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Exploring the Perceived and the Actual Written Feedback Preferences between Elf Students And Teachers in the UAE

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EXPLORING THE PERCEIVED AND THE ACTUAL WRITTEN
FEEDBACK PREFERENCES BETWEEN EFL STUDENTS AND
TEACHERS IN THE UAE

Najah Asad Al Mohammedi

This thesis is submitted in partial fulfillment of the requirements for the Master of
Education (Curriculum and Instruction)

Under the Supervision of Dr. Negmeldin Alsheikh

November 2016

Declaration of Original Work

I, Najah Asad Al Mohammedi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"Exploring the Perceived and the Actual Written Feedback Preferences between EFL Students and Teachers in the UAE"* hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Negmeldin Alsheikh, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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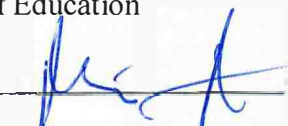
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Abstract

This study aimed at exploring the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. To achieve this aim a convergent parallel mixed-method research design was employed. The quantitative means featured self-report questionnaires for both teachers and students regarding their different types of feedback preferences. Teachers of cycle 3 (n=67) and eleventh grade students (n=116) in public schools participated in this study. Moreover, the qualitative means were collected through interviews which were conducted with teachers (n=23) and students (n=22) who were selected from the initial pool of both samples. Additionally, 28 documents from actual written feedback by teachers were incorporated for in-depth analysis to investigate the actual feedback provided by the teachers. Results of the study revealed that there were more similarities than variations among the teachers and students' feedback preferences. Moreover, there were some variations among teachers' perceived preferences and their actual practices of feedback provision. Furthermore, the students' preferences aligned with their teachers actual practices. Additionally, when the teachers interviewed, the teachers revealed some factors that affect the use of feedback, such as schools' demands and orientations regarding feedback, students' proficiency levels and the nature of tasks and lessons objectives. Students viewed direct correction as viable option for them but it is not necessary needed with easy and simple tasks errors. The study offered some recommendations for teachers, curriculum planning, instruction and research.

Keywords: Written Corrective Feedback, Indirect Feedback, Direct Feedback, Focused Feedback, Unfocused Feedback, Feedback on Form, and Feedback on Content.

Title and Abstract (in Arabic)

إستكشاف القناعات والتفضيلات والممارسات الفعلية في التصحيح المكتوب لطالبات ومعلمات اللغة الانجليزية في دولة الامارات العربية المتحدة

الملخص

الهدف من هذه الدراسة هو إستقصاء القناعات والتفضيلات والممارسات الفعلية فيما يتعلق بالملاحظات التصحيحية المكتوبة لمعلمات اللغة الانجليزية والطالبات في دولة الامارات العربية المتحدة. لتحقيق هذا الهدف إعتمدت الباحثة إسلوب البحث المزدوج وتحديداً النموذج المتوازي المتجمع، حيت برزت الادوات الكمية من خلال إستخدام الاستبيانات للمعلمات والطالبات للتعبير عن تفضيلاتهن فيما يتعلق بالانواع المختلفة للتصحيح المكتوب في مهارة الكتابة. إستجابت لهذه الاستبيانات(ن=67) من معلمات الحلقة الثالثة و (ن=116) من طالبات الصف الحادي عشر في المدارس الحكومية في احدى المناطق التعليمية المهمة في أبوظبي. أما ادوات البحث النوعي فقد تمثلت في جمع البيانات من خلال مقابلة (ن=23) معلمة و(ن=22) طالبة تم إختيارهن من نفس العينة الاولية. كما وأُدرجت 28 وثيقة من نماذج كتابات الطالبات المصححة بغرض تحليل اعمق للممارسات الفعلية للمعلمات. أسفرت نتائج الدراسة عن إن التشابه بين تفضيلات المعلمات والطالبات فيما يتعلق بالملاحظات التصحيحية المكتوبة أكثر من الاختلاف، وإن هناك بعض الاختلافات بين تفضلات المعلمات وممارساتهن التصحيحية الفعلية وعند مقابلة المعلمات اوضحن إن هناك عوامل عديدة تؤثر في إستخدام الملاحظات التصحيحية منها مطالب وتوجيهات المدرسة أو مستوى كفاءة الطالبات في الكتابة أو نوع الفرض المدرسي أو الهدف من الدرس الذي تسعى المعلمة الى تحقيقه. كما وأعتبرت الطالبات ان التصحيح المباشر بالنسبة لهن إختيار قابل للتطبيق الا انه لا يعد ضرورياً في حال الأخطاء البسيطة. قدمت الدراسة توصيات مهمة للمعلمات ولمعدي المناهج وطرق التدريس والبحث.

مفاهيم البحث الرئيسية: التصحيح المكتوب؛ التصحيح المركز (اختياراخطاء معينة)؛ تصحيح شامل ،تصحيح غير مباشر؛تصحيح مباشر، تصحيح المحتوى؛ تصحيح الشكل.

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Dedication

I dedicate this study to my:

Dear parents for their prayers.

Dear husband (Saffwan) and children Aya, Muhannad, and Mufeed for their tolerance and support.

Many thanks to my sisters, Jean, Rehab, Sumeia and Sarah, and my brothers Omar, Othman, Ali and Ahmed for their support and encouragement all the way long of my study journey to earn a master degree.

Allah may bless Bakushi whose existence was the motivation to start over again.

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Chapter 1: Introduction

Written corrective feedback is the most Common practice through which teachers respond to students' writing errors. Although, a growing body of research investigate the effectiveness and the ineffectiveness of feedback provision, few studies incorporate teachers' preferences, practices and students' preferences in respect of feedback. The current study employed a convergent parallel mixed method research design to explore teachers' preferences, compare them with their actual practices in the classroom and align these preferences and practices with students' preferences in the public schools of the UAE context.

1.1 Overview

Writing is an important means of inventing ideas and thoughts through which the writer can convey meaningful communication with the reader. This kind of communication can happen with a larger number of audiences regardless of time limits than those take place face-to-face or through telephone or other means of communication. It is importance to communicate with people within the same country as most countries now are multi-cultural or combined with other countries ,students face the challenge to acquire English, the world wide spread language to stay as an effective global competitor. UAE is among the countries which always looking forward to be one of the developed countries but that will not happen without a strong education system. Abu Dhabi Educational Council (ADEC) made many reforms to improve students' skills, among these skills is communication, and one form of communication is writing. Therefore, ADEC gives writing a great deal of attention through applying national assessments that measure students' progress in writing.one important assessment is External Measure of Students Achievement (EMSA). EMSA

is a standardized test designed to evaluate students' performance in public schools in Abu Dhabi. Specifically, the test is administered to (Gr 3-12) at the end of the trimester (2) to be included in the final grade in a 10% except for grade 12 when it is not accounted in their final grade. Additionally, the EMSA test development is based on ADEC curriculum standards for English language, Mathematics, Science subjects, while the UAE curriculum standards for Arabic language. EMSA test consists of multiple choice, open-ended writing and student-response questions. Moreover students performance is graded by numerical Standardized Score Scale ranged (360-620) as well as Bands from (1-5) or from (A-E). Practically, EMSA is designed to provide sufficient data for stakeholders in the educational system: policy makers within ADEC; school administration; teachers and parents to identify the strengths and weaknesses of students at key stages in their learning development (ADEC, 2016). Additionally, ADEC provided important learning out comes for writing to be achieved throughout the school year supported by rubrics that help teachers to measure students' level of proficiency (appendix I).

A great deal of research has been done during the last few decades with a heavy emphasis on the effectiveness of Written Corrective Feedback in the second language acquisition with further research being done about what technique is more useful for students to improve their self-correction and self-editing abilities (e.g. Ferris, 1999, 2004; Ferris & Roberts, 2001; Kepener, 1991; Semke, 1984; Sheppard, 1992; Truscott, 1996' and Truscott & Hsu, 2008)

According to Ur (2006) feedback on writing is the information and the comments given by the teacher to the students in relation to organization, ideas, and writing mechanics. Additionally, Ur considered feedback as a useful tool for students to edit their product in order to achieve their purpose of conveying the meaning. A

body of feedback research has made many comparisons among different types of written feedback to investigate if certain types of feedback have more positive influence than others. These studies sorted feedback into Direct, Indirect, Focused or Unfocused. What makes the difference between these types is their way of application and the students' response towards them (Bitchener & Ferris, 2012; Ellis, 2009; Ferris, 2004 & Hartshorn, 2010). Therefore, direct feedback is the type when the teacher provides the correct form of the error (Bitchener & Ferris, 2012). While indirect feedback is the type when the teacher indicates the error only to give the student an opportunity to self-correct his own or his peer errors (Mohebbi, 2013). Focused Feedback is made by the teacher who previously determined certain types of errors to be corrected and anything not included in his target will be left incorrected. Unlike the unfocused feedback which is the opposite of focused feedback, the teacher provides correction to most or all errors on the student's paper (Ellis, 2009).

The amount of feedback, the type of the feedback, and the types of errors that should be corrected are all confusing aspects, the teacher should make his/her own decisions about (Hartshorn, 2010). However, the teacher must take into the account the respondent to these choices (Student) who is an important element of the feedback giving process. Despite the fact that responding to what is provided by the teacher on the writing paper is dominated by students' level of proficiency, students' ability for learning and students' grade level (Ferris, 2004).

1.2 Statement of the Problem

Written Corrective Feedback has an essential role in developing the writing's skill of second language learners. Moreover, teachers consider providing feedback for students as their professional responsibility (Hyland and Hyland, 2001). Teachers invest a great deal of time and energy on providing written corrective feedback (Ferris,

Brown, Liu and Stine, 2011), but it is worthless unless students' needs are met. This suggests a mismatch between the feedback provided by teachers and the feedback preferred by students. To date, research literature has tended to focus on either teachers' perception and attitude or those of students. Few studies were conducted to compare both despite the recent calls to conduct studies on students' and teachers' perceptions and the actual feedback of teachers (Ellis, 2009). Some studies were conducted in the UAE investigating perceptions about feedback giving (Al Shamsi, 2013 and Hammoudi, 2007). Firstly, the study conducted by Hammoudi, (2007) investigated high school students' perceptions about teachers' feedback on their writings by employing a mixed method approach. Secondly, Al Shamsi, (2013) investigated teachers' perceptions regarding providing corrective feedback on grade (4-8) students writing by employing a quantitative research design. Therefore, the current study has a more comprehensive investigation that included teachers' preferences, practices and students' preferences to ensure that teachers use the most effective and efficient methods of written corrective feedback and students' needs are being met in the UAE educational context.

1.3 Significance of the Study

This study is significant for many reasons. The researcher employed a convergent parallel mixed-method design of research to achieve triangulation for its results. Definitely, using a number of qualitative and quantitative research instruments solidified the findings by confirming or refuting the answers of the research questions gained by comparisons (Glenn, 2009).

To search in the field of Written Corrective Feedback, the researcher reviewed existing studies that were conducted previously. Most of these studies settings were in

non-Arab countries, mostly in the United States of America (Lee, 2004). In addition most of the participants were undergraduate students and very few of these studies included secondary students. Doubtfully, the findings can be generalized over the UAE context.

The current study explored the perceived and the actual written feedback preferences between EFL students and teachers in the UAE that will provide some significant benefits that enable stakeholders in the educational field make use of them. While there is a plethora of literature done on various subjects in ADEC by external researchers, the current study added a comprehensive view about teachers' and students' preferences regarding Written Corrective Feedback which can be taken into consideration by curriculum experts. Moreover, Findings of this study may draw teachers' attention to do self-evaluation which will help them to be competent and consistent in providing feedback to fulfill its potential for developing their students' writing skills (Ferris, 2004).

Since previously conducted studies provided much evidence regarding the controversial issues about the provision of Written Corrective Feedback, findings of this study may add to the past results. The actual study may also provide justifications for using the same research methods employed for future studies in different contexts.

1.4 The purpose of the Study

The main focus of this study is to explore the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. Furthermore, the study aims at identifying the various types of Written Corrective Feedback and investigates which of these types teachers of English and students preferred. Additionally, the study focuses at comparing teachers' preferences with their actual

practices in their classrooms. Finally, the study seeks to align teachers' preferences and practices with their students' preferences in respect of Written Corrective Feedback.

1.5 Research Questions

The study explored the preferences of English teachers regarding Written Corrective Feedback. Furthermore, the study investigated whether these preferences matched their actual practices in the classroom. Additionally, the study explored the students' preferences and focused on the variations between teachers' preferences, practices and students' preferences. The six research questions that guided the study are:

1- What are the EFL teachers' preferences regarding their written feedback?

