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# English Language Teachers' Perceptions Regarding Providing Corrective Feedback on Grade 4-8 Students' Writing in Al Ain Schools, United Arab Emirates.

Rauda Rashed Suwaileh Salem Al Shamsi

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**United Arab Emirates University  
College of Education  
Curriculum & Instruction Department  
Master of Education Program**

**ENGLISH LANGUAGE TEACHERS' PERCEPTIONS REGARDING  
PROVIDING CORRECTIVE FEEDBACK ON GRADE 4-8  
STUDENTS' WRITING IN AL AIN SCHOOLS, UNITED ARAB  
EMIRATES**

By

Rauda Rashed Suwaileh Salem Al Shamsi

A Thesis Submitted to

United Arab Emirates University  
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For the Degree of  
Master of Education

**Curriculum and Instruction: English Language**

**May 2013**

## Thesis Approval

### ENGLISH LANGUAGE TEACHERS' PERCEPTIONS REGARDING PROVIDING CORRECTIVE FEEDBACK ON GRADE 4-8 STUDENTS' WRITING IN AL AIN SCHOOLS, UNITED ARAB EMIRATES

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## ABSTRACT

Writing is one of the important skills learners need to acquire using effective strategies. Teaching writing is not an easy task for English teachers because selecting appropriate teaching methods need careful planning, observation, and assessment. Teachers devote time and effort for correcting students' writing believing that corrective feedback might improve students' writing. This study of 200 Grade 4 to 8 teachers of English in Al Ain explored feedback related to types of errors in students' writing and types of feedback teachers provide when they respond to students' writing. Furthermore, this study investigated teachers' concerns associated with providing corrective feedback.

English teachers responded to a questionnaire. The results revealed that they tend to respond to all types of errors and most teachers spend a great deal of time responding to students' writing, focusing on meaning. Additionally, English teachers varied in their responses regarding difficulties they face when providing corrective feedback in writing classes. They reported different kinds of barriers such as time required to provide feedback, students' understanding of symbols, classroom management, etc. Other important result indicated that many teachers ( $M=4.06$ ,  $SD=.970$ ) were concerned about the time required to respond to students' writing and a few of them ( $M=2.27$ ,  $SD=1.242$ ) reported that providing feedback is boring.

Moreover, the data showed that teachers used a range of different types of feedback such as writing positive comments, displaying students' best work, feedback based on students' needs, and oral feedback. While writing positive comments was the most common, sending electronic feedback to students was the least one.

The researcher recommended that providing feedback on students' writing based on their needs might be better than responding to all types of errors. Additionally, it is recommended to focus on meaning and content rather than on form and accuracy. Finally, the researcher suggested that students should be encouraged to use self-assessment and peer assessment after writing. The last recommendation was intended for conducting further studies on this topic.

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## Chapter 1

### Introduction

#### Background

In the early years of teaching English as a second language, teachers and students were concerned about producing accurate language. This was the idea behind the Audio-lingual Method where errors were seen as something that should be avoided. Therefore, teachers spent a great deal of time correcting students' writing errors. New writing trends appeared in the 1970s. The focus was on the elements and process of writing. Zamel (1982), argues that focusing on the process of writing is more beneficial for students than focusing on the final product. The process approach focuses on the ideas which allow writers to explore and make discoveries about themselves, experiences and the world. On the other hand, the product approach does not focus on the writing itself but on the outcome writers intend to achieve.

Second language writing has always been difficult for learners of English (or L2 learners) and is a hot topic for researchers. Responding to students' errors is one of the most enduring and problematic tasks for teachers of writing (Ken & Eri, 2006). Teachers providing feedback to students' writing is a social practice influenced by teachers' views of good writing and teaching (Shelley & Jill, 2010).

Teachers vary in their concerns regarding reasons for providing corrective feedback on writing (Alan & Diane, 2007). Although providing feedback has been seen as a demanding task, teachers expressed their reasons for responding to their student's writing errors. Many teachers indicated that providing comments on writing errors can improve students' writing. Some teachers used writing comments as justification for the grades they

assign. Other teachers thought that L2 learners appreciate teachers' comments on their writing and students strongly agree with their teachers that their errors needed to be corrected (Alan & Diane, 2007).

Many teachers and students acknowledge that corrective feedback improves students' writing. Hisbullah (1994), Tomoko (1999), Shelley and Jill (2010), Xiaoqing (2009), Mike (2008) studied the effect of corrective feedback on writing accuracy and improvement. They indicated that corrective feedback had positive effect on writing accuracy. On the other hand, Lucy (2001) examined the influence of different types of feedback on students' writing. She indicated that there is no significant improvement on writing when providing feedback on errors. This indicates there is no consensus about the effectiveness of written feedback.

### **Statement of the Problem**

English language teachers' perspectives on written feedback are extremely rare (Kyoungrok, 2010). Most studies were conducted to find out students' perspectives regarding perceived feedback on their writing or on the strategies teachers use to correct students' errors. Kyoungrok (2010) stated that many contextual factors can affect the approaches of responding to students' writing errors. One of these factors is teachers. Teachers are concerned about correcting students' writing believing that corrective feedback will improve writing. Since teachers spend time and effort correcting and providing feedback on students' writing, it is worthwhile exploring these teachers' views on written feedback.

In the United Arab Emirates, there are different systems of education currently being practiced in the different emirates. Within Abu Dhabi the "New School Model" (Abu Dhabi Education Council (ADEC), 2010) was introduced in 2008, in KG1 to Grade 2. At the time of this study, the reform has extended to Grade 5. The New School Model depends on the appointment of native English-speaking teachers as its vanguard. It focuses on a specific student-centered model, a particular pedagogy and new teacher standards that specify particular expectations of teacher practice. The aim is to improve student performance and achievement to international standards as part of the Abu Dhabi 2030 Vision.

According to the New School Model, teachers are required to use different ways to provide students with feedback like self assessment, peer assessment and teacher's assessment. However, teachers for Grades 6 to 8 in this study still follow the Ministry of Education curriculum. Teachers spend a good deal time correcting students' writing. Furthermore, they should teach students skills needed to improve writing. Therefore, this study was designed to investigate English language teachers' perspectives and attitudes regarding corrective feedback on grade 4-8 students' writing in Al Ain.

### **Purpose of the Study**

The purpose of this study was to explore perspectives and concerns of Grades 4 to 8 English teachers in Al Ain regarding corrective feedback on students' writing. The researcher designed a questionnaire to gather information needed in this study.



## **Research Questions**

This study aims to answer three main questions regarding teachers' corrective feedback by answering the following questions:

1. What types of errors do teachers provide feedback on when they respond to students' writing?
2. What are teachers' difficulties regarding providing feedback on students' writing?
3. How do teachers provide feedback to students on their writing?

## **Significance of the Study**

Since teachers take time and effort correcting and providing feedback on students' writing, findings of the study add to the understanding of written feedback in the context of teaching in Abu Dhabi. The sample for this study includes both native English-speaking teachers as well as Arab English teachers. This study highlights current practice and possibly reveals gaps in relation to the expectations of ADEC's New School Model. Heads of Faculty, supervisors and teachers may benefit from the findings to bring practice more in line with the new education reform.

## **Limitations**

There are three limitations identified for this study. Firstly, the participants may not have used some of the techniques mentioned as a way of providing feedback such as school magazines and dictionaries. Therefore, some teachers may not have answered items related to these techniques. Secondly, English teachers in Al Ain come from various educational background which may affect their responses to the questionnaire. Finally, it

could be possible to generalize the results of this study beyond the borders of Abu Dhabi with some cautions.

### **Definition of Terms**

There are some terms that have been used in this research that have been used for a specific purpose. Their meanings are listed below for clarity.

- *Errors*: 'Deviations in usage which result from gaps in learners' knowledge of the target language', (Rod. E, 1997).
- *Feedback*: It is a technique instructors use to communicate to students about their writing, (April. L, Alyssa. T & Timothy. A, 2011)
- *Corrective Feedback*: 'Corrective feedback refers to teachers feedback on language issues of student writing', (Kyoungrok, 2010).

This chapter provides an overview of this study placing the research questions in the context of Abu Dhabi. Chapter 2 introduces theories referred to this study and relevant research in the area of providing corrective feedback in L2 writing.

## **Chapter 2**

### **Review of Literature**

#### **Introduction**

This chapter reviews literature necessary to set a background to this study. First, the researcher will introduce the concept of second language acquisition briefly including its definition and barriers to language acquisition. The researcher will then compare between L1 and L2 writing highlighting main features of Arabic and English language. After that, approaches of L2 writing pedagogy will be discussed which are the product approach and process approach. Theories and models of language related to corrective feedback will be explained, followed by definition, types and effectiveness of corrective feedback. Finally, findings of previous studies related to writing errors, teachers' perspectives on error feedback, and effect of corrective feedback will be presented.

#### **Second Language Acquisition**

##### **The Concept of Second Language Acquisition**

The study of how people acquire a second language is a fairly new phenomenon establishing in the second half of the twentieth century (Rod, 1997). During this time, there was extension in the communication between people beyond their local speech communities. They have had to learn a second language for different purposes including pleasing pastime, obtaining an education or securing employment. Rod (1997) stated that the meaning of the term 'second language acquisition' seems to be clear. He pointed out that this term requires careful explanation because 'second' can refer to any language that is learned subsequent to the mother tongue. So, it can refer to the learning of third or fourth language. Also, 'second' is not the opposite of 'foreign'. L2 acquisition is defined as

"the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (Rod, 1997).

Joyce (2008) indicated that the process of acquiring a second language can involve both acquisition and learning. Language acquisition happens in a natural setting which how people learn their native language. However, learning is a conscious knowledge of something. Gee (1996) suggested that learning comes after acquisition but they are not necessarily a dichotomy. When children learn a second language, they have advantage of already knowing a first language. They know what language is and what it does. Furthermore, they may internalize some concepts and knowledge. Tabors (1997) and Wong-Fillmore (1991) identified many factors that can affect acquisition of another language despite the relationship between the L1 and the L2. These factors include children's motivation to learn a language, the amount of exposure to the second language, the child's age, and the child's personality.

### **Barriers to Language Acquisition**

Teachers face four significant difficulties to meaningful instruction which relate to language proficiency model. These barriers are cognitive load, culture load, language load, and learning load (Meyer, 2000). These loads are interrelated and overlapping. The cognitive load becomes heavier when the activities have more academic concepts and information. Culture load refers to the essential cultural knowledge. In addition, culture load can refer to language meanings and classroom discourse. Words can be used differently in a particular culture. Language load refers to number of new words that children face in the school, including synonyms, idioms, and academic language that can

be spoken ambiguously. It also refers to other aspects of language like syntax and semantics. Learning load is associated with the activities and tasks students required to do.

