacher provided us writing task than the next day we received feedbacks.

A: How do you feel while receiving corrective feedback in writing?

B: The suggestions were really helpful for improving my writing. I felt positive and motivated while receiving those suggestions.

A: Do you think these feedbacks have benefited in your writing skills?

B: Yes, it has decreased the rate of my mistake and errors from my writing.

A: What do you do after receiving feedbacks or suggestion on your writing?

B: I immediately correct my errors from the writing after get the suggestion from my teachers but sometime it is difficult find the correct answer specially in free writings than those errors and mistakes have high chances to be repeated.

A: Do the difficulties in finding correct answer discourage you?

B: Yes, I feel I am weak and does not anything at that time.

A: What do you suggest or expect to change in the suggestions and feedbacks receiving on you writing?

B: I expect to receive sample of free writing on suggestion as open feedback for everyone because sometime only guideline on free writing does not help to improve our mistake and we keep on repeating the same mistake.

Interview 2

A: Do you received any writing task from your teacher?

B: Yes, I received free writing and academic writing task from my teacher.

A: Were you given feedbacks by teachers on those tasks?

B: Yes, I was supplied feedbacks by teachers on writing.

A: Were they in oral form or written form?

B: I receive feedbacks on both oral and written form but mostly on oral form.

A: Were the feedbacks general type or corrective to errors and mistakes of your writing?

B: Feedbacks are mostly error and mistake oriented but sometime there are general feedbacks also.

A: How long does it take to receive those feedback? Like immediately or after some duration.

B: It varies sometime feedbacks are on the spot whereas sometime it takes days. It depends upon teacher and length of writing.

A: In which kind of writing task do you receive corrective feedback? Is it in general writing or academic writing?

B: Usually feedbacks are on academic writing.

A: How does the teacher supply feedbacks in your writing?

B: Teachers highlights the errors and mistakes but does not supply the correct form. Sometime correct answer provided orally but not in written form. Mostly, I prefer the feedback with corrective form of mistakes so that I will not repeat those mistakes.

A: Which aspects of your writing were focused by the feedbacks?

B: Mostly feedbacks are focused on grammar aspect of writing so it has improved the grammar aspect much.

A: How do you feel while receiving corrective feedback in writing?

B: I feel positive and happy to receive feedbacks in my writing because it shows the different aspect of writing to be improved.

A: How do you think feedbacks has supported in your writing?

B: Feedbacks have supported my writing as I interact with my friends to improve my mistakes and errors that has been highlighted and make sure that I won't repeat them.

A: How do you engage with feedback that you receive in your writing?

B: Usually the feedbacks I receives highlight the errors and mistakes of my writing mentioning the aspect that I have blundered. Mostly they are from grammar so I look into grammar rules otherwise I interact with my friends to reach the correct form.

A: Do you still repeat the same error and mistake in your writing even after receiving feedback? Why or why not?

B: No, same errors are not repeated after receiving the correct form but errors on similar aspect of writing are repeated and its new mistake every time.

A: What kind of challenges and difficulties do you face while engaging or dealing with those feedbacks in your writing?

B: Mostly it takes a lot of time to find the correct form of mistakes through guideline. This can be time consuming and frustrating sometime but the end result always motivates me to learn more.

A: Do these challenges discourage you and how?

B: No, they don't but I feel low when I receive correction on my mistakes orally in front of everyone.

A: What are your suggestions to improve corrective feedback in writing skills?

B: I feel feedbacks are necessary part of learning but oral feedback is not effective in comparison to written feedback for improving writing skills. So, I suggest feedbacks to be in written form.

Interview 3

A: There are different writing tasks in Bachelor 1st year like rewriting, rephrasing, academic writing etc. Do you receive feedback on those tasks?

B: Yes, I did receive feedbacks on such tasks.

A: Were those feedback in oral form or written form?

B: Mostly oral and sometime on written form. Written were mostly during test.

A: Were those feedback general type or corrective to errors and mistakes of your writing?

B: Usually general encouragement-oriented feedbacks and few corrective feedbacks, mostly corrections were in written form.

A: How long does it take to receive those feedback? Like immediately or after some duration.