2-What are the EFL Students' preferences regarding the written feedback provided by their teachers?

3-What are the actual written Feedback Practices used by the teachers?

4- How do the teachers view their written corrective feedback?

5- How do the students view the written feedback given by the teacher?

6- Are there any variations between the EFL Teachers and Students' preferences and the actual written feedback used by the teachers?

1.6 Definition of Terms

Error: According to Ellis (1994) the error is a deviation from the norms of the target language. The error occurs when students have not yet acquired the correct and the appropriate use of the target language.

Feedback: Keh (1990) defined 'feedback' "as input from a reader to a writer with the effect to providing information to writer for revision". Moreover, Ellis (1994) defined 'feedback' as teachers' attempts to provide negative evidence of specific errors committed by students linguistically. While Ur (2006) definition, "feedback, in the context of teaching in general, is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". According to this study, Feedback means the written correction provided by the teacher on students' writings.

Direct feedback: Direct feedback indicates the error to the writer and provides the correct version of the error (Bitchener, 2012; Bitchener & Knoch, 2008; Mohebbi, 2013; VanBeuningen, 2010). For this study, the teachers may prefer to provide the correct form of errors directly on their students' papers.

Indirect feedback: indirect feedback refers "to providing feedback on student errors without giving the correct forms or structures" (Lee, 2004, p. 286).

Focused corrective feedback, providing the correct forms on selective number of errors. It helps "students notice their errors in their written work… and monitor the accuracy of their writing by tapping into their existing explicit grammatical knowledge" (Sheen et al, 2009, p. 567

Unfocused feedback is just the opposite of focused feedback, provides error correction on all or most errors found, regardless of their error category (Ellis, 2009; VanBeuningen, 2010).

1.7 Limitations of the Study

The study is limited by sample, context and time. First it was limited to English teachers and 11th grade students in the public schools in one of the major education zones in the Emirate of Abu Dhabi during the academic year (2015-2016). Therefore,

generalization of findings over private schools or other regions of the UAE is inadvisable.

Availability was another impediment as teachers were very busy and overloaded this affected their availability to respond to the questionnaire and/or to be interviewed. Furthermore, the students' writings are randomly collected from selected teachers, regardless of topic, length of writing, or the purpose of activity to get authentic data but when these documents share something in common accurate results will be gained. Moreover, access was difficult to some schools although ADECs approval was gained.

1.8 Organization of the Study

This study consists of five chapters. The first chapter has given an introduction to the purpose of the study, introduced the statement of the problem, identified the significance of the study, and presented the research questions. The second chapter will provide the literature review related to the Written Corrective Feedback. Chapter three will introduce the methodology, describe the participants, identify data collection instruments, clarify data collection procedures, discuss validity and reliability of research instruments and finally shed light on the ethical considerations. Chapter four will discuss the results in relation to the six research questions. Chapter five will include discussion together with the implications and further research suggestions.

Chapter 2: Literature Review

2.1 Introduction

The aim of the study is to explore the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. The second chapter is a review of literature that sheds the light on the importance of the Written Corrective Feedback in teaching and learning and introduces viewpoints of proponents and opponents to giving feedback. Furthermore, the chapter will explore major theories related to feedback: Krashen's Monitor Model, Pienemann Teachability Hypothesis, and Noticing Hypothesis of Schmidt. Additionally, types of Written Corrective Feedback will be discussed then the chapter closes with a brief summary.

2.2 Importance of Feedback in the Teaching of EFL Writing

The importance, the effectiveness, and the vital role of feedback in English as a Foreign Language (EFL) have been dominant issues in many studies in writing teaching (Paltridge, 2004). Feedback recently became the interest of many researchers who produced a large number of studies focusing on the various types of feedback and their impacts on students' performance in writing. This can be clear evidence that feedback plays an influential part in writing process (Cardell and Corno, 1981; Ferris, 2006 and Lee, 2004, Lee 2008; Paltridge, 2004). Furthermore, Carless (2006) assured that those who receive feedback while processing writing have a clearer sense about their performance. Subsequently, they can modify their thinking and behavior toward their writing and increase their focus on the specific purpose of their text.

Feedback increases the students' understanding of the informational and linguistic expectations of the reader (Hedgocock and Lefkowitz, 1994). Moreover, feedback in writing can enhance explicit knowledge which is according to Williams',

(2005) description, the knowledge of language rules that students as writing producers should know and provide reasons for their application.

2.3 Overview of Feedback in Learning Theories

When students demonstrate their writing skills, they normally commit mistakes. Furthermore, language learning happened through committing errors especially at the beginning (Krashen, 1982). Edge (1989) supported that students' errors are "learning steps". Also researchers like (Bartram and Walton, 1991 & Widdowson, 1978) added that teachers know how much students achieve in the target language by using errors as evidence of progress. Then, making errors is a healthy and natural part of the second language learning process.

All learning theories consider feedback as a significant component in learning and teaching instruction because feedback fosters the student's cognitive skills, but each theory adopted certain views on when, how and how much Written Corrective Feedback should be given. The instruction of feedback has been influenced by major learning theories and hypothesis such as Krashen's (1982) who distinguished between competence and performance in writing in his early works, assuming that competence is subconscious, mostly acquired through reading while performance in writing is the application of language rules that have been tackled and practiced thoroughly in the classroom. Later, Krashen, (2003) explored how writing helped in cognitive development, he showed that activities such as note-taking and writing summaries are important facilities for learning.

2.3.1 Krashen's Monitor Model

According to his Monitor Model Krashen, (1982) generated his hypothesis regarding L2 learning which has five hypothesis: Acquisition/learning hypothesis, Monitor hypothesis, Natural order hypothesis, Input hypothesis, and Affective filter hypothesis. The researcher included the acquisition/ learning hypothesis, the monitor hypothesis and the input hypothesis as they are strongly related to the topic of the study:

Krashen (1982) discriminated between acquisition and learning, that acquisition is a subconscious process through which the target language can be acquired in an environment of meaningful, daily communication. Accordingly, error correction has little or no impact on the language acquisition process, while learning is a conscious process occurring when studying about the language in the classroom context.

Krashen (1988) believed that L2 can be acquired the same way students acquire their L1 by using human innate ability. Therefore, exposing students to meaningful and interactive situations for subconscious acquisition of the L2 is a must. For Krashen learning is less important than acquisition and he considered grammar is essential only when both the teacher and his students believe in that. Then the teacher should be skillful in explaining grammar in a way easily understood, which means that the comprehensible input is satisfactorily met. Furthermore, Written Corrective Feedback teachers provide should meet their students' needs in the way they prefer so that the ultimate benefit of the feedback is gained (Krashen, 1988).

In his monitor hypothesis, Krashen, (1982) assumed that it is useless to spend a lot of time and effort learning grammatical structures if we cannot use them in an

authentic situation. Furthermore, Krashen (1984) argued that simple grammar features such as third singular "S" or simple past which can act as a monitor or editor for student's output when he has enough time for self-correcting or self-editing in a written text can be explained in communicative context. Therefore, McLaughin, (1987) interpreted Krashen's assumption, saying that the output can be corrected either before or after the utterance was produced through writing or speaking which means that the monitor works when sufficient time is available. According to the input hypothesis, Krashen, (1985) claimed that students develop by getting comprehensible input that should not go beyond the student's current syntactic level. Krashen, (1985) explained that if the current level of the student is (i) the development for the next stage should be (i+1) this (1) should be thoroughly understood and internalized to the extent students won't need extensive grammar instructions or Written Corrective Feedback to draw their attention to errors. Krashen (1985) emphasized that teacher's role is providing instruction to enhance comprehension through reading and role-playing.

Some researchers either disagree or partially disagree with Krashen's theory such as: Lightbown and Spada, (2006) who stated that students must be able to understand grammar rules associated with the target language in order to correct their errors by acting as an editor or monitor. Additionally, McLaughin, (1987) asserted that students learn the target language through "rule" and "feel" that means students are feeling their way through the L2 and recognize the grammar rule. McLaughin, (1987) also added that it is unguaranteed younger students acquire better than adults, it is the early beginning that give them more exposure; however nothing ensures language acquisition.

Krashen's Monitor Model does not account on implicit and explicit knowledge in language acquisition. However, Ellis, (2008) asserted that input of implicit

knowledge should be incorporated into L2 acquisition not only focusing on Krashen's comprehensible input. Additionally, language learning needs extensive input, and students should be supported by many resources to help them acquire L2 such as extensive reading and feedback to maintain their performance. Moreover, Ellis, (2005) believed that corrective feedback is important to all students and teachers need to be clear and consistent in providing feedback because the more explicit the feedback is the higher level of repair results.

2.3.2 Pienemann Teachability Hypothesis

Pienemann, (1982) claimed that the L2 learner acquires the target language in a particular sequence of stages whenever he fully acquires the stage he can move to the next. Pienemann, (1989) assumed that students break up language features into small units that follow a fixed order through a fixed order of stages. Therefore, various grammatical structures can be acquired in strict order, and students can acquire only structures that are suitable for their developmental readiness.

Accordingly, when the student commits an error it means that the structure is beyond his stage of development and his internal mechanism cannot meet the instructional requirement. Therefore, some interested researchers such as Wang& Jaing, (2015) interpreted Pienemann's view about Written Corrective Feedback that it is not beneficial to repeat grammar features more than once as the students did not comprehend the structure at the first place in its developmental stage or the error is in a structure beyond his stage. Pienemann (1984) argued that Written Corrective Feedback is essential only when students are able to internalize the feedback. That's why, Pienemann encouraged focused feedback at the beginning to help students build their processing capacity. Related to the same point Ellis, (2009) noted that students'

age, proficiency, memory, motivation, and cultural background must be taken into account in teaching instructions focusing on specific features that help the students' gradual development in acquiring the target language.

2.3.3 Noticing Hypothesis of Schmidt

Highlighting the Noticing Hypothesis of Schmidt's (1990) that noticing is an essential tool to convert input to intake, students need to notice the relevance between the structures provided by the teacher and the surrounded environment by drawing students' attention to an aspect of form. Simply, noticing as Schmidt, (1994) claimed is the students' brains registering the new information even if it is not fully understood. Moreover, Schmidt, (1994) argued that when the noticing happened the more the students learn L2. According to Ellis (1997) when students recognize the difference between what they really have and the new noticed feature, that feature will be included in the developing language acquiring system. Similarly, Schmidt (1990) pointed out that input to become intake needs more than noticing only, students need to draw a comparison between the input they observe with features the already exist in their memory to notice the difference and fill the gap through consciousness raising.

The implication of this hypothesis on the Written Corrective Feedback emerges that when the students' attention is drawn to error corrections his brain will register new aspects regarding the target language. Therefore error correction here is acting as a noticing factor that directs students' attention to the error itself so that it will not be committed in the future and a new aspect (the correction) that can be acquired. Specifically speaking, responding to all errors committed by students promotes their noticing by reviewing a wider range of errors.

2.4 Product Writing

Product writing is a traditional way of teaching writing through which students are asked to produce a final piece of writing similar to a model essay provided by the teacher. Furthermore, product writing is an exact application of habit formation learning in which students are encouraged to imitate an organizational design of specific writing genre, presented and explained previously by teachers (Silva, 1990). The main focus of the product approach is to sustain accuracy of students by exercising simple sentences to produce grammar free errors text (teachingenglish.org). According to Nunan, (1999) creating a text emerges in stages: presenting and explaining the model text for example formal letter genre. Secondly, the teacher provides students with some isolated structures to be memorized such as "I would be grateful if you …" Practicing a controlled and guided writing is the third stage. Finally, students transform what they have learned in their text. In addition to that, Ivanic (2004) noted that students work on sentence level not on text level, which is important is spelling and grammar but not content.

Ferris and Hedgocock, (2005) indicated that students' proficiency determine the approach of writing, they assured that beginners need to copy and imitate model text and practice-guided exercises to improve their accuracy as the main focus of the product approach is to minimize errors in spelling and grammar. Furthermore, Ivanic, (2004) mentioned some points in favor of product writing in that it increases students' confidence, is a good way of focusing on specific grammatical features and copying a model text means committing few errors. However, writing in this approach is unrealistic, repetitive, boring and there is lack of creativity and independency.