## **Writing**

### **The Concept of Writing**

Brown (2001) defined writing simply as a graphic representation of spoken language. However, Alan and Diane (2007) differentiated between speaking and writing by pointing out that speaking is more highly contextualized and writing involves more planning and delayed feedback. Therefore, Kern (2000) indicated that language learners expect that writing is easier than speaking because writing requires time to think and organize ideas before writing down. On the other hand, Johns (1990) claimed that writing is not easy because writers are required to create and produce texts using significant discourse components. Therefore, it is essential that writers know how to write better, and know strategies of good writing and skills used in second and foreign language writing. Kern (2000) believed that writing is a strategy that allows people to record information and generate new ideas. It also shows individual creativity and develops the critical thinking.

### **The Relationship Between L1 and L2 Writing**

Silva (2006) mentioned that first and second language differ in important aspects with regard to strategies, rhetoric, and linguistics. These differences refer to linguistic knowledge base, sense of audience and writer, ways of organizing texts, writing process, and social cultures. In addition, Hyland (2003) pointed out that there are some differences in writing instructions between western and eastern cultures. These differences are associated with the focus. To illustrate, in the western culture, writing instruction mostly

focuses on three areas which are questioning, criticizing, or organizing text. On the other hand, the focus of the writing instruction in eastern culture is on memorization and imitation. Although first and second language vary in some aspects, there are some similarities including grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

Since this study is conducted in the UAE, Arabic is spoken as the first language and English is used as a second language. Mohammad and Sabri (2013) discussed the characteristics of Arabic script. They indicated that Arabic alphabet is the script used for writing many languages of Asia and Africa. Examples of these languages are Arabic, Persian and Urdu. They also stated that Arabic text is written from right to left. On the other hand, English text is written from left to right. While Arabic has 28 basic characters, English has 26 letters and 44 sounds.

### **Approaches to L2 Writing Pedagogy**

Most of the research and pedagogy in English as a second language has been drawn from studies in first language composition which is based on L1 composition theory (Abdulziz, 2003). Silva (1990) indicated that the history of ESL composition between 1945 and the beginning of the modern era of second language teaching in the United States can be seen as orientations to L2 writing. Similarly, Zamel (1989) pointed out that studies into second language writing process connected to research in first language composition. There are two major writing approaches which are the product approach and the process approach.

### **The Product Approach**

The product approach is called traditional approach. It focuses mainly on the form where students have to write correct grammar and write in different genres using rules and guidelines (Abdulziz, 2003). Reid (1993) pointed out that the main purpose of writing tasks was to introduce literary works to read and analyze. Students were evaluated based on the correct form of writing. Although the attention was on the form, the act of writing was ignored. The main concern of both teachers and students was the product which was the final written work. In this approach, the role of the students is passive. They do what they are required to do and the teachers select the type of topics. The evaluation was provided only by teachers. The product was the interest of teachers and the writing was not valued. The product approach discouraged imagination and creativity (Emig, 1971). Teacher's role was lecturing about grammatical rules and students' writing skills were not developed (George, 1983). Ferris and Hegock (1998) argued that this approach was not based on theories of learning and teaching and it was seen as static representations of students' knowledge and learning.

### **The Process Approach**

Scholars in L1 felt dissatisfied with the product approach and started to call for the process approach in the late sixties and early seventieth (Williams, 1999). Gordon (1965) initiated and developed the nations of prewriting, writing, and re-writing. However, Emig (1971) focused on how people write rather than what they write. When comparing the product approach and process approach, it can be seen that the focus of the process approach is on the writer as the creator of the text. In addition, the process approach pays attention to techniques and procedures. Therefore, it was believed that writing must be

taught in a recursive cycle and not in a linear manner. A linear cycle means learning reading and writing together at the same time. However, a recursive cycle refers to learning one skill before another. Additional information about this approach is discussed in the following section.

A study entitled "The process approach and UAE high school students' attitudes toward writing" was conducted by Hichem (2006) in Shafe'y School for Basic Education in Dubai. The purpose of this study was to examine whether using some process-approach associated activities in UAE high school writing classes can contribute to a change in students' attitudes towards writing. The participants of the study were 25 grade 9 male students who were considered as the experimental group. A survey was administered to this group and to the control group. Informal interviews were conducted and journal notes were taken. The results of the study demonstrated that the process approach activities could change the attitudes to the better. Additionally, the majority of the students of the experimental group admitted that they had not studied writing before the activities and they had just memorized the paragraphs. Another finding was that 80 percent of students in the experimental group could write about any topic the teacher suggested. However, before the process approach activities, only 20 percent of them could do so. The results also revealed that the process approach might be an effective alternative to the traditional approach in terms of developing more positive attitudes toward writing.

Ali (2011) investigated the effectiveness and students' perceptions of collaborative writing in second language. The study was conducted at a university in the United Arab Emirates. The participants consisted of 38 first year students in two classes. The experimental group was a class involved 18 students and the control group was a class



consisted of 20 students. Writing tasks were carried out individually in the control group and these tasks were carried out in pairs in the experimental group. The study took 16 weeks and it involved a pre-and post-test. The results revealed that collaborative writing had an overall significant effect on students' writing in second language but it differed from one writing skill to another. The effect was significant for content, organization and vocabulary but it was not for grammar and mechanics. In addition, this study demonstrated that students in the experimental group enjoyed collaborative writing and felt it improved their learning.

A study entitled "Creative writing in English and Emirati student motivation" was conducted by Patrick (2010). The purpose of this study was to explore the perspectives of students in Men's College in Abu Dhabi regarding creative writing. The participants of the study were fifteen male students from three separate classes taught at the same college. The students were from Higher Diploma foundations English classes. The study demonstrated that ten out of fifteen students indicated that creative writing encouraged them to read English and Arabic. In addition, fourteen participants stated that they would like to continue to write in English and share their writing with their friends. Moreover, the results indicated that creative writing had improved students' English reading comprehension.

### **Theoretical Background**

A number of theories explained the role of error feedback in second language learning. These theories are Behaviorism, Nativism, Interactionism, and Psych-cognitive views. This study is based on two models which are Interactionism and Psych-cognitive models.

### **Writing within a behaviorist approach**

Behaviorists view habit formation as key to learning any skill. They also believe that learning resulted in acquisition of new behavior which involves imitation, practice, and feedback. Their theory stressed the importance of correct model, practice and feedback. Teachers would not allow students to engage in spontaneous speak because they are afraid that learners would make errors which could develop in bad habits. So, teachers provided learners with correct models to avoid errors in the student output and provide appropriate feedback. Behaviorist teachers correct students' errors immediately, use reinforcement, and use repetition and imitation to ensure that students master the problem. The treatment of error is consistent, overt, and immediate (Eva, 2012).

### **Writing within a nativist/ an innatist approach**

The first innatist theory was developed by Krashen. While the behaviorism theory advocated corrective feedback, Krashen argued against treatment of errors. Krashen claimed that although corrective might be helpful, comprehensible input is sufficient for second language acquisition (Eva, 2012). According to his model, writing consists of three main elements including the planning stage, the translating stage, and the reviewing stage (Esther, Alicia & Juan, 2006). The planning stage involves smaller processes which are generating ideas, organizing ideas, and setting goals for writing. In the translating stage, learners write their thoughts which are generated from the first stage. Writers evaluate and revise texts in the reviewing stage. Therefore, the focus of this theory is on the process and not on the product approach of writing.

Nativists believe that learners are active writers who generate thoughts and ideas. The main roles of teachers are fostering learners' creativity, guiding them in the process of

drafting, revising and editing their writings. While teachers in the behaviorism theory model the texts, in the nativists model learners' processes in the writing tasks. In addition, Krashen argued that learners should be provided with opportunities for meaningful interaction instead of focusing on errors' feedback (Eva, 2012).

### **Writing within an interactionist approach**

The primary focus of the interactionist approach is modification and oral interaction. The interaction hypothesis claimed that modified input coupled with corrective feedback obtained through interaction can develop L2 learning. According to this theory, feedback may focus on the learners' attention on certain aspects of their speech. This leads learners to notice either the mismatch between their output and the target norm or the insufficient of their output (Swain, 1998; Doughty & Williams, 1998). Most interactionist researchers agree that corrective feedback is effective for learning. They also agree on the importance of having the learners' drawn to the formal features of the target language by means of feedback. They imply different corrective feedback (Eva, 2012).

Corrective feedback can be provided using six main techniques which are recasts, explicit feedback, elicitation, metalinguistic feedback, repetition, and clarification requests (Eva, 2012). Lyster and Ranta (1997) defined and clarified the meaning of each strategy. They defined recasts as teacher's reformulation of all or part to a student's utterance minus the error. Explicit correction is correcting forms by the teacher. Providing comments, information, or questions related to student's utterance without explicitly providing correct form is called "metalinguistic feedback". When teachers use elicitation technique to provide corrective feedback, they either elicit completion by pausing to

follow students fill in the blank, use questions to elicit correct forms or ask students to formulate their utterance. Repetition technique refers to teachers' repetition of the erroneous utterance. The last strategy of corrective feedback is called "clarification requests" where teachers indicate to students that their utterance has been misunderstood (Lyster and Ranta, 1997).

### **Writing within a psycho-cognitive approach**

The aim of this theory is to explain how L2 is processed and learned by the human brain. Theorists who followed this approach did not claim as to corrective feedback techniques. Psychologists believe that feedback is attributed a significant role in terms of drawing the learners' attention to form during communication. This allows learners to notice the gap between what they said and should have said (Eva, 2012).

### **Corrective Feedback**

#### **The Concept of Corrective Feedback**

Researchers used different concepts to define "corrective feedback". Many terms are used to introduce correct feedback which are "negative evidence", "negative feedback", "error correction" and "corrective feedback" (Eva, 2012). Each term is defined to avoid possible confusion. Negative evidence originally comes from two types of input language learners exposed to when learning a second language which are negative and positive evidence. Positive evidence provides learners of the language with a model that reflects correct use of grammar in the target language. On the other hand, negative evidence informs learners about what is unacceptable in the second language (Long, 1996). Negative evidence involves two types which are direct and indirect evidence. The direct negative feedback refers to teachers' responses to errors for the purpose of attracting

learners' attention to them. However, indirect negative feedback supplies the learners with signals that indicate unacceptable construction because of missing input (Chomsky, 1981). Hence, negative corrective feedback can be explicit or implicit. Chaudron (1977) differentiated between error correction and corrective feedback. He pointed out that these two concepts should not be used interchangeably. He indicated that error correction can be seen as corrective moves aim to correct the non-target like forms. On the other hand, corrective feedback reflects the presence of an error to be repaired.

### **Types of feedback**

There are many types of feedback. Researchers examined and compared between them and showed different results. Ferris (1997), identifies different feedback techniques including peer response, teacher-student conferences, audio taped commentary, email comments and comments written on students' drafts (Shelly & Jill, 2010).

### **Direct Versus Indirect Feedback**

John. Stuart & Denise (2005), distinguished between direct and indirect feedback. They defined direct or explicit feedback as feedback that occurs when teachers identify errors and provide correct form. However, indirect feedback is a situation in which teachers indicate that errors have been made but do not provide corrections. So, diagnosing and correcting errors are students' responsibilities.