B: Oral feedbacks were immediately even during writing also but written feedbacks took time like 1-2 days.

A: In which kind of writing task do you receive corrective feedback? Is it in general writing or academic writing?

B: In every kind of writing task.

A: What does the teacher do with mistakes and errors committed in writing?

B: Teacher circles the mistakes and errors of my writing.

A: Does teacher provide some hints to improve those mistakes?

B: I don't specifically remember I corrects my errors from the notes provided by the teacher.

A: Do you have any preference like what kind of feedback you want to receive in your writing?

B: I don't have certain preference but I expect that if correct form of were provided by teacher even orally than it would have been much easier for me to improve my writing

A: What kind of mistakes were highlighted by you teacher in your writing?

B: Teacher highlights on every kind of errors but mostly they were related to vocabulary and grammar on most of the writings.

A: How does the feedbacks support in your writing skills?

B: Feedbacks motivate me to find the correct form of mistakes and decrease the frequency of mistakes in my writing.

A: How do you engage after you receive feedback in your writing?

B: After I receive feedbacks I start to search the correct form in notes, books and internet and sometime through guideline of teacher.

A: Do you still repeat the same error and mistake in your writing even after receiving feedback? Why or why not?

B: Yes, sometime when I am unable to find the correct form of my mistakes those mistakes keep on repeating. Then, I seek for teachers help to improve those mistakes.

A: Do you face challenges and difficulties do you face while engaging or dealing with those feedbacks in your writing?

B: Sometime the correct form of mistakes not available easily on any sources at that it is frustrating.

A: Do these challenges discourage you and how?

B: Yes, when I don't find the correct form than those mistakes are repeated I feel ashamed.

A: Do your any suggestions to improve corrective feedback in writing skills?

I suggest some quick oral correction on the highlighted mistakes on writing would really guides us improve our writing more effective.

Interview 4

A: Do you receive suggestion and feedbacks on errors and mistakes of your writing?

B: Yes, I do mostly in academic writing and summaries writing

A: Were the feedbacks in oral form or written form?

B: Usually oral and rarely in written medium.

A: Are the feedback general type or corrective to errors and mistakes of your writing?

B: Its kind of mix type like they are general but also include correction for writing as well.

A: How long does it take to receive those feedback?

B: Oral feedbacks were immediate but written feedback took time.

A: In which kind of writing task do you receive corrective feedback? Is it in general writing or academic writing?

B: Feedback on general type of writing like summaries and contextual question's answer.

A: How does the teacher provide feedback in your writing?

B: Teacher highlights the points that I need to include and improvise on my writing.

A: What were the feedbacks mostly focused on your writing?

B: Mostly the feedbacks were focused towards improvement of sequential pattern and error correction of my writing. Written feedbacks were correction oriented whereas oral feedbacks included criticism as well.

A: Do you think these feedbacks have benefited in your writing skills and how?

B: Yes, feedbacks improve my writing, make it better and decline the number of mistakes from my writing.

A: How do you feel while receiving feedback in writing?

B: Mostly I feel positive to receive feedback but the criticism in oral feedback makes me feel low sometime. Especially, the comments were in front of all friends. Expect the personal comments I feel motivate to improve of writing through feedback.

A: What kind of comments you did received?

B: Like you can write but you do not try write, your writing is well here but gets worse in exam paper.

A: What do you do after receiving those feedbacks?

B: I start to arrange of writing into the order according to feedback I received and even look for the correct form of the mistakes.

A: Do you repeat the same error and mistake in your writing even after receiving feedback?

B: No, not for same question but the mistake repeats if I try to attempt to new question.

A: What kind of challenges and difficulties do you face while dealing with those feedbacks in your writing?

B: Dealing with the personal comments specially on oral feedback is difficult to intake. At that time, I feel like I should not that shown my writing to teacher.

A: Do these challenges discourage you and how?

B: Yes, the personal comment does make me feel low and discourage but feedbacks only on my writing has always been a source of motivation to improve my writing.

A: What are your suggestions to improve feedback in writing skills?

B: Feedback are essential for our writing improvement and oral feedback are mostly done because written feedback are more time consuming but personal comments on feedback may not digestible for all learners so practice of personal criticism on oral feedback should be less.



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