2.5 Process Writing

Traditionally writing is considered to be a product composed by the student and graded by the teacher. Like all the procedures of language learning the view to writing also changed from being a product to a process. During the 1970s a shift took place from the product writing which mainly cares about the final draft only to the process writing with increased attention to content (Wingate, 2012). Before that date Ferris (2008) stated that teachers used Written Corrective Feedback in writing to justify the marks given for the final written text. In the process writing approach the teacher's role shifted to be a facilitator who provides step by step guidance to help students to produce a well-structured composition. Moreover, Hyland (2003) stated that the process approach of teaching writing considers the student as an independent producer of texts, and it goes further to negotiate that teachers should do to help learners perform in writing a task. Additionally, Badger & White (2000) highlighted that students in the process of writing go back over their texts many times and the stress is on their skills of planning and drafting rather than their grammar knowledge. Badger & White (2000) also pointed out that students' improvement in writing skills is supposed to be unconscious while Pennington,(1996) indicated that process writing is an innovative activity which provides various forms of input that contribute in changing the students' awareness and attitude toward being 'intake' , this is the idea that was elaborated before by Krashen, (1982) in his monitor model when a comprehensible input changed into editor for students and Schmidt, (1994) who assumed that input in L2 learning changed into intake by noticing.

According to Joe (1992) the writing process has to pass four stages: planning, drafting, revising, and editing. Throughout all these stages of composing the teacher attends as a facilitator and a co-participant to help his students to produce a meaningful

and coherent piece of writing. Moreover, Matsuda and Silva (2002) argued that teachers must clearly understand the strategies of writing so that they can correctly teach writing and not teaching about writing. Ferris (2003) also added that learning a second language is a very complicated process in which the students need a great deal of help to develop their writing skills. Regarding the stage in which teachers are preferred to provide feedback, Ferris (1995) investigated 155 students' opinions about the amount and the time of effective feedback. The study revealed that students preferred receiving corrective feedback during writing and the revising process because according to their views the feedback on the final product is not effective in the progress of the writing proficiency. Therefore, the process approach is an ideal chance of supporting students' language acquisition through making use of ideas in depth and teacher's suggestions.

Several studies were conducted regarding the process writing and its stages. For example, Zamel (1985) suggested a multi-stages writing process in which she recommended that teachers revise the content of the writing after drafting to encourage students to write their ideas freely and to avoid engaging them with grammatical problems. The next stage is to edit the form drawing the students' attention to notice their errors regarding grammar, vocabulary, and punctuation. However, results of a study conducted by Fathman and Whalley (1990) showed no differences in effectiveness of using feedback on content or on form separately or in a mixed way. This was a project that was applied on 72 college students to investigate the effectiveness of feedback on rewriting the compositions more than once in different stages: drafting, revising and editing.

Another study was conducted by Ashwell (2000) on 50 EFL students at a Japanese university, to investigate the benefit of feedback on content and form in

multi-stages writing. The participants were divided into 3 groups. The first group got feedback on content at the first draft and feedback on form at the second draft. The second group had an opposite pattern feedback on form first and feedback on content later on. The third group got a mixed way of having feedback on content and form at the same draft. Findings of the study revealed that there were no significant differences in form scores or content scores at the final test. Therefore, Ashwell (2000) recommended having two stages of writing; drafting and revising/ editing. He justified his recommendation by saying that in a L2 classroom several chapters should be covered as each of them has a writing task related to the chapter topic. So a two-stage writing would be enough and can be managed in a practical way by both teachers and students.

2.6 Controversial Issues on the Effectiveness of Feedback

An extended debate emerged between opponents of the Written Corrective Feedback provision led by Truscott and the proponents of providing feedback led by Ferris. Both groups try their best to justify their opinion regarding the effectiveness of feedback.

Written Correction Feedback in the second language writing is considered to be the teachers' essential instrument to respond to students' writings. Therefore, Hyland (2003) defined the feedback giving to be a significant and central part of the learning process in general and of writing in particular. Additionally, Written Correction Feedback provides important information to extend writing skills and develop a general understanding of writing procedures (Hyland, 2003). Although teachers and students consider feedback to be an important aspect in improving L2 accuracy (Lee, 2004), the issue of its effectiveness still inclusive. Truscott (2006) led an argument that writing correction is time consuming for the teacher and useless for

the students as correction leads them to "avoidance behavior". According to the view of Truscott (2006) students tend to write short passages to avoid committing many mistakes. Supporting this view Sheppard (1992) conducted a study and the findings reported that the group which received holistic correction notes perform better than those who received corrective feedback. In addition to that students of the corrective feedback regressed over time. Furthermore, findings of studies such as (Truscott and Hsu, 2008) showed that error correction is not only ineffective in improving accuracy, but it is harmful and damaging.

Truscott (1996) supported his claim of Written Corrective Feedback ineffectiveness by adhering to Peniemann's (1984) Teachability Hypothesis, when Truscott stressed that students should acquire grammatical rules in consistent order within the learning process and should not to be treated in isolation in the writing tasks which aligned with the Teachability Hypothesis that recommended teaching the L2 according to the developmental readiness of the students. Additionally, Truscott (1996) asserted that providing grammar correction is useless and he supported his claim by stating Krashen's Monitor hypothesis, which was based on the idea that exposing the student to a comprehensible input is enough for acquiring a second language.

Additionally, Kepner (1991) conducted an experimental study with two groups one received Written Corrective Feedback and a control group that received no feedback. The findings of Kepner's, (1991) study revealed no significant differences between the two groups in their performance in writing. The results of this study acted as another supporter to Truscott's claims. Later, Truscott and Hsu (2008) conducted a study on 47 students to explore the effectiveness of Written Corrective Feedback. The results again enhanced their negative view, despite the fact that errors reduced after

students' revision. Truscott and Hsu did not suggest it to be evidence of learning development.

In an attempt to refute Truscott and colleagues claim (Bitchener, 2008; Ferris, 2002; Hendrickson, 1978) argued that students are developing writers still in the process of acquiring their lexicon, morphological and syntactic systems, they need the intervention of their teachers. Additionally, Hendrickson (1978) highlighted that written feedback helps students to find out the functions and the limitations of grammatical structures and lexical forms of the target language. However, some researchers like Cohen (1987) stated that although errors correction prevents students from being misunderstood, feedback can be irritating. While Ferris (2002) discussed, to avoid error irritation teachers have to be selective meaning that correcting several important kinds of errors at a time not all errors. Therefore, selectivity of errors is seen to be a significant way to avoid the negative effects of corrective feedback. Subsequently, this method of correction was called by researchers such as (Sheen, Wright, & Moldawa, 2009) as "Focused Feedback" through which the teacher focuses on correcting some grammatical errors for specific period of time. According to Sheen, et al. (2009) selective feedback helps students to observe their written work concerning their grammatical problems. On the other hand, "Unfocused Feedback" overloads students (Lee, 2003). Moreover Lee, (2003) pointed out that unfocused correction is tiring for teachers and disappointing for students. Then it is the teachers' responsibility to choose the errors that may affect delivering the message of the writing text. To decide what to correct is related to other things like the students' level and needs. Therefore, knowing students' preferences by the teacher is a significant factor, (Shine, 2008).

Drawing on the literature conducted on Written Corrective Feedback, several researchers (Brown, 2007; Ferris, 2002; Lee, 2003 & Shine, 2008) pointed out that there are many issues on which teachers have to make decisions about while correcting errors. Teachers have to decide if they: correct the errors or not, give the location of errors or not, and in case they decide to correct, will they correct (directly) or (indirectly. Furthermore, Brown (2007) assured that L2 teachers consider providing Written Corrective Feedback a need to help students learn.

Ferris, (1999) was not satisfied with Truscott's claims. Therefore, she re-examined all the previous studies used to prove that Written Corrective Feedback is ineffective. This led to a further debate and many researchers conducted studies to investigate the issue, such as Bitchener (2008) who conducted a study that lasted for two months on 75 low intermediate students in New Zealand to investigate if the corrective feedback improves accuracy over this period of time. The participants were divided into four groups; the first group received direct feedback with written and oral explanation while the second group received direct feedback with written explanation. For the third group they received direct feedback only, the control group received no feedback. The target feature was indefinite and definite articles. Bitchener, (2008) found that the accuracy of students receiving the written corrective feedback in the immediate post-test outperformed those in the control group.

2.7 Types of Feedback

Due to writing being complex in nature Widdowson (1978) described writing as annoying activity. There are different kinds of Written Corrective Feedback forms that cause different levels of development in different writing areas. According to Ferris (2002) errors are caused by the lack of proficiency. Ferris, (2002) also asserted

that L2 students cannot write like native people and language learning takes a long time. Therefore, students need feedback on errors to improve.

Types of feedback have been investigated to make firm conclusions about which one of these types is the most effective to students. Accordingly, many would say that teachers' way of giving feedback should be determined by empirical data that proved the most beneficial way. Subsequently, some teachers would use direct feedback as recommended by studies such as (Bitchener & Knoch, 2008; Bitchener, 2012), others use indirect feedback in accordance with (Bitchener, 2012 & Ferris, 2004) or using focused feedback like in (Bitchener, 2012 & Ellis et al 2008) or Unfocused Feedback (Mohebbi, 2013; Sheen, 2007 & Bitchener, 2012). Different types of feedback will be detailed and discussed as follows:

2.7.1 Direct Feedback

According to Ferris (2003) Direct Written Corrective Feedback or as it is also called explicit feedback is provided when the teacher indicates the error and provides the correct form instead. Teachers usually place the correction above the error or near it. Additionally, Direct Feedback can be in a form of crossing out errors or inserting the missing words. Another way of providing Direct Written Corrective Feedback is to reformulate the awkward sentences, but keeping the original meaning that was intended by the writer

A consensus of opinions among (Nunan, 1995; Brown, 2000 & Ur, 2006) is that there are different types of feedback, Direct Feedback, Indirect Feedback, Focused, Unfocused, Content Feedback and Form Feedback. Direct feedback is very clear that students can see and through which the teacher provides his students with the exact structure to correct their errors. If the teacher does not understand what the

student wanted to write he provides the correct ways of writing, which will be a good model for the student to follow (Edge, 1989). Edge, (1989) argued if the teacher was wrong about expressing the students intended ideas, that will be encouraging for the students to clarify their ideas and what they actually meant when they wrote it earlier.

To investigate the effectiveness of direct feedback, Carroll and Swain (1993) conducted a study with 100 Spanish learners at low intermediate level. The target structure was verbs. The participants were divided into four groups, A received direct feedback and B indirect feedback, group C received recast and group D which served as control group received no feedback. All the groups performed better than the control group while group A which received direct feedback outperformed them all.

Another study conducted by Nassaji and Swain's (2000) concluded that direct correction tendency is more useful than indirect. Moreover, Carroll, Swain and Roberge's (1992) conducted a study that supports the effectiveness of the direct feedback. An important study was conducted on lower intermediate participants by Ellis, Loewen and Erlam (2006) investigating the effectiveness of direct and indirect forms of providing corrections to errors in respect of verb tenses. Results showed that direct feedback is more effective.

2.7.2 Indirect Feedback

Indirect Feedback can be also termed as implicit feedback which means that teachers indicate the error by underlining, circling or providing some codes (e.g. VT-verb tense) or give the number of errors on the margin with the intention of self-correction (Ferris, 2003).

Depending on their studies findings some researchers argued that providing students with direct feedback does not improve the target language learning

(Hammerly, 1991; Haswell, 1983 & Hendrickson, 1980). According to Hammerly (1991) students should experience the intellectual process of discovering the right forms and structures and using them correctly. Apparently indirect feedback lays the responsibility of learning on students' shoulders and helps them to improve their self-editing skills as well. Furthermore, indirect technique saves teachers' time compared with the direct technique.

Similarly, Haswell (1983) confirmed that when students committed unquestionable errors such as errors in punctuation, spelling, capitalization and grammar, they are able to correct sixty to seventy percent of their errors by themselves after these errors have been underlined by teachers. While, Ferris, et al. (2000) conducted a study which revealed that students were able to correct eighty percent of their errors that had been indicated by their teachers (cited in Ferris and Roberts, 2001). Therefore teachers should not spend much time providing correct forms. Specific correction techniques are only demanded when students are not able to manage their errors by themselves (Hendrickson, 1980).

2.7.3 Focused Feedback

Focused Feedback is the form that refers to the correction of a limited number of errors that are thoroughly tackled in the classroom or chosen by the teachers to meet his students' needs (Ellis et al., 2006). An early study conducted by Cohen (1987) which investigated 217 undergraduate students regarding the amount and effectiveness of Written Corrective Feedback showed that students preferred focused grammatical feedback rather than an overall ending comments. In another study conducted by Lee (2003) to compare teachers' beliefs with their actual practices, most of the teachers

stated that their preference is to correct selectively but the fact was most of them corrected comprehensively.