### **Coded versus Un Coded Feedback**

In additions to direct and indirect feedback, the researchers compared between coded and un coded feedback. They pointed out that coded feedback is locating the exact location of an error and the type of error is indicated with a code. However, un coded

feedback refers to underlining, circling and placing errors. Students diagnose and correct errors in both coded and un coded feedback (John, Stuart & Denise, 2005).

### **Positive Versus Negative Feedback**

Ferris and Hedgcock (2005) explained one type of feedback which is commentary. In this type of feedback, teachers write their comments on their students' writing in the margin or at the end of the students' writing. This kind of feedback provides detailed information about meaningfulness of ideas and ways to improve writing. Hyland (2003) distinguished between two types of commentary feedback which are positive and negative feedback. He pointed that positive feedback is used to reward writers for their writing efforts. On the other hand, negative feedback is provided to criticize writing.

### **Electronic Feedback**

David (2009) explained computer mediated feedback. He indicated that interest in the use of software in which learners are exposed to different and many examples of the target form. The researcher indicated that this type of feedback has a limitation which is the availability of computer labs and the willingness of teachers to use them to develop writing skills.

### **Effectiveness of Feedback**

Researchers found different results when examining the effectiveness of providing corrective feedback on writing. Many studies proved that providing corrective feedback is significant. Fathman and Whalley (1990) examined the effect of feedback on grammatical accuracy. They found out that corrective feedback improved students' grammatical accuracy in writing. In addition, Lalande (1982) compared between two types of feedback which are direct correction and error codes. The researcher divided students into four

groups. Two groups received direct corrections on their errors in their essays. While the two other groups were given error codes. The results indicated that the groups who received error codes produced more accurate writing than groups who were given direct corrections. Furthermore, Jean (2003) pointed out that direct correction, underlining and coding led to more grammatical correct writing.

Although many studies showed that providing corrective feedback is effective, few studies proved that error feedback is ineffective. Robb and Shortreed (1986) stated that providing feedback doesn't make such difference in terms of accuracy and quality of students' essays. He argued that teachers can better spend their time concentrating on important aspects of writing instead of providing error feedback.

### **Previous Studies**

#### **Studies on Writing Errors**

Many studies designed to explore writing errors of English learners . One of these studies is a descriptive study conducted by Hisbaullah (1994) entitled 'Analysis of syntactic interference errors in the writing of English'. He aimed to find out patterns of first language (Arabic) and target language (English) interference in syntactic errors in English compositions written by Saudi students who are majoring in English. The researcher tried to investigate the specific types of syntactic errors students make and type of interference-interlingual or intralingual errors occur most frequently. To achieve the purpose, forty compositions written by Saudi students were collected and analyzed. The errors were classified into twelve categories which are copula an auxiliaries, tense and tense sequence, wrong verb form, subject-verb agreement, verb-preposition idioms, prepositions, articles, pronouns, concord, missing subjects, "wh" questions and word



order. The results indicated that some Saudi students use their first language structures to write compositions in English. Another finding is that intralingual errors occur less than the interlingual errors. It was obvious that Saudi students committed great number of errors in different aspects of language including lexicon, semantic, phonology and punctuation. The researcher ended his study with conclusion. He concluded that error correction is important to help learners understand the uses of rules in different situations. He indicated that although providing feedback on errors is necessary, correcting every error is not recommended when teaching foreign language. He believed that deciding which type of errors should be corrected is teachers' decision. In addition, the researcher stated that errors affect communication should be corrected.

While the previous study did not emphasize certain type of errors, a study on spelling errors was conducted by Barbara (2011). The purpose of this study was to examine the relationship between spelling proficiency and types of errors students make. The participants of the study were 107 grade 5 students in public and private schools in the southeastern region of the US. Two students were not included because they did not complete the spelling test. The participants included 45 girls and 60 boys who responded to spelling test. The spelling test comprised of words that can be found in grade five texts in addition to unfamiliar words. Students were divided into groups based on their spelling test scores, low, average, and high. Errors were analyzed using a scoring guide which categorized spelling errors into five categories including phonological, phonetic, orthographic, etymological, and morphological. The results of the study indicated that phonological errors were more at lower spelling achievement level and less at higher levels. In addition, the researcher pointed out that error quality increases with higher level



spelling errors. Furthermore, the researcher suggested that students with low spelling achievement score should be assessed for knowledge of the basic skills.

Carol (1982) deigned a study on determining the significant errors in foreign student compositions. The participants of the study were 60 students with different language background and degree of English proficiency. Writers of these essays had different native languages included Japanese, Russian, Hebrew, Korean, Arabic, African language, French, and Spanish. Sixty essays were collected and analyzed. Results of the study showed that spelling errors were the most frequently found in students' essays. The 60 essays contained 368 misspellings. Additionally, verb errors occurred with statistically significant difference among levels. These errors were wrong tense and lack of subject-verb agreement. Regarding article errors, the results indicated that omission of needed articles was an error found in 32 papers. Another type of article errors was overuse of articles. While preposition errors were found in 29 essays, 20 pronoun errors occurred in these essays.

Tomoko (1999) examined the effect of selected linguistic and extralinguistic factors involved in learner errors on ESL/EFL teachers believes and perceptions of Japanese advanced EFL learners' writing errors. The participants of the study were teachers who were divided into three groups. These groups were NS American ESL teachers residing in Japan and Japanese EFL teachers. This descriptive study examined responses and reactions of the three groups of teachers to eight selected grammatical errors in two writing context. The findings indicated that American teachers hierarchized the seriousness of grammatical errors in formal writing but not in the informal writing.

However, Japanese EFL teachers didn't hierarchize the seriousness of the selected errors in either context.

### **Studies on Teachers' Perceptions on Error Feedback**

A large number of studies investigated English language teachers' perceptions regarding corrective feedback. The following studies showed different views of teachers about effectiveness of corrective feedback and comparison between teachers' perspectives and their real practices.

Icy (2003) found out perspectives, practices and problems of L2 writing teachers regarding error feedback. The researcher designed a questionnaire and distributed it to 206 English teachers in Hong Kong secondary schools. Participants responded to both open and close-ended questions. The questionnaire covered variety of aspects related to writing feedback including strategies of correcting students' writing errors, ways of perceiving work in error correction and concerns and problems related to providing feedback on writing. The results demonstrated that most teachers mark writing errors comprehensively. While few of them used selective marking. Further, the findings showed that there are differences between teachers believes and their real practices related error corrections in writing.

Although the earlier study investigated that teachers' believes differed from their real practices, results in a study by Katia (2011) revealed that teachers' beliefs influence their pedagogical decisions. Fifteen Brazilian teachers responded to a five-point liker scale survey. The survey consisted of 22 statements including issues related to written corrective feedback. The researcher used a cross-sectional survey. The study is a mixed method since the researcher used qualitative and quantitative methods of data analysis.

The results suggested that Brazilian teachers tend to believe that form-focused correction is recommendable instructional approach. In addition, it was obvious through the qualitative analysis of teachers' perceptions regarding written feedback that teachers' beliefs influence their pedagogical decisions.

Some studies examine second language teachers' perspectives regarding corrective feedback and writing errors. On the other hand, other studies compared between second and foreign language teachers in their views of corrective feedback. Kyoungrok (2010) designed a comparative study to explore the similarities and differences in perceptions of written feedback between foreign language teachers (Korean) and second language teachers (ESL) in North America. Those teachers teach L2 college students. The researcher used online survey to investigate ways KFL/ESL teachers perceived when they respond to students writing including many aspects practices of current writing feedback, types of written feedback, perceptions of the use of the written feedback and selected approaches to provide feedback on student writing. The sample of the study was 153 college instructors of ESL and KFL across North America. The survey consisted of 46 items. Data was analyzed using descriptive and correlational statistics. The results showed that both groups of instructors differed in terms of location, focus of feedback, error treatment, number of drafts and follow up methods. The researcher concluded that these variations may lead to change in written feedback practices. Many factors can contribute to these changes like culture, context, student proficiency and training opportunities. The study also suggested that the difference in the practices of written feedback provided by foreign and second language teachers resulted from time management issues and lack of training opportunities of providing written feedback. KFL teachers used comprehensive,

direct feedback on local aspects of student writing on a single draft. In contrast, ESL teachers favored selective, indirect feedback among various possible types of corrective feedback.

Ken (2006) conducted a study entitled "Teachers' perceptions of error: The effects of first language and experience". The study focused on reactions and responses of Japanese and English EFL teachers and group of native English speaking non-teachers. To a single text by an EFL learner. The participant of the study were classified into three groups which are Japanese teacher group, a group of native English speaking non-teachers living in London with little experience of Japanese and a group of native English speaking teachers from the UK. Teachers were asked to identify and correct writing errors in an authentic text on the topic 'beauty'. The text was written by pre-intermediate level students at a Japanese University. The questionnaire data indicated that all teachers considered error correction as a positive pedagogy strategy. The findings showed that Japanese L1 teachers of English found more errors and implied in fragment of rules. However, the native English speaking teachers were more selective in correction by identifying far fewer errors. The researcher concluded by stating that it seems that it is important for teachers to distinguish between grammatical errors and stylistic difference to inform teaching and marking.

### **Studies on the Effect of Corrective Feedback**

Researches showed teachers vary in their perceptions on effectiveness of corrective feedback. Some teachers believe that corrective feedback improve students' writing. However, other studies revealed that there is no significant differences in writing accuracy between students who have received corrective feedback and those who have not.

Melanie (2010) conducted an action research on grammar correction in ESL writing classrooms. The purpose of this study was to find a better way to respond to students' writing rather than using coded error correction. A writing evaluation feedback scale was developed by the researcher. The participants of the study were a group of 22-year-old Emirati male students from elementary to pre-intermediate level. The results showed that the benefits of feedback on students' writing regarding content, organization were accepted. It was also demonstrated that peer review and self editing helped students to develop their writing. The results also indicated that the best way of providing feedback to students about their writing is one-to-one teacher-to-student writing conference. However, this strategy considered to be time-consuming when dealing with large class size. Moreover, the results showed that group 1 who used peer-review and self editing wrote significantly more words and used more and varied cohesive devices than group 2 whose teacher used error correction code symbols and direct error correction.

Banan (2003) conducted a study in the United Arab Emirates on written feedback. The purpose of the study was to investigate the nature of the focus of English teachers' written feedback and to examine their satisfaction with their students' responses to their comments. The participants of the study were 60 students from preparatory public schools in Dubai and two female non-native teachers of English. First and second writing samples of students were collected and two teachers were interviewed. The results demonstrated that teachers generally provide feedback on global issues, such as organization and ideas and they give a large amount of feedback on local issues, such as grammar and mechanics. Both teachers relied on indirect error feedback and they believe that this type of feedback increase student engagement and attention to problems and forms.

One of the studies that supported that use of corrective feedback is study by Shelley and Jill (2010) which investigated grade 4-8 teachers' assessment and feedback practices. The researchers conducted the study in ten Canadian provinces and two of three territories. They selected schools where are on creative writing, personal writing and subject area are important. The results showed that most teachers acknowledge the influence of providing feedback on students' revision of their writing. Few teachers (10%) notified that students didn't consider teachers' feedback when they write.

Another study that explored that corrective feedback is effective is a study by Xiaoqing (2009) who examined three approaches of correctional feedback on selected aspects of students writing in mechanics and grammar. These three approaches are correction only, correction +rewrite and correction +explanation +rewrite. The participants of the study were 28 students in grade 4-8 who enrolled on individualized Education Programs (IEPs) in writing. Students were provided with feedback on five categories including categories including capitalization, punctuation, word formation, word usage and verb tense. The research used a pretest-posttest group design to investigate the effects of each condition on writing performance of participants. There were 9 students in condition 1, 10 in condition 2 and 9 in condition 3. Students were assigned randomly using a stratified random. The results revealed that students writing improves in all conditions. It was noticed that the skills in the correct use of capitalization and punctuation are difficult to acquire and learners need help in mastering these skills.

Furthermore, a study entitled "The effect of different types of corrective feedback on ESL student writing" was conducted by John in 2005. The purpose of the study was to examine the effect of different types of feedback on prepositions, past simple and definite

articles. These types of feedback included direct, explicit written feedback and individual conferences. The feedback was given to 54 adult migrant students on their improvement in the accuracy when writing new pieces over 12 week period. The students were from different countries including Sri Lanka, Romania, Iran, Turkey, Serbia, Korea, Indonesia, Taiwan, Japan and India. The participants were divided into three treatment groups based on different amount of instructions. The same amount of time was spent teaching grammar in all classes. The first group of 19 students received direct written corrective feedback and 5 minutes conference after each writing. The second group of 17 participants received direct written corrective feedback only. The last group of 17 students received no corrective feedback in the targeted feature but they were provided with feedback on the quality and organization of their content. The study findings showed that the type of feedback provided had significant influence on accuracy of writing new pieces. It was obvious that students accuracy on writing improved more when the direct feedback and conference feedback provided to students focusing on both simple past and definite articles. However, this was not the case with the use of prepositions.

A number of studies indicated that the effectiveness of corrective feedback is influenced by type of writing errors and type of feedback provided by teachers. An example of these studies is a study by Wendy & Rachel(2010) under the title 'The effects of direct and indirect speech acts on native English and ESL speakers' perceptions of teachers' written feedback. The purpose of the study was to explore the effect of directness of the feedback of L2 learners' accuracy in understanding teachers' comments. The researcher examined three types of direction forms including direct speech acts, indirect speech acts and hedging. The participants of the study were 35 males and 36 females



included both native English and EFL university students. The researcher used both personal narrative and scientific proposal. Teachers' feedback included three positive or praise and three negative or criticism comments. Students were required to make correction when negative comments were provided. The results showed that positive comments were more quickly and accurately recognized than negative ones. Furthermore, students were the slowest and least accurate in recognizing teachers' comments when providing indirect speech acts. The EFL learners were the least accurate and slowest in recognizing hedged teacher comments. The fastest to comprehend and the best understood type of comments for positive and negative comments were for positive and negative comments was direct comment. When examining the effect of directness of teachers' comment on learners' speed and accuracy in making corrections on negative comments, the researcher found out that when teachers' comments were written in indirect and hedge speech forms, the participants were fastest but least accurate at making corrections. In contrast, they were slowest and most accurate when teacher comments were written in direct speech. That was true for both groups of participants.

Additionally, Betty (2009) examined live teacher feedback delivered extemporaneously after an oral reading of the essays as the primary mode of response to student writing in freshman composition courses. This qualitative study attempted to discover how students perceive spoken response by the teacher as the primary mode of feedback, thematic patterns inherent in the dialogue taking place during those conferences and connections between that dialogue and subsequent writing efforts by the students. The researcher used students' surveys, conference videotapes, writing samples and short students' essays on blackboard to gather the data. The results indicated that when the



students were surveyed, majority of them showed that word choice and mechanics are writing issues most affected by conference discussion. Furthermore, after analyzing the subsequent writing, the results revealed a strong connection between conference discussion of abstract writing issues and overall organization and later writing performance. However, surface errors like spelling and punctuation were less related to conference instruction.

Moreover, A quasi-experimental study was designed and conducted by Yi-Chia (2009) under the title "An examination of teacher feedback, face-to-face peer feedback, and google documents peer feedback in Taiwanese EFL College students' writing. The purpose of the study was to find out similarities and differences in students' writing performance, quality of writing and perceptions of among teacher-feedback, face-to-face written peer feedback, and google documents peer feedback groups. The dependent variable was the essay performance score and the type of feedback approach was the independent variable. The sample of the study was students from University of Technology in Southern Taiwan in the department of Applied Foreign Languages. The findings showed that the students in the class where the teacher feedback was provided had the highest quality of revision with respect to the criteria of content, organization and mechanics. The next most improved was face to face feedback group and then students who received google document peer-feedback. However, the researcher indicated that all the three groups of students faced difficulties with the vocabulary in their revision. In addition, students who received teacher feedback had positive experience and they used the feedback for revision. In contrast, face to face and google documents-peer feedback groups had negative experience. Furthermore, all students in all groups stated that

feedback was not helpful in terms of helping to become good writers, increasing motivation and overcoming fear of writing in English.

Furthermore, Mike (2008) undertook a study on the effect of error codes. He aimed to investigate the effect of error codes on second language writing. The researcher focused on the students' ability to use teacher's feedback and codes to revise their errors and produce more accurate writing for specific errors on future tasks. The sample of the study was four different students who received error codes. The researcher examined three errors types for three students and two errors types for the fourth student. These errors types included verb errors, preposition errors, determiner errors and plural/singular confusion errors. The students are male and they are from Malaysia, Korea and Japan. Each student wrote three essays throughout the semester. So, the total of the essays was 12. The students' ability to accurately revise their grammatical errors was determined based on codes including error counts, corrections and accuracy percentages. The findings showed that the students succeeded in correcting their errors based on codes in general. However, not every student improved in the accuracy for every error type. Most of the students were able to improve their accuracy for the selected errors in subsequent assignments.

Although some studies support the use of corrective feedback, other studies explored that corrective feedback is not significant. Lucy (2001) constructed experimental study to examine the influence of providing different feedback to the journal writing of grade 5 students in the context of French-language school in Montreal in Canada. The purpose of the study was to investigate the effect of receiving corrections, commentaries, or a combination of corrections and commentaries on the journal writing accuracy. The

sample of the study was 112 grade five students from 4 different classes. The researcher observed the four classes 6 observations in each, hence, 24 total. During lesson observations, the COLT, Communicative Orientation to Language Teaching, observation scheme was used to code the language arts activities. The COLT included many categories which were participant organization, content, content control, student and materials. The researcher conducted semi structured interview protocol in French. The interviews were tape recorded and then transcribed. The interview included many variables like previous experience with journal writing , occasion when students wrote their journals, ease or difficulty associated with topic selection and attitudes toward the type of feedback. The results indicated that no significant difference in accuracy due to feedback conditions.

Another strategy that showed that providing feedback in insufficient is a study by David (2009) that was designed to explore the influence of one instrument of writing feedback which is language Dia-logs on the level of grammatical accuracy comparing to traditional presentation and practice methods of instruction. This study also was conducted to find out the nature of strategies used by students when they discuss the grammaticality of sentences. The participants of the study were 64 adult students from different first language (L1) background. The learners were enrolled in a 13 week pre-university course. The researcher used ANCOVA to analyze learners' grammar test scores to compare between log and Non log groups in their performance. In addition, he analyzed students' grammatical accuracy in their written compositions using writing accuracy measure. The learners' audio-recordings were analyzed by coding for verbalized strategies in their transcripts. The findings showed there was no significant different between the two

treatment groups in terms of development in grammatical accuracy through the grammar tests or writing tasks. Furthermore, the findings indicated that advances students showed a greater number and wider difference of verbalization strategies. This suggested that proficiency may have a moderation effect on students' ability to discuss the grammaticality of target forms.

This chapter shows theoretical background and research finding regarding providing corrective feedback. The next chapter provides an overview on how the researcher design and conduct this study.

## Chapter 3

### Methodology

#### Introduction

This study was designed to examine the perceptions of 200 grade 4-8 English teachers regarding writing corrective feedback, including writing errors teachers provide feedback on, difficulties teacher face when responding to students' writing, and types of corrective feedback teachers utilize. In order to achieve this, the study used a semi-structured questionnaire to investigate participants demographic information and to explore teachers' perceptions (see Appendix 3).

#### Participants

According to Abu Dhabi Education Council statistics, there are 47 elementary and preparatory schools in Al Ain. This study was conducted in 45 of these schools. Two schools were excluded because one was far away and the other's location could not be found. Of the 212 English teachers in the sample of 45 schools, questionnaires were distributed to 210 English teachers. Ten teachers did not answer all the items so were excluded from the study.

Table 1 shows that most of grade 4-8 English teachers who participated in the study were female (75%) and only 25 percent of them were male. The participants teach in different types of schools. As indicated in Table 2, 53.5 percent of the participants teach in girls' schools, 39.5 percent teach in boys' schools, and only seven percent teach in coeducational schools (see Table 2).

Table 1: *Distribution of participants by gender*

| Gender  | Frequency (n) | Percent (%) |
|---------|---------------|-------------|
| Males   | 50            | 25.0        |
| Females | 150           | 75.0        |

Table 2: *Participants' types of school*

| School's type | Frequency (n) | Percent (%) |
|---------------|---------------|-------------|
| Male          | 79            | 39.5        |
| Female        | 107           | 53.5        |
| Mixed         | 14            | 7.0         |
| Total         | 200           | 100         |

Teachers differed in their first language (see Table 3). Arabic is the first language of 51 percent of the participants and all of these teach grades 6-8. Four percent of them had different first language and it was not specified. The remaining of 44.5 percent native English-speaking teachers employed by ADEC as part of the New School Model reform.

Table 3: *First language of participants*

| Language | Frequency (n) | Percent (%) |
|----------|---------------|-------------|
| Arabic   | 103           | 51.5        |
| English  | 89            | 44.5        |
| Other    | 8             | 4.0         |

Most of the participants have taught ten years or more. As indicated in Table 4, the majority (64.5 percent) hold a Bachelor degree, 30.5 percent hold Masters with the remaining five percent holding lower qualifications.