Moreover, Ellis (2008) stated that focused feedback is easy to manage by both teachers and students when Ellis, (2008) conducted a study on three groups of focused feedback, unfocused feedback and a control group without feedback with 11, 13 and 11 number of participants respectively. Data was collected by exposing students to pretest, posttest and posttest 2 and were analyzed by ANOVA. Additionally, an exit questionnaire was collected. Results revealed that focusing on specific grammatical errors can improve the students' accuracy. Moreover a study was conducted by Bitchener, (2008) whose results supported the same idea as Ellis, (2008) that focused feedback contributes in students' accuracy development. However, Ferris (2010) rejected the idea of correcting one or two structures by saying that students commit different errors in their writing that need to be dealt with, so according to Ferris several errors corrected at time are thought to be more beneficial. This issue creates a debate regarding the amount of errors to be responded to in using focused feedback. According to Ellis, et al (2006) L2 student has a limited capacity to cover a wide range of errors which may cause a cognitive overload.

Farrokhi and Sattarpour (2011) conducted a study by which they measured the effect of focused and unfocused Written Corrective Feedback on high-level proficiency students concerning the use of articles. Three groups were set, focused group, unfocused group and the control group without feedback. Findings suggested that focused Written Corrective Feedback was more effective than the unfocused Written Corrective Feedback concerning articles for high-level proficiency L2 students. A similar study was conducted in the same context and the same design was applied, but the difference was the participants' level of proficiency, 79 beginners.

Results also indicated that the focused group outperformed the unfocused and the control groups. Another 79 beginner students participated in a study that was conducted by Saeb, (2014) to investigate the efficacy of Written Corrective Feedback in improving grammatical accuracy. The target feature was the third singular 'S' morpheme. Students formed a control group of 29 of them; a focused group and unfocused group 25 for each. Results revealed significant improvement in the grammatical accuracy of the experimental groups from the pretest to the post test period. However no difference was indicated between the two experimental groups. To investigate which type of feedback contributes more in improving grammatical accuracy, Sheen et al (2009) conducted a study of four groups totaling 80 intermediate level of proficiency students. The groups received different types of feedback targeting the grammatical features past tense (regular and irregular) and prepositions. Results of the posttest indicated students gain of accuracy and that Focused Feedback contributed more than the other types in improving accuracy.

2.7.4 Unfocused Feedback

Unfocused Feedback or as it can be called also comprehensive feedback a very common form of feedback among writing teachers (Ferris, 2006 and Lee, 2004, Lee 2008). Unfocused Feedback indicates that teachers correct all the errors committed by students in their writing without paying attention to their categories. Unfocused Feedback also is time consuming and creates a burden on teachers on one hand and on the other hand demotivates students when they see their writing is covered with red (Ferris, 2002)

Lee, (2004) conducted a study to compare teachers' beliefs and attitude with students' preferences and attitude regarding the Written Corrective Feedback. Lee,

(2004) found that both teachers and students agreed on the unfocused type of correcting.

2.8 Content VS Form

Teachers have various preferences regarding the focus on Content or on Form or a combination of them while responding to their students' writing. On conducting several studies, researchers proved controversial results. Some recommended to focus on content rather than form (Ellis, 2005; Ferris, 1997; Kepner, 1991). Others suggested to respond to form errors then content (Long, 1991; Semke, 1980). Ellis (2005) identified Written Corrective Feedback to be an important instrument that strongly relates to form. Long (1991) on the other hand asserted that L2 instructions should mainly focus on meaning. Grammatical features according to Long, (1991) should be explained explicitly when demanded by communicative necessity. The teacher can provide some grammatical features within the communicative context. Long (1991) argued that the teacher is the one who can decide when to respond to students errors during the same communicative activities. Long, (1991) viewpoint is to give the content the priority over the form and the role of error correction is to enhance students' ability to produce a writing text accurate in grammar and well in meaning through communicative context. Ferris (1997) also stated in her study on advanced students that feedback that focused on form led them to make more revisions than those who received comments regarding meaning. However, she concluded that form and content should not be dichotomous. Teachers should not pay so much attention to grammar that it leads to forget students' ideas communication.

Several studies were conducted to investigate which is more important to focus on during giving feedback form or content. Semke (1980) conducted a study that included 141 university students divided into four groups that received different types

of feedback in respect of content and form in a period of 10 weeks on free writing topics. Findings showed that feedback on content was more useful than that on form.

Another study was conducted by Kepner (1991) on 60 college students who were assigned into two groups in a project that lasted for 12 weeks. Group A received feedback on form by using direct correction on grammar and vocabulary errors while group B received ending comments. Throughout the project the students were given six writing assignments. At the sixth one Kepner compared the results to reveal that students who received feedback in group A committed fewer number of errors on Form. Also Sheppard (1992) conducted a study to investigate whether to focus on form or content while providing Written Corrective Feedback. A total number of 50 students were divided into two groups. One of them received comments on content and indirect Written Corrective Feedback by using codes. Other group received direct Written Corrective Feedback on verb forms. The study lasted for a10 weeks period through which seven compositions were given to students. The findings showed no significant differences in the students' performance regarding the verb forms. It is worthy to mention here that responding to content is easier than responding to form errors. However, for teachers marking on form is more accurate than on content unless the teacher follows rubrics provided by the school that distribute the marks on different writing skills in the students' final drafts.

2.9 Teachers' Preferences

Few studies were conducted to investigate teachers' preferences about the type by which they respond to their students' writing and explore whether these preferences align to their actual practices. Fewer studies explore the variations between students' preferences and the practices of their teachers in the classroom. An important study was conducted by Cohen and Cavalcanti (1990) in which they compared teachers'

preferences with their actual feedback practices and undergraduate students' perceptions. The findings revealed a strong match between teachers' and their performance in respect of that the researchers examined (feedback on form and content). However, this study was criticized for its small sample. Later on, a similar study was conducted by Montgomery and Baker (2007) but with a larger sample, 98 students and 10 teachers. The results revealed that teachers' actual practices were below the students' expectations. Another study was conducted by Lee (2009) to investigate 206 teachers' beliefs through collecting questionnaires followed by interviews with 19 teachers and he compared what they believe to their actual practices by collecting 174 writing texts from 26 secondary students in Hong Kong. The texts were for 7th-11th grades. The findings of this study revealed several mismatches between what the teachers believe and what they were actually practicing.

Additionally, Hyland and Anan (2006) conducted a study to investigate how experience affects teachers' attitude in respect to Written Corrective Feedback. They set three groups of 16 participants for each. One group was of teachers who speak English as a second language, the other group was of teachers' whose L1 is English, the third group was of non-teachers whose L1 is English. All the groups were given 150 word text to correct either comprehensively, correcting all the errors or selectively, to correct some significant errors. Participants should provide justifications for their choice of a particular type. Those three groups responded to a closing questionnaire that investigates their beliefs regarding Written Corrective Feedback. All the participants considered Written Corrective Feedback essential but they corrected the texts in varying forms. This reveals that teachers' choices are affected by their beliefs about the type of Written Corrective Feedback they use to improve their students writing skill.

2.10 Actual Teachers' Practices on Feedback

Findings of previous studies revealed that teachers consider the Written Corrective Feedback an important pedagogical tool. However, they provide feedback in varying ways that may be affected by experience, context, students' needs, or following rubrics provided by the school (Cohen & Cavalcanti, 1990; Hyland and Anan, 2006; Lee, 2009; Montgomery &Baker, 2007). Additionally, some of the studies showed the mismatch between what teachers prefer and what they actually employ in the classroom in respect of the Written Corrective Feedback. By reviewing the literature, one can notice the urgent need for further research to explore teachers' preferences, practices and their students' preferences regarding Written Corrective Feedback. However, it is worthy to mention here a study conducted in a context similar to the UAE, Al Shahrani & Storch, (2014) investigated preferences of 45 university students and 3 of their teachers in a university in KSA. Results indicated that teachers preferred indirect feedback (with codes) focused feedback and when compared to their actual practice there were some mismatches, moreover the practices did not align with students preferences of direct, unfocused and on form feedback. Another study was conducted by Corpuz, (2011) exploring teachers' preferences, practices and students' preferences, findings showed that both, teachers and students preferred direct feedback and the practice of teachers revealed that they used direct feedback and indirect through codes, underling and circling.

2.11 Students' Preferences

To gain the complete benefits of feedback, teachers should be aware of their students' needs and preferences. The more the teachers consider their students' desires regarding Written Corrective Feedback the more positively they will react to the correction for example, Leki (1991) study which investigated 100 students'

preferences in respect to Written Corrective Feedback provided by their teachers. Data was collected through questionnaire instrument by which the researcher measured the extent of students' concern about having error correction of their writing tasks and the best way they think to have these errors responded to. Results showed that students were highly concerned about the number of error which they aspired to minimize and most of the students of this study preferred the indirect way of Written Corrective Feedback with using codes.

Another study was conducted by Ferris (2001) to explore students' preferences regarding Written Corrective Feedback. All the participants appreciated having their errors corrected indirectly with the use of codes. Furthermore, Ferris, (2002) stated that students commit errors due to lack of proficiency and feedback is necessary for them to improve. Generally, students prefer a type of feedback they can understand and use easily (Lee, 2004 and Montgomery & Baker, 2007). Moreover, Amrhein and Nassaji (2010) conducted a study in Canada investigating students' and teachers' preferences regarding Written Corrective Feedback and the reasons behind their preferences. 64 participants were included, 33 students and 31 teachers. Data was collected by employing mixed method research instruments. Results revealed that students preferred unfocused, indirect correction concentrating on form rather than on content and organization.

Additionally, a case study of university students from China was conducted recently by Chen, Nassaji & Liu, (2016) to explore 64 students' perceptions and preferences in respect of Written Corrective Feedback across three levels of proficiency (intermediate, advanced intermediate, and advanced) by exposing them to extensive questionnaire and interviews. Findings referred that students preferred direct feedback on content and they like to practice some self-correction through interactive

activities. Ninety three elementary level students were subject to a quasi-experimental study in one of the Turkish universities to investigate their preference regarding Written Corrective Feedback type. Results indicated their preference to content over form and the focused over unfocused (Kahraman &Yalvac, 2015)

2.12 Summary of the Chapter

This chapter highlighted the importance of the feedback in teaching and learning. The researcher introduced an overview of feedback in the relevant learning theories, the major theories discussed were: Krashen's Monitor Model, Pienemann's teachibility hypothesis, and Noticing hypothesis of Schmidt. Furthermore, the researcher discussed the types of feedback in relation to findings of previous studies. Moreover, teachers' preferences, their actual practices and students' preferences regarding feedback were also introduced by shedding the light on some important previous studies.

Chapter 3: Methodology

3.1 Introduction

The purpose of this study is exploring the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. This chapter will present the methodological components of the study in the following order: introduction, research design, sampling, data collection instruments (reliability/validity), data collection procedures, data analysis, and ethical considerations.

3.2 Research design

The researcher employed a convergent parallel mixed-method research design approach to answer the research questions. Quantitative and qualitative methods are used separately, but simultaneously in the stages of execution and analysis; however, they met at the overall interpretations of results (Creswell and Clark, 2007). This way of collecting data is termed by Creswell and Clark, (2007) as concurrent triangulation strategy. However, Creswell and Clark, (2011) named the same design as convergent parallel design in their later works.

The quantitative part included: Teachers' Background Survey; Teachers' Written Feedback Preferences Questionnaire (TWFPQ) and Students' Written Feedback Preferences Questionnaire (SWFPQ). While the qualitative part included: Document Analysis to trace teachers' practices regarding feedback; Teachers' Interview and Students' Interview.