Table 4: *Qualification of participants*

| Degree   | Frequency (n) | Percent (%) |
|----------|---------------|-------------|
| Master   | 61            | 30.5        |
| Bachelor | 129           | 64.5        |
| Diploma  | 6             | 3.0         |
| Other    | 4             | 2.0         |

### **Instrumentation**

The demographic section of the questionnaire contained five items related to teachers' gender, first language, qualification, years of experience, and types of school. The background questionnaire was revised thoroughly by the researcher and the thesis advisor in order to reach a format that would enable gathering as much information as

required without having to take much of the respondents' time. It took participants approximately two minutes to answer the demographic questions.

The questionnaire is a five point Likert-scale paper-and-pencil inventory descending from 5(always), 4(often), 3(sometimes), 2(rarely), and 1(never) (see Appendix 3). The questionnaire consists of 47 statements which are divided into three themes based on research questions which are the following:

1. What types of errors do teachers provide feedback on when they respond to students' writing?
2. What are teachers' difficulties regarding providing feedback on students' writing?
3. How do teachers provide feedback to students on their writing?

In the first section, items 1 to 13 reflect types of errors English teachers provide feedback on when responding to students' writing, including article, verb tense, sentence structure, wrong word order, punctuation, pronouns, connectors, subject-verb agreement, organization, content, and meaning.

Teachers' concerns are covered in the second section which consists of 10 items (items 14-23). These difficulties are related to time, teachers' feeling, students' writing fluency, students' understanding of symbols, classroom management, students' needs, availability of dictionaries, electronic error correction, and students' understanding of comments written in English.

The third section is the longest. It contains 24 items that reflect types and ways of providing corrective feedback (items 24-47). These types include writing positive comments, displaying students' best work, feedback based on students' needs, oral feedback, providing students with good writing models, highlighting or circling errors,

asking students to share pieces of their writings, observing students and giving them direct feedback, putting writing rules, asking students to edit what they write, providing individual feedback, highlighting good things in students' writing, giving rewards, writing the correct answers, giving extra writing activities, encouraging students to use self-assessment and peer-assessment, writing common writing errors on the board, encouraging students to use dictionaries, using codes to indicate errors, putting a mark in the margin, publishing good writing work in school magazines, and sending electronic feedback.

### **Validity and reliability of the questionnaire**

A permission from ADEC was received before distributing the questionnaire in Al Ain schools. The draft questionnaire statements and questionnaire format were shared with a panel of 4 university professors, who are specialized in English Education and Curriculum and Instruction, and an English ADEC head of faculty. The questionnaire was adjusted and modified according to the feedback received to determine face-validity of the tool. In response to the feedback from the panel members and thesis advisor, the number of items was reduced from 58 to 47.

Reliability statistics were computed using Cronbach's alpha coefficients with each of the three scales, writing errors, teachers' concerns, and types and ways of feedback. The reliability score for each one was below 1.0 and therefore acceptable, as shown in Table 5.

*Table 5: Reliability Statistics of the questionnaire items*

| Reliability Measure        | Cronbach's Alpha |
|----------------------------|------------------|
| Overall                    | .845             |
| Writing errors             | .875             |
| Teachers' concerns         | .717             |
| Types and ways of feedback | .826             |



## **Data Collection**

After confirming the questionnaire format with the advisor, the researcher received a letter from the College of Education in the UAE University to contact Abu Dhabi Education Council (see Appendix 1). The researcher then contacted Abu Dhabi Education Council to get the permission to distribute the questionnaire in the schools (see Appendix 2) and to collect statistics regarding the number of elementary and preparatory schools and English teachers who teach there. This process took two weeks. ADEC sent an excel sheet to the researcher by email. This sheet included names of schools, their locations, phone numbers, type of school and number of English teachers. This process was completed by January 2012.

It was recommended to the researcher to appoint a trustworthy man to courier the questionnaire in the schools. This is because the number of the schools was 45 and it was difficult for the researcher to go to all these schools. In order to make the distribution process easy, the researcher specified an envelope for each school. Names of schools and numbers of English teachers were written on the cover of the envelopes. A copy of the permission letter received from ADEC was attached on all envelopes. The excel sheet with names, locations, and phone numbers of the schools were given to the courier to facilitate him contacting and finding each school's location.

The confidentiality of the survey responses was maintained by informing participants that their responses would be anonymous, thereby protecting their privacy and the security of their answers. All surveys were kept in a locked cupboard at the researcher's office. After the data analysis, the surveys were kept by the researcher.

Each participant spent approximately 15 minutes completing the survey. The courier collected the surveys from each school and brought them back to the researcher. Out of a total of 212 copies which were distributed to the participants, only 200 were valid. Ten copies were excluded since participants chose more than two responses or the same responses on the survey questions or they did not mark some items.

### **Analysis Procedures**

Data analysis for the survey items was performed using the Statistical Package for the Social Sciences (IBM SPSS) version 19.0. While percentages were used, in order to process demographic data analyses, means and standard deviations were utilized to analyze the overall teachers' perceptions regarding writing corrective feedback.

This chapter describes the participants and instrumentation of the study as well as procedures followed to conduct this study. The following chapter presents the results of the questionnaire.

## Chapter 4

### Results

#### Introduction

The purpose of this study was to explore teachers' perspectives and concerns regarding corrective feedback on students' writing. This study used a questionnaire as described in chapter 3 to provide answers to the following research questions:

1. What types of errors do teachers provide feedback on when they respond to students' writing?
2. What are teachers' difficulties regarding providing feedback on students' writing?
3. How do teachers provide feedback to students on their writing?

This chapter presents results of data collected by the questionnaire. The results are divided into three sections based on the research questions. These sections include writing errors English teachers in Al Ain schools provide feedback on, types of feedback used to response to grade 4-8 students' writing, and difficulties teachers may face when providing corrective feedback. Participants were asked to choose from a scale descending from 5 to 1 (5=always; 4=often; 3=sometimes; 2=rarely; 1=never) to express their perceptions regarding corrective feedback. Results of the study are analyzed using means and standard deviations which are ranked in order from the highest to the lowest mean.

#### **Types of errors teachers provide feedback on when they respond to students' writing**

Descriptive statistics were performed in order to investigate types of errors teachers provide corrective feedback on students' writing. Data regarding types of writing error were reported using means and standard deviations. Table 6 shows means and standard deviations of providing corrective feedback on different writing

errors including article, verb tense, sentence structure, wrong word order, punctuation, pronouns, connectors, subject-verb agreement, organization, content, and meaning.

Surprisingly, as demonstrated in table 6, English teachers in this study respond to all types of errors often or always (mean ranging from 3.57 to 4.39). Grade 4-8 English teachers provide most feedback on errors related to meaning ( $M=4.39$ ,  $SD=.788$ ). The next most common error they emphasize when correcting students' writing is content errors ( $M=4.37$ ,  $SD=.810$ ). These focus on genre, audience, and purpose of the writing.

Additionally, in terms of teachers' priorities, the mechanics of writing and grammar next features in their feedback. A number of teachers comment on sentence structure errors ( $M=4.36$ ,  $SD=.808$ ), punctuation errors ( $M=4.24$ ,  $SD=.937$ ), organization errors ( $M=4.22$ ,  $SD=.863$ ), and wrong word order ( $M=4.06$ ,  $SD=.889$ ). Furthermore, providing corrective feedback on verb tense seems to be vital for these English teachers ( $M=4.05$ ,  $SD=.919$ ). It is also obvious that when teachers respond to students writing, they focus on subject-verb agreement ( $M=4.0$ ,  $SD=.974$ ).

A number of English teachers indicate that they often comment on spelling errors ( $M=3.77$ ,  $SD=1.004$ ), pronouns ( $M=3.77$ ,  $SD=.985$ ), word choice errors ( $M=3.73$ ,  $SD=.906$ ), articles ( $M=3.57$ ,  $SD=1.07$ ), and connectors ( $M=3.57$ ,  $SD=.974$ ).

To sum up, Table 6 indicates different types of errors grade 4-8 English teachers provide feedback when correcting students' writing. The data shows that although teachers provide feedback on all types of errors, the most common types of errors teacher respond to are errors related to meaning, content, and sentence structure.

Table6: Means and standard deviations of types of errors teachers provide feedback when responding to students' writing

| Types of errors        | N   | Mean | SD   |
|------------------------|-----|------|------|
| Meaning                | 200 | 4.39 | .788 |
| Content                | 200 | 4.37 | .810 |
| Sentence structure     | 200 | 4.36 | .808 |
| Punctuation            | 200 | 4.24 | .937 |
| Organization           | 200 | 4.22 | .863 |
| Wrong word order       | 200 | 4.06 | .889 |
| Verb tense             | 200 | 4.05 | .919 |
| Subject-verb agreement | 200 | 4.00 | .974 |
| Spelling               | 200 | 3.77 | 1.00 |
| Pronouns               | 200 | 3.77 | .985 |
| Word choice            | 200 | 3.73 | .906 |
| Article                | 200 | 3.57 | 1.07 |
| Connectors             | 200 | 3.57 | .974 |

### Teachers' difficulties regarding corrective feedback

Mean and standard deviation regarding difficulties teachers face when providing feedback on students' writing are demonstrated in Table 7. These difficulties are related to time, teachers' feeling, students' writing fluency, students' understanding of symbols, classroom management, students' needs, availability of dictionaries, electronic error correction, and students' understanding of comments written in English. Participants responded differently to items related to these difficulties (see Table 7).

English teachers vary in their responses regarding difficulties they face when providing corrective feedback in writing classes. Table 7 shows ten different barriers they find when correcting students' writing. It is highly obvious that teachers complain that providing feedback on writing requires lots of time ( $M=4.06$ ,  $SD=.970$ ). Another major difficulty teachers find is that some students do not bring their dictionaries to correct their writing errors ( $M=3.85$ ,  $SD=1.317$ ). Regarding language difficulty, many teachers indicate

that their students find difficulties in understanding comments written in English ( $M=3.72$ ,  $SD=.901$ ). Additionally, English teachers expressed that dealing with all errors at the same time is not an easy task ( $M=3.70$ ,  $SD=1.075$ ).

Data in table 7 reveals that some teachers believe that managing the class while checking students' writing is one of their concerns ( $M=3.39$ ,  $SD=1.124$ ). Furthermore, the results demonstrate teachers perceived that students struggle to understand symbols provided by their English teachers ( $M=3.29$ ,  $SD=1.006$ ). Conducting electronic correction is another problem associated with corrective feedback difficulty ( $M=3.19$ ,  $SD=1.415$ ).

On the other hand, interestingly, few teachers indicated that grouping students based on their writing needs is difficult ( $M=2.94$ ,  $SD=1.135$ ). It is also clear that a small number of English teachers indicate that providing corrective feedback slows students' writing fluency ( $M=2.39$ ,  $SD=1.235$ ). Regarding teachers' feelings when responding to students' writing, few teachers expressed that providing corrective feedback is boring ( $M=2.27$ ,  $SD=1.242$ ).

Overall, as shown in Table 7, the most challenging aspects English teachers face when responding to their students' writing relate to time required to correct students' writing errors, difficulty of dealing with all errors at the same time, managing class while checking students' writing, availability of dictionaries in the classroom, and students' difficulty in understanding comments written in English.