Using multiple instrumentation was due to the many advantages of this approach. Most studies that adopt questionnaires in collecting data and depend on the Likert scale format which asks the respondents to tick on one option to show their

preferences, found that a further step must be taken to know the reason behind their choices (Creswell and Clark, 2011). However, questionnaires provide the researcher with a large amount of numerical data in a relatively short time and at low costs (McLeod, 2014). Furthermore, employing qualitative instruments would provide a comprehensive understanding of the results and would explain thoroughly what the numerical data means. Another advantage for using mixed methods was that qualitative design only may be affected by the researcher's subjectivity and due to the small number of the sample, it is difficult for results to be globally generalized. Additionally, the researcher was comfortable with the freedom that she had to choose any instrument of data collection rather than be restricted to instruments that belong to either of the approaches (Creswell and Clark, 2011). To answer the research question number one, Teachers' Written Feedback Preferences Questionnaire (TWFPQ) was administered to be the instrument that elicits their preferences regarding the amount of feedback they provide in their students' papers, the types of feedback they employ. Research question number two was answered by distributing Students' Written Feedback Preferences Questionnaire (SWFPQ) to seek their preferences in respect of amount of feedback they want their teacher to provide, the types of feedback, and what type of errors they want their teacher to handle. To trace the real practices of teachers regarding feedback in the classroom, written samples of students' documents were collected as an authentic instrument for data collection used by previous studies (Ferris, 1997 and Montgomery and Baker, 2007) to answer research question number three. To answer research question number four teachers were interviewed was conducted to highlight teachers' views about feedback while students' views about feedback was elicited by conducting students' interview to answer the research question number five. Finally, the triangulation question number six was answered by

merging the interpretations for all the results to show the convergences and divergences, as shown in table number (1).

Table 1: Sources of Data

Research Questions	Questionnaire	Interview	Documents
Questions 1	√		
Questions 2	√		
Questions 3			√
Questions 4		√	
Questions 5		√	
Questions 6	√	√	√

3.3 Research Questions

1. What are the EFL teachers' preferences regarding their written feedback?

2. What are the EFL Students' preferences regarding the written feedback?

3. What are the actual written Feedback Practices used by the teachers?

4. How do the teachers view their written corrective feedback?

5. How do the students view the written feedback given by the teacher?

6. Are there any variations between the EFL Teachers' preferences and Students' preferences and the actual written feedback used by the teachers?

3.4 The Participants

According to (Gay, Mills and Airasian, 2011) choosing the sample depending on knowledge or experience of the group is called purposive sampling or it may also be termed as "judgment sampling". Teachers of English of cycle 3 public schools for

girls in one of the major cities in the United Arab Emirates were selected and students of eleventh grade of those schools were also selected to participate in the current study. Those schools are in different geographical locations in one of the major educational zones in the UAE. Gay et al, (2011) recommended that accessibility and the direct relevance of the participants to the topic of the study are the most important factors to be taken into consideration while selecting the participants.

In this study participants were classified into two groups: the teachers' group and the students' group. Each group of participants responded to a questionnaire and an interview to state their preferences and views regarding Written Corrective Feedback, their description was as follow:

3.4.1 Description of the Participants

For the current study (n=67) teachers responded to the Teachers' Background Survey (appendix A) through which the researcher would be able to know some important information about them such as years of experience, the level they teach and if English was their native or second language for them. The majority of teachers 61% were experienced teachers, teaching for (10 years and above), 34% had (6-10) years of teaching experience. Only 4.5% teachers were novice to the field of teaching (1 to 5) years of experience.

Table 2: Teachers' Years of Experience (n=67)

Years of experience	Frequency	Percent
10 and above	41	61
6-10	23	34
1-5	3	4.5
Total	67	100.0

Of the teacher participants the majority 75% were native speakers, while 25% had English as their second language. This is shown in the table (3).

Table 3: Teachers' First Language (n=67)

Language	Frequency	Percent
First Language	50	75
Second Language	17	25
Total	67	100.0

As it is indicated in table (4), 28% of the participants taught grade 10, and 36% taught grade 11, and the same percentage 36% of participants taught grade 12.

Table 4: Grade Level Teachers Teach (n=67)

Grades	Frequency	Percent
11th	24	36
12th	24	36
10th	19	28
Total	67	100.0

As clearly indicated by table 5, that the majority of the teachers 45% are holding bachelor, 39% are holding master degree, and 10% of those teachers are holding a teaching diploma, and only 6% are holding other types of academic degrees such as PhD or leadership in education.

Table 5:Teachers' Academic Degree (n=67)

Qualification	Frequency	Percent
bachelor	30	45
master	26	39
teaching diploma	7	10
other	4	6
Total	67	100.0

For the students participants *(n=116)*, they shared all the same key characteristics that were needed to be known for the study. Students were all 11th grade level. They are all Emirati students in the public schools in one of the major cities in Abu Dhabi educational zone, and their age ranged (15-17). All of these students began studying English from grade one.

3.5 Instrumentation

Due to the nature of the study the researcher employed a convergent parallel mixed method approach, six research instruments were used to collect qualitative and quantitative data. These instruments included the following: 1) Teachers' Background Survey; 2)Teachers' Written Feedback Preferences Questionnaire (TWFPQ)3)

Students' Written Feedback Preferences Questionnaire (SWFPQ) 4) Document Analysis 5)Teachers' Interview and 6)Students' Interview.

1) **Teachers' Background Survey** was the first instrument used to collect background information (Appendix A) concerning the participants' years of teaching experience, current grade level they teach, the highest academic degree the participants have achieved and whether English is their first language.

2) **Teachers' Written Feedback Preferences Questionnaire (TWFPQ)**

Originally, the questionnaire (appendix B) used for teachers was adopted from Lee's (2004) study. However, the categories used by Lee were not the same as the ones used in this study. For example, Lee, (2004) used Comprehensive vs Selective, Direct vs Indirect, Using of Corrective Codes, the Effectiveness of Corrective Feedback, and Feedback, Whose Responsibility? The researcher in this questionnaire used categories such as Focused Feedback, Unfocused Feedback, Direct Feedback, Indirect Feedback, Content Feedback, and Form Feedback. Additionally, Lee's, 2004 questionnaire was a qualitative and quantitative instrument as it contained closed-ended questions and open-ended questions. For the one used in this study was a closed-ended questionnaire because closed questions are preferable as they are relatively easy and quick to complete (McLeod, 2014). Closed questions also make coding straightforward and leave no place for rater subjectivity (Cohen et al, 2007; Dornyei, 2003).

The researcher followed the guidelines suggested by Gay, Mills and Airasian, (2011), in modifying the questionnaire such as "include only items that relate to your study objectives" and "make your questions attractive and brief". Likert scale type, was employed that ask the respondents to tick on options from 1-5 that means strongly disagree, disagree, neutral, agree and strongly agree respectively. Definitely, the ideas

of the questionnaire were modified to suit the UAE context and align with ADEC's policy of teaching writing.

The teachers' questionnaire was designed to elicit teachers 'preferences regarding Written Corrective Feedback. The questionnaire build upon six categories: Focused Feedback, Unfocused Feedback, Direct Feedback, Indirect Feedback, Feedback on Content, and Feedback on Form. Each category was addressed by four statements.

3) Students' Written Feedback Preferences Questionnaire (SWFPQ) was the third instrument used to elicit students' preferences regarding Written Corrective Feedback provided by teachers. The categories included in students' questionnaire were: Focused Feedback, Unfocused Feedback, Direct Feedback, Indirect Feedback, Feedback on Content, and Feedback on Form. Each category was addressed by four statements.

Students didn't have demographic information as the participants had similar characteristics (all Emirati, all in the same grade level, all in public schools, all began studying English in grade one). Wording was made easier for students; however, a translated into Arabic copy was distributed for them. It is noteworthy to mention here that, statements of the questionnaires were coded form the beginning to ease data applying into the SPSS analysis software (F1= focused statements 1, C3= content statement 3).

 4) **Document analysis** was the fourth instrument employed in the study to trace teachers' practices regarding Written Corrective Feedback. Therefore, Glenn, (2009) defined document analysis as "a systematic procedure for reviewing or evaluating documents". Indeed some research questions cannot be answered adequately unless examining the production. Furthermore, Coffey, (2014) stated that documents are

devices through which researchers can present essential information. Coffey, (2014) also indicated that documents are not a substitution to other data collection instruments, but they support them. Therefore, actual writing texts (appendix H) of students were collected to trace the teachers' practices while providing written feedback and to highlight the differences between the preferences of teachers and their actual practices.

It is helpful to note here that there are two types of documents. Some are found before the study, they are an original part of the issue such as the texts collected by the researcher in this study, the students' writings that were written and corrected before conducting of the study. Other documents are made for the sake of the research such as the written text in Lee's study, who distributed a task to teachers to be corrected after conducting the questionnaire, (Lee, 2004) where teachers were asked to correct a task provided by the researcher. Additionally, Glenn, (2009) indicated that documents are of various forms such as books, journals, charts, background papers, or production of a process. Glenn, (2009) also discussed the rationale of document analysis by saying that it is used together with other qualitative research instruments as a means of triangulation that helps in protecting the researcher against the accusation of being biased.

Coffey, (2014) suggested many ways of approaching documents, in terms of word frequency, elements frequency, or characteristics frequency. He added that data in documents could be coded into themes through which the researcher generates categories.

5) Teachers' Interview was the fifth instrument used to elicit teachers' views regarding Written Corrective Feedback. The teachers' version included six questions each question evolved around one of the categories that were included in the

questionnaire for example question number one "1.Do you prefer to correct the students' writing errors when you focus their attention on certain writing and grammatical rules? Does this make students internalize the rule and master them one piece at a time?" related to the Focused Feedback category.

The researcher believed that data collected by questionnaires should be accompanied by data collected by another research instrument, primarily interviews, in order to gain a better understanding of what the numerical responses actually mean and to gain a deeper understanding of the issues related to feedback. Therefore, Silverman, (2000) stated that interviews are used when details are required about the research objectives. Interviews are common qualitative methods that enable the researcher gaining important and meaningful insights (Creswell, 2012; McKay, 2006). Yin, (2006) also indicated that interviews are advantageous instruments that provide a 'direct focus' on the research. Good interview format is the one that begins with easy-answered questions then proceed to more difficult ones, and those questions should all evolve round the research issue (Britten, 1999).

It was certainly easier for the researcher to make conclusions based on questionnaire data and the data of interviews (Cohen et al, 2007). The use of multiple methods allowed the researcher to cross-reference the findings of the questionnaires when similar results co-occur, this also showed more confidence that they are valid and reliable.

6) Students' Interview was the sixth instrument employed in this study to elicit students' views regarding Written Corrective Feedback given by their teachers. Therefore, this interview version followed the same categorization of teachers' interview, namely, Focused Feedback, Unfocused Feedback, Direct Feedback, Indirect Feedback, Feedback on Content, and Feedback on Form with an easier wording to suit

students' level of proficiency. The researcher conducted students' interviews in Arabic (appendix F) to allow students to talk freely about their ideas and preferences.

3.6 Data Collection

Data collection took the whole third semester of the academic year 2015-2016. However the phone calls with the principals of the third cycle schools took place at the end of the second semester before the spring vocation to make the necessary arrangement. This was done before administering the questionnaires or conducting the interviews in order to ensure the availability of some of grade 11th students and teachers of English which was not something that could be arranged in a school day.

After attending at each one of the schools participating in the study, a meeting with the English teachers' coordinator and the school counselor was held during which the researcher explained to them everything related to the study, the questionnaires and the interviews. She also responded to any inquiries raised by them. The researcher provided them with an envelope that included: ADEC's approval, the teachers' questionnaire copies, students' questionnaires copies, teachers' interview and a request paper of the students' corrected writing assignments.

As the researcher employed a convergent parallel research design, the two parts the qualitative and the quantitative were carried out separately but simultaneously. Teachers' were asked to make their choices regarding the questionnaire and then the interviews were conducted with the volunteered teachers individually. The same was done with the students when they responded to the questionnaire then the Students' interviews were conducted. Although, students' interviews were very easy to conduct, most of them refused to be recorded. Therefore hand written notes were taken by the researcher. For teachers' interviews there were many impediments: availability as most of them had classes, motivation and workload as they preferred to do their work

as the school year was coming to its end rather than participating in the interview. However, the interviews with the volunteered participants were conducted either individually, face-to-face or by phones. In either case the researcher was very keen to follow the guidelines for interviewing provided by (Gay et al, 2011) that facilitated the interview data collection. Referring to those actions, the authors' tips were to listen more than talk, wait until the interviewee finishes, don't interrupt, ask when you don't understand, be neutral and don't debate.

All the interviews were transcribed in coded papers to identify who said what, and to easily enter the data in the Nvivo software. It is worthy to mention here that before conducting the interviews, the participants were given an overview about the study and they were assured about anonymity to help them relax and have confidence which was an important part of informed consent (Creswell, 2012)

The researcher checked the envelopes for the students' written assignments if they were not there she asked for them again. At the end of the semester the data was classified and prepared for analysis.

3.7 Data Analysis

As a mixed method approach was used to collect the data; a quantitative analysis was employed to analyze the questionnaires by using the Statistical Package of Social Science, (SPSS) statistics version 23. The document analysis was done manually with assistant researchers while the qualitative analysis was done by using the Nvivo Starter 11 software.

1) **Analysis of Teachers' Background Survey** the data collected from (N=67) teachers was analyzed by employing the SPSS software. The frequencies of the demographical data were categorized into tables. For example, table (2) showed the

percentage of teachers' years of experience. While table (3) revealed the percentages of teachers' language and if English is their first or second language.

2) Analysis of Teachers' Written Feedback Preferences Questionnaire (TWFPQ)

the quantitative data gathered by TWFPQ from (N=67) were analyzed by using the descriptive statistics. The grand mean (M=3.59) and the standard deviation (SD=.495) of the whole items of the questionnaire was gained which was relatively high. Then by using the paired samples T-test descriptive statistics in SPSS, the researcher compared each two categories in the questionnaire where the significant differences between them should be < .05 level. For example, comparing Focused Feedback vs Unfocused Feedback; Indirect Feedback vs Direct Feedback; Content Feedback vs Form Feedback to explore which category teachers prefer over the other from each set.

3) Analysis of Students' Written Feedback Preferences Questionnaire (SWFPQ)

the quantitative data gathered by SWFPQ from (N=116) were analyzed by using the descriptive statistics. The grand mean (M=3.85) and the standard deviation (SD=.546) of the whole items of the students' questionnaire was gained which was considered to be a high score according to the Likert Scale of 1-5 format. Then by using the paired samples T-test descriptive statistics in SPSS, the researcher compared each two categories in the questionnaire for example, Focused Feedback vs Unfocused Feedback; Indirect Feedback vs Direct Feedback; Content Feedback vs Form Feedback to explore which category students prefer over the other from each set.

 4) Document analysis was used to answer the research question three "3-What are the actual written Feedback Practices used by the teachers?" This question could not be explored adequately without using documentary data, however those documents as Coffey, (2014) stated should not replace any other type of data, but always support

them. Glenn, (2009) asserted that documents rationale lie in their use in combination with other methods of qualitative research to achieve triangulation. The qualitative data were gathered by collecting (n=28) grade 11th students' written assignments to trace their teachers' actual practices. The documents were analyzed manually with the help of an assistant researcher to enhance reliability following some considerations recommended by (Holsti, 1969). The first key consideration was setting codes that are accurately relevant to the study topic. The researcher applied a pre-set codes which are the same categories that were used in the questionnaires and interviews i.e. using the top-down approach in coding which means that the researcher has her own pre-set codes to be looked for in the documents (Urquhart, 2013). The second consideration was to set specific criteria suiting the study requirements that facilitate observing the frequencies of codes occurrences in the documents. Therefore, the errors were counted independently after an agreement between the researcher and the inter-rater to count errors of each two categories separately: focused – unfocused, indirect- direct and content- form. A further agreement was to consider focused feedback as a feedback for grammatical errors (Ferris, 2002, Bitchener & Ferris, 2012) and the other errors of spelling and punctuation for the unfocused. The third consideration was minimizing bias by measuring agreement between the results of counting which were arranged into tables (see appendix G). Bernard (2001) recommended using a software, therefore the researcher calculated Cohen Kappa Coefficient of agreement by SPSS. The agreement between the researcher and the rater was ranging between good to very good degrees (see table 9).

 5) **Analysis of Teachers' Interview:** Experts in the field of data analysis advised to employ Nvivo software as it is the most commonly used of its type in analyzing interviews. Originally the Nvivo was European then spread all over the world for its

efficiency. It was initiated by QSR Company that uploaded a series of training courses from A-Z steps of using Nvivo. After watching a large number of tutorial videos the researcher decided to download the Nvivo Starter 11, the green as it is the type that was suitable for the study. Nvivo enables researchers to manage and organize data quickly and find relationships that are impossible to be uncovered manually (QSR International). To ensure that the researcher analysis was efficient a valuable reference was at hand, a paper of Siccama and Penna (2008) who were a team of providing staff and doctoral students training courses in using Nvivo. Their work entitled "*Enhancing Validity of a Qualitative Dissertation Research Study by Using Nvivo*". The Nvivo recognized the (*n*= 23) interviewed teachers as T1, T2, T3,… T23. Regarding coding which was a transitional step between data gathering and data analysis (Saldana, 2009) was done by using the top-down approach in which the codes were generated from the literature and applied to data (Urquhart, 2013). The researcher applied pre-set codes on the data of the teachers' interviews which were the same categories as the questionnaires: Focused Feedback, Unfocused Feedback, Indirect Feedback, Direct Feedback, Content Feedback, and Form Feedback. In addition to the codes initiated due to their repetitive occurrences such as According to Tasks and Students' Proficiency that were initiated in vivo which means highlighting them directly in the data in quotations (Creswell, 2012). The researcher went more than once over the interviews to trace the interviewees' sayings about the codes to enhance intra-rater reliability (Gay et al, 2011). The Nvivo allowed visualizing the analysis and producing relationships and comparisons between themes in graphs and figures. Furthermore, the researcher visualized the comparisons between each category to feature the teachers' preferences see figure (5) that compared Focused with Unfocused feedback preferences.

6) Analysis of Students' Interview firstly, entering the data of interviewing (n=22) in the Nvivo software as S1, S2, S3, S4…..S22. Secondly, coding was done by applying the top-down approach; that is to apply a preset of categories on the data named as Focused Feedback, Unfocused Feedback, Indirect Feedback, Direct Feedback, Content Feedback, and Form Feedback. Then, the categories were visualized according to their occurrences (see figure 15) and comparisons were also made between the categories to feature students' preferences as in figure 17.

3.8 The Pilot Study

An important step concerning the validity issue was taken before distributing the questionnaires and conducting the interviews. A small-scale trial was conducted to uncover any problematic aspects and allow revisions before the main study was conducted (Mackey & Gass, 2005). The purpose behind conducting the piloting is to refine the questionnaires to check if there were any overlaps, an abundant of ideas or words, missing ideas that needed to be added, observing the time needed for responding to them and to find out if the students have enough awareness of the feedback techniques.

To pilot the teachers' questionnaire, the researcher distributed copies to (11) teachers who highlighted their notes on their copies about the confusing words. Furthermore, the researcher conducted (2) interviews with teachers teaching grade 11th in one of the public schools in one of the major cities in Abu Dhabi Emirate. For the piloting of students' questionnaire the researcher distributed (15) copies for 11th students in one of the public schools who informed the researcher of any misunderstandings they had. Moreover, the researcher conducted (2) interviews with students individually. Students were very active during conducting the questionnaire, but they were very shy while conducting the interviews individually.

The researcher encouraged the participants to highlight any problematic wording, make comments and state suggestions. All the comments were taken into consideration and various changes were made to validate the instruments as the pilot study is considered to be one of the ways that determine content validity (Gay et al, 2011).

3.9 The Instruments Validity

Although the general lines of the questionnaires was originally taken from Lee, (2004), a study conducted in Hong Kong secondary schools to measure to which extent teachers' beliefs and practices are aligned and to show how much teachers' beliefs and practices agreed with their students preferences. The researcher modified the adopted aspects to suit the UAE public schools context and some other aspects were added to be measured also. To judge the content validity of the modified form of questionnaires and interviews, it was important to test whether these instruments of collecting data are measuring what is supposed to be measured. Additionally, Gay, et al (2011) assured that content validity cannot be computed quantitatively, therefore researchers asked experts in the topic covered by the study to assess validation. Following this recommendation, the Teachers' Written Feedback Preferences Questionnaire (TWFPQ), Students' Written Feedback Preferences Questionnaire (SWFPQ), Teachers' Interview and Students' Interview were exposed to seven experts for evaluation: five of them are associate professors in the United Arab Emirates University. The others were native speaker specialists. All the experts responded by fixing their notes either on the hard copy of the questionnaires and interviews or on the soft copy emailed to them by the researcher as the copies of evaluation were delivered in two ways in order to help the professors choose what suited their time

and place. Carefully, all the notes were examined and later on discussed with the supervisor to decide what modifications were needed.

3.10 The Instruments Reliability

The reliability issue of the instruments was addressed by the researcher. According to Popham, (2014) reliability is the equivalent of consistency and the central part of measuring a phenomenon. While (Gay et al, 2011) stated that internal consistency reliability is "the extent to which items in a single test are consistent among themselves and with the test as whole". Therefore the concept of reliability was gauged for all the instruments used. The questionnaires reliability was measured by using Cronbach's alpha coefficients by using the SPSS software. Cronbach's alpha coefficient should be between (0 to +1) (Field, 2005). Teachers' questionnaire reliability coefficient was (.837) which means a strong level of reliability as indicated in table (6).

Table 6: Teachers' Questionnaire Reliability (n=24)

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	24

Table (7) showed the strong reliability level for students' questionnaire which was (.718)

Table 7: Students' Questionnaire Reliability (n=24)

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	24

The reliability of the interviews was done by the intra-rater judging (Gay et al, 2011) in which the researcher repeated the tracing of what the interviewees were saying about the categories more than once to ensure consistency. Additionally, both the questionnaires of teachers and students and the interviews were judged by the pilot study. For the document analysis reliability was measured by the inter-rater researchers who were counting the errors for each category agreed upon with the researcher independently to avoid bias (McLeod, 2007).

Results was compared by using the SPSS descriptive statistics by calculating Cohen Kappa Coefficient (K) that range between (-1 to +1) which represents the extent of agreement between the researcher and the inter-raters. It is impossible to find a complete agreement between two people, but a convenient difference is acceptable. Results of K of this study was interpreted according to Altman (1999) scale which is indicated in table (8):

Table 8: Kappa Scale Interpretations

The value	The possible interpretation
Less than 0.20	Poor degree of agreement
0.20 to 0.40	Fair degree of agreement
0.40 to 0.60	Moderate agreement
0.60 to 0.80	Good degree of agreement
0.80 to 1.00	Very good degree of agreement

Generally, the K of this study according to Altman (1999) scale range between good and very good degrees, which reflect a high level of reliability, as, indicated in table (9).

Table 9: Measurement of Agreement with the Inter-rater

Categories	Cohen Kappa Coefficient
Focused feedback errors	.80
Unfocused feedback errors	.73
Indirect feedback errors	.91
Direct feedback errors	.65
Content feedback errors	.71
Form feedback errors	.68

3.11 Data Collection Procedures

The most important issue regarding data collection process was seeking Abu Dhabi Educational Council (ADEC) approval because it is the authority that runs all schools in Abu Dhabi. The researcher asked the College of Education to provide her with a formal letter to be emailed to ADEC's research department together with submitting a form on ADEC's website in which they ask for many details such as, title of the study, statement of problem, a brief description about the study and attaching official documents related to the researcher such as passport copy and ID copy, to gain a facilitating approval for conducting the study in all schools (private and public). After a full month period of time the approval letter was emailed to the researcher, but by mistake it was entitled to the public schools only. The researcher decided to conduct the study in the public schools after an extensive discussion with the supervisor as it would cause delay for re-asking ADECs' research department to make another approval that included the private schools.

Another email was sent to ADEC asking for details about the public schools that have cycle three students (10th, 11th, and 12th grades). The response was made with two attachments, an excel sheet including the schools' names, number of students, and number of teachers. In addition another attachment included schools' name, phone numbers and locations.

After the approval was obtained, the researcher called the principals of all the targeted schools to explain the main ideas for the study and agreed with them upon the suitable times for distributing the questionnaires and conducting the interviews and obtain their permission to copy some of students' corrected writing texts to be used in the document analysis instrument. All of them asked for ADEC's approval and asked

the researcher to remind them a week before going to the school so that they could arrange the schedule with teachers and students.

The Teachers' Written Feedback Preferences Questionnaire was distributed either by the coordinator of English or by the researcher herself who then conducted interviews with the volunteered teachers individually. Later the Students' Written Feedback Preferences Questionnaire was distributed which is followed by conducting interviews with volunteered students. Finally, before leaving the school the researcher asked for students' writing assignments. Documents of each school; teachers' questionnaire, students' questionnaires and students' written samples were kept in a separate envelope in a confidential place.

Although the quantitative and qualitative data was collected simultaneously it took a long time due to many reasons : firstly there were (11) cycle three schools, three of them refused to participate blaming the work load however, they took the envelope and they procrastinated for a while before telling the researcher of their unwillingness to participate Secondly, teachers' were demotivated to respond as 150 copies of the questionnaire were distributed but only 67 copies were returned and it was difficult to get teachers willing to be interviewed. Thirdly, some coordinators weren't cooperative as the researcher called them many times urging them to distribute the questionnaires. As soon as all the envelopes were received back and the work of conducting the interviews finished, the process of analysis began.