Table 7: Means and standard deviations of teachers' difficulties regarding providing corrective feedback

| Difficulties   | N   | Mean | SD    |
|--|-----|------|-------|
| Providing feedback on writing requires lots of time.                     | 200 | 4.06 | .970  |
| Some students don't bring dictionaries to correct their errors.          | 200 | 3.85 | 1.317 |
| Students find difficulties in understanding comments written in English. | 200 | 3.72 | .901  |
| It is difficult to deal with all errors at the same time.                | 200 | 3.70 | 1.075 |
| It is difficult to manage the class while checking students' writing.    | 200 | 3.39 | 1.124 |
| It is difficult for students to understand symbols.                      | 200 | 3.29 | 1.006 |
| It is difficult to correct students' errors electronically.              | 200 | 3.19 | 1.415 |
| Grouping students based on their writing needs is difficult.             | 200 | 2.94 | 1.135 |
| Providing feedback may slow students' writing fluency.                   | 200 | 2.39 | 1.235 |
| Providing feedback is boring.  | 200 | 2.27 | 1.242 |

### Types of feedback teachers provide to students on their writing

There are several types of feedback participants use when responding to students' writing. While some types are mentioned to be used always, some strategies are explained to be rarely utilized.

Means and standard deviations in Table 8 present that there are many strategies of corrective feedback that are most commonly used by these Grades 4-8 English teachers.

The most frequently used responses to students' writing are: writing positive comments, such as words of praise ( $M=4.61$ ,  $SD=.624$ ), displaying students' best work ( $M=4.36$ ,  $SD=.744$ ), and providing feedback based on students' needs ( $M=4.27$ ,  $SD=.749$ ).

Additionally, many of the participants emphasize the use of oral feedback when responding to their students writing ( $M=4.22$ ,  $SD=.882$ ) and providing students with good

writing models (M=4.17, SD=.823) to support their writing. The results also indicate that a number of teachers provide their students with feedback by underlining or circling errors (M=4.09, SD=1.005). Some teachers "ask students to share pieces of their good writings" as a strategy for students to provide feedback to each other (M=4.06, SD=.845).

Moreover, English teachers also observe their students when they write and give them direct feedback (M=4.01, SD=.951).

Table 8 presents that many strategies show a medium use by English teachers. Some teachers prefer to put rules for writing in the classroom as a way to avoid writing errors (M=3.92, SD=1.076). Regarding editing writing, English teachers point out that they ask their students to edit their own writing (M=3.88, SD=.993). While some teachers prefer to provide general feedback to all students, some teachers indicate that they respond to students' writing individually (M=3.87, SD=.879). Furthermore, teachers who highlight good things in their students' writing, and give reward range from (M=3.79 to 3.71) (SD=.942) and (SD=1.049). "*I write the correct answer*" is a type of direct feedback teachers use to comment on students writing (M=3.67, SD=.960). Another strategy of corrective feedback that shows medium use by English teachers is giving more writing activities for students who have writing problems (M=3.48, SD=.997). It is obvious that some teachers encourage their students to use self-assessment after writing as a way of providing feedback (M=3.46, SD=1.016). Other teachers use other strategies including using dictionaries, peer-assessment, and general feedback.

Table 8 presents that there are four corrective feedback strategies that are rarely used by the participants. A small number of teachers indicate that they use coded feedback (M=2.93, SD=1.211). Additionally, teachers rarely put a mark in the margin to indicate



errors ( $M=2.86$ ,  $SD=1.232$ ). Finally, the two strategies used least by English teachers to respond to students' writing are "publishing good writing work in school magazines" and "sending feedback to their students electronically" ( $M=2.26$ ,  $SD=1.364$ ) and ( $M=1.68$ ,  $SD=1.010$ ).

To sum up, Table 8 shows that teachers use a range of different types of feedback with writing positive comments the most common and sending electronic feedback to students the least common.

Table 8: Means and standard deviations of types and ways of feedback teachers use when providing corrective feedback

| Types and ways of feedback   | N   | Mean | SD    |
|--|-----|------|-------|
| I write positive comments, such as words of praise.                    | 200 | 4.61 | .624  |
| I display good work of students.                                       | 200 | 4.36 | .744  |
| I give students feedback based on their needs.                         | 200 | 4.27 | .749  |
| I provide oral feedback to my students.                                | 200 | 4.22 | .882  |
| I provide students with good writing models.                           | 200 | 4.17 | .823  |
| I underline or circle the errors.                                      | 200 | 4.09 | 1.005 |
| I ask students to share pieces of their good writings.                 | 200 | 4.06 | .845  |
| I observe my students when they write and give them direct feedback.   | 200 | 4.01 | .951  |
| I put rules for writing in the classroom.                              | 200 | 3.92 | 1.076 |
| I ask students to edit what they write.                                | 200 | 3.88 | .993  |
| I provide feedback to each student individually.                       | 200 | 3.87 | .879  |
| I highlight good things in their writing.                              | 200 | 3.79 | .942  |
| I give reward, such as stickers.                                       | 200 | 3.71 | 1.049 |
| I write the correct answers.   | 200 | 3.65 | .960  |
| I give more writing activities for students who have writing problems. | 200 | 3.48 | .997  |

|   |     |      |       |
|---|-----|------|-------|
| I encourage my students to use self assessment after writing.     | 200 | 3.46 | 1.016 |
| <hr/>   |     |      |       |
| Types and ways of feedback  | N   | Mean | SD    |
| I write common writing errors on the board.                       | 200 | 3.43 | 1.132 |
| I encourage students to use dictionaries to check their spelling. | 200 | 3.34 | 1.312 |
| I encourage my students to use peer assessment after writing.     | 200 | 3.32 | .960  |
| I provide feedback to all students at the same time.              | 200 | 3.29 | 1.154 |
| <hr/>   |     |      |       |
| I use codes to indicate errors.                                   | 200 | 2.93 | 1.211 |
| I put a mark in the margin to indicate errors.                    | 200 | 2.86 | 1.232 |
| I publish good writing work in school magazines.                  | 200 | 2.26 | 1.364 |
| I send feedback to my students electronically.                    | 200 | 1.68 | 1.010 |

This chapter provides an overview of the study results. Chapter 5 introduces discussion and interpretations for these results, and ends up with recommendations for English language teachers and further studies.

## **Chapter 5**

### **Discussion of Results**

#### **Discussion of Research Findings**

The purpose of this research was to explore the perceptions about corrective feedback on students' writing of 200 grade 4-8 English teachers in Al Ain. A questionnaire was designed to gather information from these teachers about types of errors they provide feedback on, difficulties they face when responding to their students' writing, and types of feedback they utilize. This chapter includes a discussion of the findings of this research presented in chapter 4, in the light of relevant literature, a conclusion, and recommendations for teachers and future studies.

#### **Types of errors teachers provide feedback on when they respond to students' writing**

The first research question relates to types of writing errors teachers provide corrective feedback on. It was illustrated that both meaning and content errors had the highest means ( $M=4.39$ ,  $SD=.788$ ) and ( $M=4.37$ ,  $SD=.810$ ). One reason for this finding might be the change in the education system in Abu Dhabi. Nowadays, the New School Model encourages teachers to focus on the process approach of writing rather than the product approach. Abdualziz (2003) stated that the product approach, the traditional approach, focuses on the correct form. However, the process approach focuses on how people write rather than what they write. So, responding to meaning and content errors is an indicator that English teachers followed the process approach when teaching writing.

Furthermore, the idea of focusing on content and meaning is supported and emphasized in the nativism or innatist approach. It was mentioned in the literature review that Nativists believe that learners are active writers who generate thoughts and ideas.

They also argue that teacher role is to foster students' creativity and guide them in the writing process. To correct content and meaning errors, Lyster and Ranya (1997) suggests that teachers can use a strategy called "clarification requests". This means that when English teachers read students' writing and find ambiguous sentences, they can indicate to their students that their sentences are not understandable and they should rewrite them to clarify their meanings. Moreover, the researcher believe that providing corrective feedback on meaning rather than on forms may increase students' writing fluency. Where a teacher focuses only on error correction, students may prefer to write fewer sentences to avoid committing errors which may negatively affect their creativity. Additionally, sentences might be written with many grammatical mistakes but still convey meanings. This idea is consistent with a research finding conducted by Yi-Chia (2009) who supported providing feedback on meaning and content errors. His research revealed that students who received feedback on content, organization, and mechanics had the highest writing quality.

This study found that a large number of teachers respond to sentence structure errors ( $M=4.36$ ,  $SD=.808$ ). This could be related to language interference which means that teachers may worry that students may confuse between Arabic and English structure when writing. Mohammed and Sabri (2013) differentiated between Arabic and English. For example, they indicated that while Arabic text is written from right to left, English text is written from left to write. Another example could be that sentences in Arabic can start either with nouns or verbs. On the other hand, English sentences begin only with nouns or pronouns. This idea is supported in a research conducted by Hisbaullah (1994) who

showed that some Saudi students use Arabic language structures when writing compositions in English.

Furthermore, this study revealed that subject-verb agreement, pronouns, and articles are other types of errors English teachers provide feedback on. This study the same findings as two studied conducted by Carol (1982) and Hisbaullah (1994). Additionally, this study showed that English teachers respond to spelling errors ( $M=3.77$ ,  $SD=1.00$ ). A qualitative study by Barbara (2011) on spelling errors showed that error quality increases with higher level spelling errors. Therefore, she suggested that students with low spelling score should be assessed based on their basic skills.

Finally, although this study maintained that teachers provide corrective feedback on all types of errors with high means, connectors errors had the lowest mean ( $M=3.57$ ,  $SD=.974$ ). This might be because grade 4-8 students are expected to show the use of simple connectors comparing with students in secondary schools and universities who are required to use different and advanced connectors.

### **Teachers' difficulties regarding corrective feedback**

This study explored that English teachers varied in their responses regarding difficulties they face when providing corrective feedback in writing classes. The four most common difficulties teachers face are amount of time required, availability of dictionaries, students' understanding of comments written in English, and how to deal with all errors at the same time. It was highly obvious that the most difficulty concerned teachers was the amount of time required to provide feedback on writing ( $M=4.06$ ,  $SD=.970$ ). Teachers also complained a lot about the difficulty of dealing with all writing errors at the same time ( $M=3.70$ ,  $SD=1.075$ ). Many reasons can be considered to explain this finding. One

reason could be that a big number of students in one class with different abilities and writing needs require lots of time. Another factor regarding time could be that English teachers have lots of outcomes to be covered in certain periods of time. They also have other duties like administrative tasks. Therefore, providing feedback can stress them. Therefore, Robb (1986) suggested that teachers can better spend their time concentrating on important aspects.