3.12 Ethical Considerations

The researcher made sure of some ethical issues while carrying out the research: she sought ADEC's approval so that she could have excess to the public schools in one of the major educational zones in Abu Dhabi. She called all the

principals of those schools to ask their permission to conduct the study, informed them about ADEC's approval and gave them some details about the study.

A meeting was held with the English teachers' coordinator and the counselor of each school to explain details about the study and the instruments used for data collection because they were the ones who distributed the questionnaires for teachers and students. However, sometimes schools arranged for the researcher to distribute the questionnaires herself.

Before conducting the questionnaires and the interviews the researcher told the participants that the research is independent and ensured them that their participation in the study is voluntarily and they could withdraw from participation in the study at any time.

In addition respect for the confidentiality and anonymity of the participants was taken into consideration. One more issue was keeping the questionnaires, the interviews and the documents in a confidential place.

3.13 Summary of the Chapter

The study main aim was exploring the perceived and the actual practices about written corrective feedback between EFL teachers and students in one of the major educational zones in the UAE. Due to the complicated nature of the study, a convergent parallel mixed method approach was employed to collect data. The instruments that were used to collect quantitative were Teachers' Background Survey; Teachers' Written Feedback Preferences Questionnaire (TWFPQ), Students' Written Feedback Preferences Questionnaire (SWFPQ). The qualitative data were collected by using Document Analysis, Teachers' Interview and Students' Interview. Furthermore, an extensive description of participants together with data collection and data analysis

procedures were discussed. The issues of validity and reliability of the research instruments were also addressed. Finally, ethical considerations were highlighted.

Chapter 4: Results

4.1 Introduction

The main aim of the study was exploring the perceived and the actual practices about written corrective feedback between EFL teachers and students in one of the major educational zones in the UAE. A mixed method design was employed to conduct the study, more specifically, convergence parallel design (Creswell and Clark, 2011) to answer the research questions.

In a more detailed clarification, the researcher employed Teachers' Background Survey and Teachers' Written Feedback Preferences Questionnaire (TWFPQ) to answer the first research question. The second question regarding students' preferences of feedback was answered by using the Students' Written Feedback Preferences Questionnaire (SWFPQ). The third question, which traced teachers' practices regarding feedback, was handled by analyzing students writing documents. Moreover, the fourth research question that investigated teachers' views about feedback was elicited by Teachers' Interview. Additionally, the fifth question that asked about students' views about the feedback given by their teachers was gained by the Students' Interview. Finally the sixth research question, which was the triangulation question, was answered by interpreting the results of all the aforementioned instruments:

1-What are the EFL teachers' preferences regarding their written feedback?

2-What are the EFL Students' preferences regarding the written feedback?

3-What are the actual written Feedback Practices used by the teachers?

4- How do the teachers view their written corrective feedback?

5-How do the students view the written feedback given by the teacher?

6-Are there any variations between the EFL Teachers' beliefs and Students' preferences and the actual written feedback used by the teachers?

4.2 Results of research question # 1- What are the EFL teachers' preferences regarding their written feedback?

The total mean for all items is (M=3.6) which seemed to be a high score degree out of the 5 scale format and the standard deviation was (SD=.495). A comprehensive view at the following table (10) revealed that statements (1. I focus on a particular writing skill and give students corrective feedback, 2. Focusing on correcting one writing skill will enable students to master it, and 4. I believe corrective feedback should be early, orderly, systematically and focused) got the highest means of teachers' preferences. The mean scores of the other statements cited between (M=3.00) to (M=3.82) are considered to be ranked as high scores; however, the statements (9. I just underline my students' errors and let them work on them independently, and (20. When I focus on grammar, my students will be discouraged to write freely) recorded the lowest scores at Likert scale of the fifth scale categories (M=2.76, and M= 2.05 respectively).

Table 10: Means and Deviations of the Teachers' Questionnaire

	Statements	M	SD
1.	I focus on a particular writing skill and give students corrective feedback	4.14	.874
2.	Focusing on correcting one writing skill will enable students to master it	4.11	.879
3.	The students will be distracted when they try to focus on all aspects of errors	3.73	1.023
4.	I believe corrective feedback should be early, orderly, systematically and focused	4.26	.930
5.	I try to give an overall feedback on students writing errors	3.77	1.165
6.	Correcting all the students' writing errors will help them to be better writer	3.28	1.288
7.	The merits outweigh the demerits when correcting all the students' errors	3.26	1.081
8.	Correcting all the students writing errors is time consuming but rewarding	3.32	1.259
9.	I just underline my students' errors and let them work on them independently	2.76	1.326
10	I provide my students with correction codes and let them working on their errors	3.35	1.227
11	I provide a correction codes list to make my students autonomous writers	3.46	1.184
12	I prefer my students to figure out their errors and work on them independently	3.00	1.206
13	I always gives my students direct corrective feedback because it is practical	3.59	1.128
14	It is meaningful and timesaving when I give my students direct errors correction	3.47	1.078
15	Providing direct correction is useful in raising students' awareness of their errors	3.82	.983
16	Direct correction is practical and it directs students to be more focused	3.67	1.133
17	I pay more attention on revising my students' papers contents	3.70	.984
18	I ask my students to focus on communicating their ideas rather than mechanics	3.73	.845
19	I ask my students to revise the content and focus on meaning generation	3.70	.904
20	When I focus on grammar, my students will be discouraged to write freely	2.05	1.042
21	Focusing on the students' grammatical errors will help them to write confidently	3.13	1.013
22	Focusing on grammatical errors will help students to avoid them in the future	3.53	1.077
23	: Correcting grammatical errors will help my students to be better writers	3.74	1.049
24	My students feel better when their writing is free of grammatical errors	3.77	1.056
	Total Mean	3.6	.495

Investigating carefully, the descriptive statistics of the mean and standard deviation of teachers' questionnaires categories and in respect of the amount of

feedback, specifically, Focused Feedback or Unfocused Feedback through using the paired samples T-test in SPSS, the researcher compared the two categories and the result was indicated by table (11) that teachers preferred Focused Feedback (M=4.06) to Unfocused Feedback (M=3.41) in a significant difference (0.000) at the level of < .05

Table 11: T-test teachers' Preference (Focused/Unfocused) (n=67)

Paired Samples Statistics		
	Mean	Std. Deviation
Focused	4.06	.701
Unfocused/	3.41	.873

Regarding the types of feedback used by teachers, there were two categories: Indirect Feedback that scored the mean (M=3.14) which was lower than the score recorded by the Direct Feedback (M=3.64). Therefore, teachers preferred Direct Feedback (M=3.64) to Indirect Feedback (M=3.14) in a significant difference (0.002).

Table 12: T-test Teachers' Preferences (Direct/Indirect) (n=67)

Paired Samples Statistics		
	Mean	Std. Deviation
Direct	3.64	.888
Indirect	3.14	.954

A comparison was made for the means of the Content Feedback and that of the Form Feedback. Form Feedback scored the higher mean (M=3.74) over the Content Feedback (M=3.56) which indicated that teachers preferred to give feedback on form with a significant difference (0.193).

Table 13: T-test teachers' Preferences (Content/Form) (n=67)

Paired Samples Statistics		
	Mean	Std. Deviation
Form	3.74	.887
Content	3.56	.636

4.3 Results of research question# 2-What are the EFL students' preferences regarding the written feedback?

To answer the second research question, which explored students' preferences regarding written corrective feedback, data were collected through distributing Students' Written Feedback Preferences Questionnaire (SWFPQ). The questionnaire was a parallel copy of the teachers' that included the same categories: Focused Feedback, Unfocused Feedback, Indirect Feedback, Direct Feedback, Content Feedback and Form Feedback. A comprehensive view is given in the following table (14) in which the means and standard deviations of students' answers are presented. The total mean is (M=3.85) which is considered a high score degree, while the highest mean score was for the statement No.15 "Providing direct correction is useful to me to avoid making future errors" (M=4.52). Furthermore, high scores are also recorded for the statements (2,4,5,6,7,14,16,22,23,and 24) that ranged between the means (M=4.00- M=4.16). Statements such as (1, 9,10,11,12,17,18,19, and 21) scored good means that cited between (M=3.50- M=3.98) while the statements No.3 "I feel distracted when my teacher focuses on all aspects of writing errors" and No. 8 "Correcting all my errors is frustrating but valuable and beneficial" had the lowest means (M=2.80 and (M=2.94) respectively.

Table 14: Means and Deviations of Students' Questionnaire

`Statements		M	SD
1	I like it when my teacher focuses on one aspect of writing and tackled it thoroughly	3.59	1.291

2	Focusing on correcting one part at a time will help me master the skill	4.01	1.126
3	I feel distracted when my teacher focuses on all aspects of writing errors	2.94	1.443
4	Error correction should be focused, early, orderly and systematically	4.14	1.073
5	I like when my teacher takes a holistic stance by correcting all my errors	4.10	1.049
6	Correcting all my errors will help me master different aspects of writing	4.13	1.118
7	Correcting all my errors is time consuming but rewarding	4.13	1.102
8	Correcting all my errors is frustrating but valuable and beneficial	2.80	1.544
9	I like my teachers to underline the errors to warrant me a self-correction	3.93	1.044
10	I can do self-correction when my teachers provides us with correction codes	3.50	1.197
11	Providing correction codes help me to correct and internalize writing rules	3.65	1.180
12	I feel self-satisfied when I was able to correct the underlined and circled errors	3.98	1.029
13	I like when my teacher gives me direct correction for my errors	3.98	1.134
14	Direct errors correction is meaningful and timesaving	4.06	1.060
15	Providing direct correction is useful to me to avoid making future errors	4.52	4.737
16	Direct correction is feasible and authentic and it directs me to be more focused	4.12	1.075
17	I prefer when my teacher focuses on revising my paper in terms of content	3.89	1.137
18	I like to communicate my ideas freely rather than focusing on grammar	3.87	1.123
19	Organizing ideas and writing all my thoughts are more important than grammar	3.56	1.181
20	Focusing on editing and grammar will discourage me to write more ideas	3.49	1.367
21	Focusing on grammatical errors will help me to write correctly and confidently	3.87	1.112
22	Focusing on grammatical errors will help me to avoid them in the future	4.04	.972
23	Correction of my grammatical errors will help me to be a better writer	4.00	1.122
24	I feel better when my writing is free of grammatical errors and mechanics	4.16	1.110
total Mean		3.85	.546

The researcher compared means of the SWFPQ categories by using the paired-samples T test SPSS. In table (15) the mean of the category of Focused Feedback compared statistically with the mean of the Unfocused Feedback category. The Unfocused Feedback got the higher score mean of (M=3.79) over the Focused Feedback that got (M=3.67) with a significant difference (0.111)

Table 15: T-test students' preferences of (focused/unfocused) (n=116)

Paired Samples Statistics

	Mean	Std. Deviation
Unfocused	3.79	.728
Focused	3.67	.740

Another comparison was drawn between the Indirect Feedback category and the Direct Feedback category. The result of comparison is shown in the table (16), which indicated that Direct Feedback scored the higher mean (M=4.17) over the Indirect Feedback (M=3.76) with a significant difference (0.004)

Table 16: T-test Students' Preferences of (Direct/Indirect) (n=116)

Paired Samples Statistics

	Mean	Std. Deviation
Direct	4.17	1.441
Indirect	3.76	.802

The last comparison was made between the Content Feedback category and the Form Feedback category. Table (17) that the Form Feedback scored the higher mean (M=4.02) over the Content Feedback (M=3.70) in significant difference (0.001).

Table 17: T-test Students' Preferences of (Form/ Content) (n=116)

Paired Samples Statistics

	Mean	Std. Deviation
Form	4.02	.717
Content	3.70	.791

4.4 Results of research question # 3-What are the actual written Feedback Practices used by the teachers?

To trace the teachers' actual practices regarding feedback, the researcher randomly collected (*N*=28) documents of students' writing assignments that were corrected by their teachers, following the methodology used by Ferris, (2002) and Lee, (2008) to present a comprehensive view about the Written Corrective Feedback in the setting of the study.

With the help of the assistant researcher or as it is called by the research language the inter-rater researcher the corrected errors were counted and classified according to pre-set codes which were the same categories of the questionnaires and also the same codes used in analyzing the interviews namely, Focused Feedback, Unfocused Feedback, Direct Feedback, Indirect Feedback, Content Feedback, and Form Feedback.