Another major concern regarding providing corrective feedback on writing that this study found was the availability of dictionaries ( $M=3.85$ ,  $SD=1.137$ ). Teachers complained that some students do not bring dictionaries to correct their errors. One explanation for this finding could be that students may lack skills of using dictionaries which makes bringing them worthless. Additionally, grade 4-8 students can use the dictionaries to correct their spelling errors but they are useless for other types of writing errors. Furthermore, dictionaries might not be one of the resources provided in the schools. So, depending on students to bring them can be difficult. Some schools might provide teachers and students with dictionaries in the school library. Others may have dictionaries in the classrooms. On the other hand, some school may not have dictionaries. The researcher believe that principal, teachers, and parents should have the desire to contribute in providing materials needed in schools. Simple contribution from each on them can make a change in the schools which might support and improve students' learning. One factor that can affect the availability of dictionaries is the use of school's budget. School budget is needed to be distributed and consumed based on school' needs which is principals' responsibilities. It is also important that teachers show positive attitudes toward learning and teaching which means that if teachers feel that their students

need dictionaries to improve their writing, they can bring some dictionaries or ask some providers to support them. Teachers should have active and cooperative role in facilitating learning and teaching students' self-help strategies. Parents also can support schools in providing materials needed for learning.

This study also investigated that students' difficulty in understanding comments written in English was one of the barriers toward responding to students' writing ( $M=3.72$ ,  $SD=.901$ ). Lisa (1988) referred difficulties learners face regarding language as "language load". Three reasons can be associated with this result. First, teachers' hand writing may not be clear to students because they may write quickly. Another reason could be that teachers' comments might not be appropriate to students' level which means that teachers may write difficult or new words that are not understandable by students. The third reason might be that students may have difficulty in the language and their language proficiency may be low.

Three difficulties had medium means which are classroom management, understanding symbols, and correcting errors electronically. Some teachers found that providing corrective feedback difficult because of the difficulty of managing the classroom while checking students' writing ( $M=3.39$ ,  $SD=1.124$ ). This finding is consistent with a research finding conducted by Kyoungrok (2010). Some students might finish writing at the same time. Other students may seek some clarifications and ask their teachers some questions. Those students who finish together may interrupt the teachers or other students who are writing. Additionally, some students may finish writing earlier than other which requires teachers to plan activities which might affect the classroom management. Furthermore, some teachers indicated that students' difficulty to understand



symbols was one of their concerns ( $M=3.29$ ,  $SD=1.006$ ). Using symbols when providing feedback is called "coded feedback" (John, Stuart, & Denise, 2005). Understanding symbols may be difficult because some teachers might use lots of symbols that might confuse students when they receive their writings. Another reason could be that some teachers may not use these symbols frequently which makes them unfamiliar to the students.

Some English teachers showed that it is difficult to provide students corrective feedback electronically ( $M=3.19$ ,  $SD=1.415$ ). David (2009) mentioned two reasons that might hinder the use of electronic feedback. He stated that electronic feedback has two limitations which are availability of computer labs and the willingness of teachers to use them to develop writing skills. Generally, in Abu Dhabi public schools, there is one computer in each class and one computer lab in each school. Students study computer in the computer lab during their computer classes. So, if English teachers plan to use the computer lab to provide electronic feedback, they have to book time where computer teachers do not have classes during that time. Additionally, some English teachers and students may need training in using computer programs.

This study showed that three difficulties regarding providing corrective feedback had low means which were providing feedback based on students' needs, slowing writing fluency, and feeling bored. Few teachers complained about grouping students based on their writing needs ( $M=2.94$ ,  $SD=1.135$ ). This might be because the New School Model emphasizes in differentiation which makes teachers aware of the individual differences and differentiated instructions. Furthermore, teachers who believed that providing feedback may slow students' writing fluency were few ( $M=2.39$ ,  $SD=1.235$ ). This might



be because the results indicated that they focused on meaning and content more than on form and grammar. Finally, a small number of teachers maintained that providing feedback is boring ( $M=2.027$ ,  $SD=1.242$ ). This might indicate that these teachers have the desire to teach English which makes them feel interesting when responding to students writing. A further reason could be that English teachers might find that providing corrective feedback is effective.

### **Types of feedback teachers provide feedback to students on their writing**

This study explored that English teachers provide different types of feedback. The most common type of feedback utilized by English teachers was writing positive comments ( $M=4.61$ ,  $SD=.624$ ). This finding is consistent with a study finding conducted by Wendy and Rachel (2010). They indicated that written comments by teachers can be direct or indirect. They found out that when students received written comments from their English teachers, they can correct their errors accurately. This finding also supported by Ferris and Hedgcock (2001). They found out that positive written comments can provide detailed information about meaningfulness of ideas and ways to improve writing. They called this types of feedback "positive feedback". Another explanation for this finding can be that written comments can be evidence that teachers respond to students' writing errors. Additionally, students feel excited when they read teachers' words of praise and they like to take these comments home to show their parents which increases students' motivation to write.

The second type or way of providing corrective feedback was displaying good work of students ( $M=4.36$ ,  $SD=.744$ ). One explanation for this finding could be that students feel proud when they see their work shown. Additionally, displaying good work

show other students teachers' expectation about writing. Another reason could be that this way of providing feedback show students that what they write is valuable and appreciated by their teachers. Furthermore, one of the ways many teachers indicated they utilize to provide feedback was giving students feedback based on their needs. This can be because providing feedback to all students might be boring for some students. Additionally, it may be difficult for English teachers to respond to all writing errors at the same time. Another reason could be that focusing on common errors can improve students' writing rather than commenting on all errors. It may also be easier for teachers to notice students' improvement when identifying students' needs based on their writing difficulties. Moreover, oral feedback was another type of corrective feedback a large number of teachers use. This could be because oral feedback can help teachers ensure that students understand their writing errors and it provides students with opportunities to explain why they commit certain types of errors.

This study found that some English teachers prefer to write the correct answers when responding to students' writing errors ( $M=3.65$ ,  $SD=.960$ ). John, Stuart and Denise (2005) called this type of feedback "direct feedback". This finding is consistent with a study finding by Katia (2011). Reasons for using correct answer could be that writing correct answer may save teachers' time. Furthermore, some teachers showed that they encourage their students to use self-assessment after writing ( $M=3.46$ ,  $SD=1.016$ ). One explanation for this finding might be that self-assessment encourage students to reflect on their writing. Another explanation could be that this way of providing feedback requires students to read what they read which can help them discover their writing errors by themselves.

This study found that few teachers indicated that they use codes to indicate errors ( $M=2.93$ ,  $SD=1.211$ ). This finding is inconsistent with a study finding conducted by Mike (2008) which revealed that students succeeded in correcting their errors based on codes. One reason for avoiding using coded feedback might be that English teachers are not familiar with this type of feedback. Another reason could be that teachers may believe that these codes may not be understandable by some students.

Moreover, a small number of teachers showed that they publish good writing work in school magazines ( $M=2.26$ ,  $SD=1.364$ ). This might be because designing school magazines requires skills that teachers may not have. Another reason could be that schools may not have magazines that contain students' achievements. Additionally, teachers might not be aware of the role of school magazines. The types of feedback that had the lowest mean was the electronic feedback ( $M=1.68$ ,  $SD=1.010$ ). As it was mentioned previously, teachers may not use this type of feedback because of the availability of computers and teachers willingness to use electronic feedback.

## **Conclusion**

This study primarily aimed to explore teachers' perceptions regarding corrective feedback on writing including writing errors teachers provide feedback on, difficulties English teachers face when responding to students' writing, and types and ways of feedback teachers utilize. To achieve this, a questionnaire was designed and distributed among 112 grade 4-8 English teachers in 47 schools in Al Ain.

The findings of this study revealed that English teachers respond to all types of errors with high means. While most teachers focused on meaning and content errors, connectors had the lowest mean. Furthermore, this study investigated that teachers varied

in their concerns associated with providing corrective feedback. A large number of teachers complained that responding to students' writing requires lots of time but few teachers indicated that providing feedback is boring. Moreover, types and ways of feedback were explored to answer the third research questions " How do teachers provide feedback to students on their writing?". The results showed that writing positive comments was the most type of feedback English teachers utilized. Other types of feedback preferred by a large number of teachers were displaying good work of students, giving students feedback based on their needs, providing oral feedback, and providing students with good models. On the other hand, two types of feedback were rarely used by English teachers which were publishing good writing in school magazines and sending feedback to students electronically.

Finding of this study may contribute to a better understanding of teachers' perceptions of corrective feedback and types of feedback utilized by grade 4-8 English teachers in Al Ain. Additionally, English teachers can benefit from the study results by knowing perceptions of other English teachers and reflecting on them. Heads of faculties, English supervisors, and curriculum designers might find this study beneficial when planning for curriculum and teaching. However, the findings of this study are exclusive to Al Ain English teachers and should not be generalized to include all English teachers in the UAE.

### **Recommendations for English teachers**

The researcher suggests several recommendations based on study findings. Recommendations for English teachers and schools are suggested and other recommendations are for further studies. First, the researcher recommends that providing

feedback based on students' writing based on their needs might be better than responding to all types of errors. This can help teachers observe students' progress and support low achievers in writing gradually. Additionally, giving the same feedback to all students might make writing class boring for students who have already reached the required level in writing.

Another suggestion is that researcher believes that the focus on meaning and content should be more than that on form and accuracy. This is because the researcher agrees that focusing a lot on form and accuracy may slow students' writing fluency. Some students might feel frustrated when their teachers find lots of grammatical errors which might lead them to either stop writing or write short texts to avoid committing errors.

A further recommendation suggested by the researcher is that students should be encouraged more to use self-assessment and peer assessment after writing. Using these types of assessment can allow learners recognize the importance of writing fluency and accuracy. Finally, the researcher recommends that it would be a good idea if each school has a magazine where students work can be published and recognized. This magazine can serve as a communication tool between school, parents, and community and it can be used as away to reward good work of students.

### **Recommendations for further studies**

The following recommendations are for future studies.

1. This research was conducted only in Al A in schools and other studies can be conducted in all Abu Dhabi school where New School Model is applied.

2. This study explores teachers' perceptions regarding types of errors, difficulties of providing feedback, and types of corrective feedback. Other studies could find out teachers' reasons for providing feedback.

3. The researcher conducted a quantitative research to gather information and it would be better if other studies use mixed research to get more details.

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المحترم الأستاذ الفاضل/ مدير الموارد البشرية/ مجلس أبوظبي للتعليم  
تحية طيبة، وبعد...

بدايةً يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم ولمجلس أبوظبي للتعليم كل التوفيق والنجاح في الارتقاء بالعملية التعليمية التعلمية، هذا وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن الطالبة/ روضة راشد صويلح سالم الشامسي، مسجلة في برنامج الماجستير تخصص "المناهج وطرق التدريس"، وتقوم بإعداد بحث بعنوان: " Investigating Perceptions of Grade 4-8 English Teachers in Al Ain Regarding " Feedback on Students' Writing من ضمن متطلبات الماجستير.

لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقدير.

منسق برنامج الماجستير

أ.د. محمد أحمد عبد الدايم



نسخة إلى:

- قسم المناهج وطرق التدريس
- د. صادق إسماعيل (المشرف الأكاديمي)

Appendix 2: Permission from Abu Dhabi Education Council to distribute the questionnaire



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
التعليم أولاً Education First

التاريخ: 2012/10/29م

الأفاضل

السادة/مدراء و مديرات المدارس الحكوميه

الموضوع: تسهيل مهمة باحث

يطيب لنا أن نهدىكم أطيب التحيات.

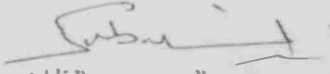
في إطار دعم مجلس أبوظبي للتعليم للبحث والباحثين، فإنه يسعدنا إعلامكم بموافقة المجلس على موضوع الدراسة التي ستجريها الباحثة/ روضة راشد صويلح سالم الشامسي بعنوان:

**Investigating perceptions of grade 4-8 English Teachers in Al Ain "**

**."regarding feedback on students writing**

لذا يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.

شاكرين حسن تعاونكم

  
محمد سالم محمد الظاهري

المدير التنفيذي لقطاع العمليات المدرسية



### Appendix 3: The questionnaire

This questionnaire is intended to investigate the perceptions of grade 4-8 English teachers in Al Ain schools regarding teachers' feedback on students' writing. The researcher will take all measures to protect your privacy and the security of your answers. The questionnaire will take about 10 minutes to complete. Your cooperation to do this questionnaire is highly appreciated.

Please circle the relevant answer

|                            |                                |                               |                                    |                             |
|----------------------------|--------------------------------|-------------------------------|------------------------------------|-----------------------------|
| <b>Gender</b>              | <input type="radio"/> Male     | <input type="radio"/> Female  |                                    |                             |
| <b>First Language</b>      | <input type="radio"/> Arabic   | <input type="radio"/> English | <input type="radio"/> Other        |                             |
| <b>Qualification</b>       | <input type="radio"/> Bachelor | <input type="radio"/> Master  | <input type="radio"/> Diploma      | <input type="radio"/> Other |
| <b>Years of Experience</b> | <input type="radio"/> 1-5      | <input type="radio"/> 6-10    | <input type="radio"/> More than 10 |                             |
| <b>School Type</b>         | <input type="radio"/> Male     | <input type="radio"/> Female  | <input type="radio"/> Mixed        |                             |

|   | Items                  | Always | Often | Sometimes | Rarely | Never |
|---|------------------------|--------|-------|-----------|--------|-------|
| <b>When I respond to students' writing, I focus on:</b> |                        |        |       |           |        |       |
| 1   | Article                |        |       |           |        |       |
| 2   | Verb tense             |        |       |           |        |       |
| 3   | Sentence structure     |        |       |           |        |       |
| 4   | Wrong word order       |        |       |           |        |       |
| 5   | Spelling               |        |       |           |        |       |
| 6   | Word choice            |        |       |           |        |       |
| 7   | Punctuation            |        |       |           |        |       |
| 8   | Pronouns               |        |       |           |        |       |
| 9   | Connectors             |        |       |           |        |       |
| 10  | Subject-verb agreement |        |       |           |        |       |
| 11  | Organization           |        |       |           |        |       |
| 12  | Content                |        |       |           |        |       |
| 13  | Meaning                |        |       |           |        |       |

|  | Items  | Always | Often | Sometimes | Rarely | Never |
|--|--|--------|-------|-----------|--------|-------|
| <b>What are your difficulties regarding providing feedback on students' writing?</b> |  |        |       |           |        |       |
| 14   | Providing feedback on writing requires lots of time.                     |        |       |           |        |       |
| 15   | Providing feedback is boring.  |        |       |           |        |       |
| 16   | Providing feedback may slow students' writing fluency.                   |        |       |           |        |       |
| 17   | It is difficult for students to understand symbols.                      |        |       |           |        |       |
| 18   | It is difficult to deal with all errors at the same time.                |        |       |           |        |       |
| 19   | It is difficult to manage the class while checking students' writing.    |        |       |           |        |       |
| 20   | Grouping students based on their writing needs is difficult.             |        |       |           |        |       |
| 21   | It is difficult to correct students' errors electronically.              |        |       |           |        |       |
| 22   | Some students don't bring dictionaries to correct their errors.          |        |       |           |        |       |
| 23   | Students find difficulties in understanding comments written in English. |        |       |           |        |       |



|   | Items  | Always | Often | Sometimes | Rarely | Never |
|---|--|--------|-------|-----------|--------|-------|
| <b>How do you provide feedback to your students on their writing?</b> |  |        |       |           |        |       |
| 24  | I give reward, such as stickers.                                       |        |       |           |        |       |
| 25  | I highlight good things in their writing.                              |        |       |           |        |       |
| 26  | I display good work of students.                                       |        |       |           |        |       |
| 27  | I write positive comments, such as words of praise.                    |        |       |           |        |       |
| 28  | I ask students to share pieces of their good writings.                 |        |       |           |        |       |
| 29  | I give students feedback based on their needs.                         |        |       |           |        |       |
| 30  | I write the correct answers.   |        |       |           |        |       |
| 31  | I underline or circle the errors.                                      |        |       |           |        |       |
| 32  | I use codes to indicate errors.  |        |       |           |        |       |
| 33  | I put a mark in the margin to indicate errors.                         |        |       |           |        |       |
| 34  | I encourage students to use dictionaries to check their spelling.      |        |       |           |        |       |
| 35  | I ask students to edit what they write.                                |        |       |           |        |       |
| 36  | I send feedback to my students electronically.                         |        |       |           |        |       |
| 37  | I encourage my students to use self assessment after writing.          |        |       |           |        |       |
| 38  | I encourage my students to use peer assessment after writing.          |        |       |           |        |       |
| 39  | I provide oral feedback to my students.                                |        |       |           |        |       |
| 40  | I provide students with good writing models.                           |        |       |           |        |       |
| 41  | I put rules for writing in the classroom.                              |        |       |           |        |       |
| 42  | I write common writing errors on the board.                            |        |       |           |        |       |
| 43  | I provide feedback to each student individually.                       |        |       |           |        |       |
| 44  | I provide feedback to all students at the same time.                   |        |       |           |        |       |
| 45  | I observe my students when they write and give them direct feedback.   |        |       |           |        |       |
| 46  | I give more writing activities for students who have writing problems. |        |       |           |        |       |
| 47  | I publish good writing work in school magazines.                       |        |       |           |        |       |

1. The first part of the document is a list of names and titles, including the names of the authors and the titles of their works. This list is organized in a structured manner, with names and titles clearly separated.

2. The second part of the document contains a detailed description of the works listed in the first part. This section provides information about the content, scope, and significance of each work, as well as any relevant details about the authors or the publication process.

3. The third part of the document is a list of references or citations, which are organized in a structured manner. This list provides information about the sources used in the works, including the names of the authors, the titles of the works, and the publication details.

4. The fourth part of the document is a list of names and titles, which is organized in a structured manner. This list is similar to the first part of the document, but it may contain different information or be organized differently.

5. The fifth part of the document is a list of names and titles, which is organized in a structured manner. This list is similar to the previous parts of the document, but it may contain different information or be organized differently.

6. The sixth part of the document is a list of names and titles, which is organized in a structured manner. This list is similar to the previous parts of the document, but it may contain different information or be organized differently.

7. The seventh part of the document is a list of names and titles, which is organized in a structured manner. This list is similar to the previous parts of the document, but it may contain different information or be organized differently.

آراء معلمي اللغة الإنجليزية حول التغذية الراجعة على كتابة الطلبة في مدارس العين/ دولة الإمارات العربية المتحدة

(ملخص)

يهدف هذا البحث إلى التعرف على آراء معلمي اللغة الإنجليزية للصف 4-8 حول التغذية الراجعة على كتابة الطلبة في مدارس العين في دولة الإمارات العربية المتحدة.

وقد تم استخدام استبانة لجمع البيانات في هذا البحث، والتي تكونت من قسمين. احتوى القسم الأول على البيانات الديموغرافية لعينة الدراسة وهي: الجنس واللغة الأم والمؤهل العلمي وسنوات الخبرة ونوع المدرسة، أما الجزء الثاني فقد احتوى على 47 عبارة يجيب عليها المعلمون على مقياس خماسي التدرج من نوع ليكرت، كما تم تحديد صدق المحتوى وثبات المقياس باستخدام معامل الفا كرونباخ.

واشتملت عينة الدراسة على 200 معلماً ومعلمة من الدارمين من معلمي اللغة الإنجليزية في مدارس العين في دولة الإمارات العربية المتحدة في العام الحالي 2012 / 2013 .

ولتحليل النتائج احصائياً، استخدمت الباحثة الإحصاء الوصفي ممثلاً في المتوسطات والانحرافات المعيارية.

وقد أظهرت النتائج أن معدل إعطاء التغذية الراجعة على جميع أنواع الأخطاء الكتابية كان مرتفعاً بشكل عام، بينما اختلف المعلمون في وجهات نظرهم المتعلقة بالصعوبات والتحديات التي تواجههم عند إعطاء طلابهم التغذية الراجعة على كتاباتهم، كما وضحت الدراسة أن المعلمين لديهم آراء مختلفة بما يختص بأنواع وطرق التغذية الراجعة على الكتابة.

ومن أهم التطبيقات التي جاءت في هذا البحث، إعطاء فهم أكبر لآراء معلمي اللغة الإنجليزية حول التغذية الراجعة على كتابة الطلبة، حيث ستكون النتائج مفيدة لمعلمي اللغة الإنجليزية، ورؤساء الأقسام ومصممي المناهج.

ومن الجدير بالذكر أنه بالرغم من احتواء عينة الدراسة على معلمين ومعلمات اللغة الإنجليزية في مدارس مدينة العين، فإنها تقتصر على مدينة العين فقط، ولا يمكن تعميمها لتشمل جميع مدارس دولة الإمارات العربية المتحدة وينبغي إجراء المزيد من البحوث للوصول إلى فهم أوسع وأعمق لآراء معلمي اللغة الإنجليزية حول التغذية الراجعة على كتابة الطلبة.

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جامعة الإمارات العربية المتحدة  
كلية التربية  
قسم المناهج وطرق التدريس  
برنامج الماجستير في التربية

عنوان الرسالة:

اتجاهات معلمي اللغة الإنجليزية للصف 4-8 حول التغذية  
الراجعة على كتابة الطلبة في مدارس العين/ دولة الإمارات  
العربية المتحدة

اسم الطالبة:

روضة راشد صويلح الشامسي

لجنة المناقشة:

مشرفاً ورئيساً

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عضواً

د. عبد الرحمن المخلافي

عضواً

د. محمد صادق شعبان

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جامعة الإمارات العربية المتحدة  
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رسالة مقدمة من الطالبة

روضة راشد صويلح الشامسي

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

المناهج وطرق التدريس - لغة انجليزية

مايو 2013