The corrected errors of each two codes were counted separately, as they are intersected. For example the focused and unfocused corrected errors can be corrected either directly or indirectly as they are originally either content or form errors. Therefore, separate counting is clear and more systematic. Another thing was agreed upon between the researcher and the two inter-rater researcher that the corrected errors related to grammatical features are to be considered as focused while, corrected errors of spelling, punctuations, word choice, and word expressions are to be considered as

unfocused. As a result that is indicated in table (18) the teachers used Unfocused Feedback to correct a total number of (273) errors. However, (242) errors were corrected by using Focused Feedback.

Table 18: Focused and Unfocused corrected errors

Category	Total corrected errors
Unfocused Feedback	273
Focused Feedback	242

Results regarding Indirect Feedback referred to in table (19) that shows (89) errors in the documents that were corrected by using underlining circling or sometimes coding while (448) errors were corrected directly by providing the correct forms above the errors. Actually, teachers used Direct Feedback far more than using the Indirect Feedback type.

Table 19: Direct and Indirect corrected errors

Category	Total corrected errors
Direct Feedback	448
Indirect feedback	89

On tracing teachers' practices regarding the content and form, it was found that a total number of (55) content errors were corrected against (528) form errors which left no doubt that teachers cared too much about form rather than about content.

Table 20: Form and Content corrected errors

Category	Total corrected errors
Form Feedback	528
Content Feedback	55

4.5 Results of research question # 4- How do the teachers view their written corrective feedback?

The results gained from analyzing the qualitative data collected by using teachers' interviews were used to answer the fourth research question "4- How do the teachers view their written corrective feedback?" These results were analyzed by using Nvivo 11 starter software. This software helped the researcher a lot to explore and visualize the data and also initially in forming the codes.

At the very beginning the researcher made a word frequency query to determine the most repeated words, which can help a lot in coding, the font size and the place of the word in the word cloud matters in showing its importance.

Figure 1: Word Frequency Query of Teachers' Interview

As the interview consisted of six questions each one of them asked about ideas related to the categories of the questionnaire. For example the first question was"1-Do you prefer to correct the students' writing errors when you focus their attention on certain writing and grammatical rules? Does this make students internalize the rule and master them one piece at a time?" in which the interviewee was required to state if she used the focused feedback to enhance grammatical rules or did it help students to internalize grammar structures.

Apparently the interview was a complementary instrument to support and justify the answers of the questionnaire and that was why the researcher used the top-down approach of coding (Urquhart, 2013) i.e. a pre-set of codes were used which were the same categories of the questionnaire as main codes: Focused Feedback, Unfocused Feedback, Indirect Feedback, Direct Feedback, Content feedback and Form Feedback. Of course new important ideas that came out of the interviewees answers were taken into consideration by visualizing them and presenting them along with the other codes.

By visualizing the Focused Feedback category through the Nvivo software, as the figure (2) shows the number of teachers who preferred the Focused Feedback and the percentage coverage of the code in their answers was (13.40%). Teachers interviewees justified their use of focused feedback in treating grammatical errors "T3-I prefer to focus their attention on certain grammatical/ writing rules because it helps them to focus on fewer aspects in order to learn and improve their writing.", and "T17-I prefer that of course any grammatical rule should be repeated many times to be absorbed by students.". However, some of teachers were moderate about using focused feedback when said "T13-I focus on some important aspects that I find them important

in the regular usage of the language.", and "T15-Sometimes I do according to the type of the rule if it needs repetition."
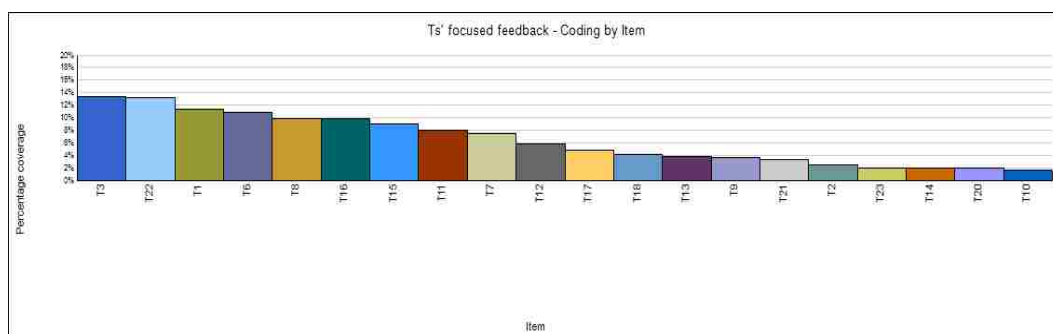
Figure 2: Teachers' Views about Focused Feedback (n= 23)

A look at the chart in figure (3) regarding Unfocused Feedback, one could understand that not many teachers preferred this type of feedback which was indicated by the software as sources; however there were many references about Unfocused Feedback in their answers that scored a good percentage coverage (12.10%). Most of the teachers rejected the idea of correcting all the errors in students' papers as indicated by "T6- I prefer to correct only some of the errors because it's discouraging to get a paper full of red marks. But then there should be more than one revision.", "T8-When correcting all the errors, students will be discourage which leads to be indifferent about correction.", and "T9-It is distracting for the students to correct every single error."
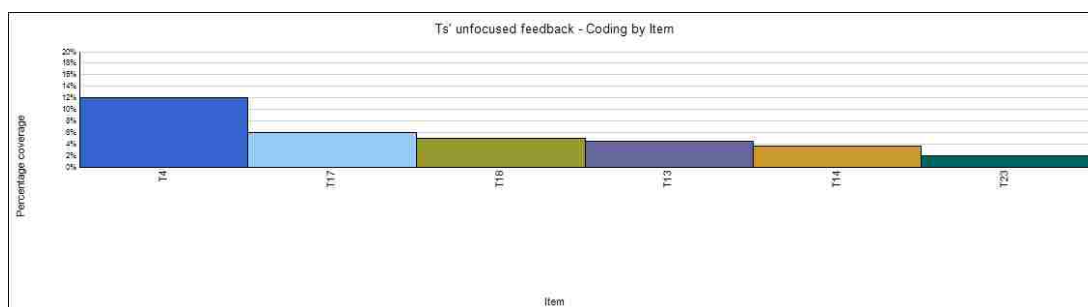
Figure 3: Teachers' Views about Unfocused Feedback (n= 23)

When these two categories were compared by the comparison diagram technique in the Nvivo the results in the following figure (4) shows that there were

some teachers who preferred to use both the Focused and Unfocused Feedback, they justified this by students' level of proficiency and the type of the writing assignment. One source only preferred to use focused feedback only; however most of the sources preferred the Focused Feedback.
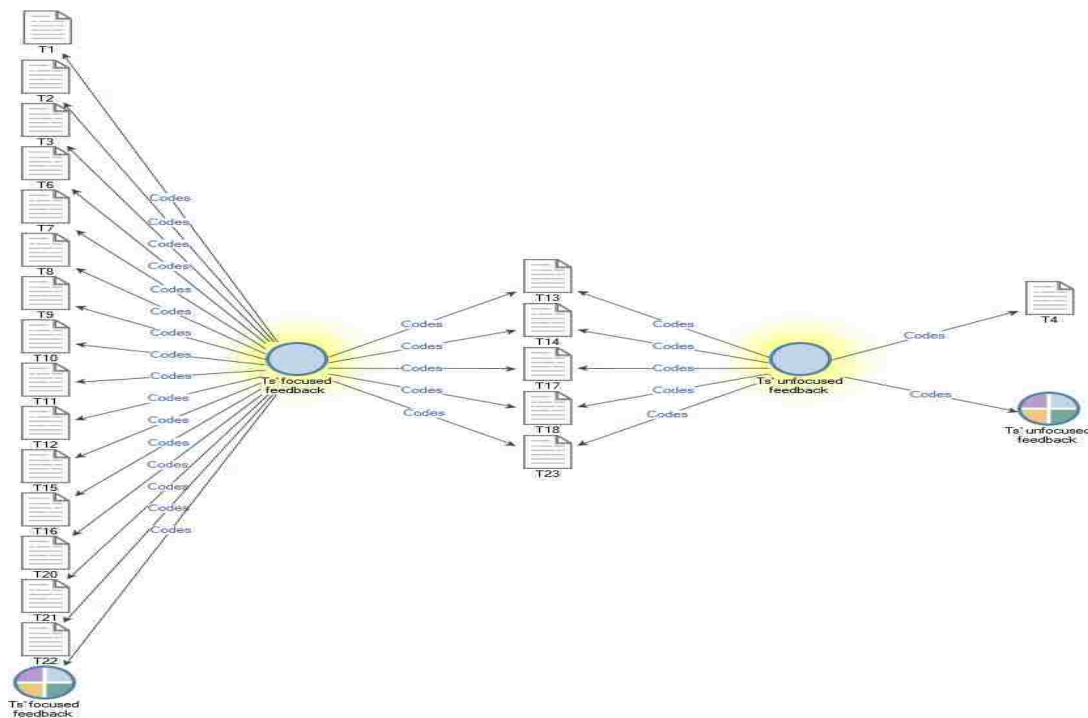
Figure 4: Comparison of Teachers' Views between (Focused /Unfocused) Feedback

The figure (5) indicates the teachers' preferences regarding the Indirect Feedback that scored (11.92%) percentage coverage of their answers. Teachers explained the reasons for the irregular use of indirect feedback by students' low level proficiency that using codes or underlining would be frustrating for them, and lack of time as stated by "T8- I assure minor independency for minor errors that they can correct them. I don't provide any corrective codes because they don't understand them. Additionally I don't think that indirect correction help students improving.", "T23 - I try to do this, but it is difficult because of my students low English skills.", and "T6- Only the high students. They may learn and remember rules with self-discovery, we usually don't have time for the activity. Frustrating for low students."
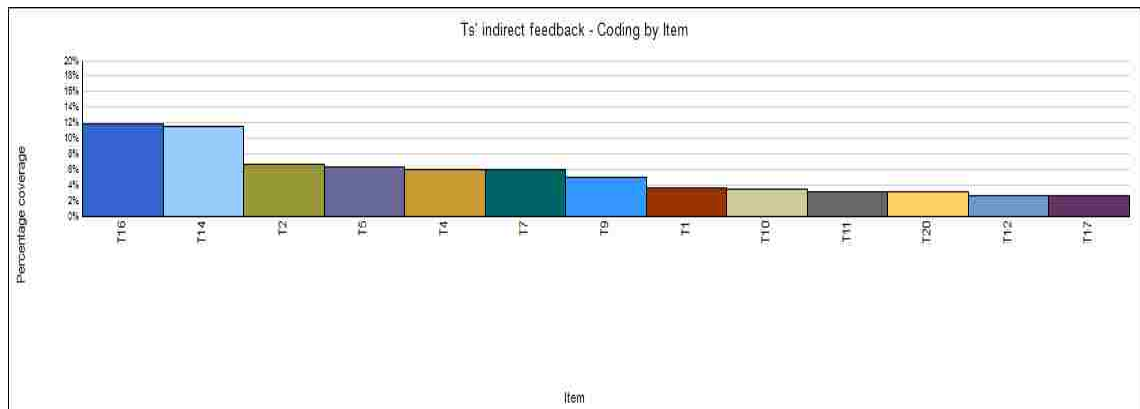
Figure 5: Teachers' Views about Indirect Feedback (n= 23)

The following figure (6) shows the percentage coverage (14.39%) regarding the Direct Feedback preferences.
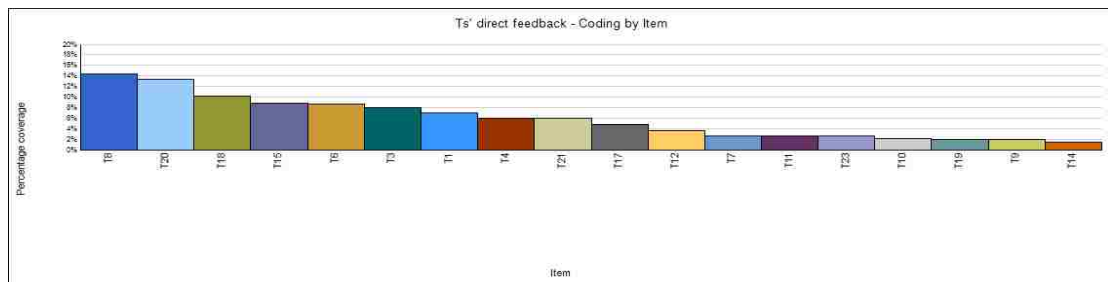
Figure 6: Teachers' Views about Direct Feedback (n= 23)

In addition to the difference in the percentage coverage of the two categories, the figure (7) visualized what the teachers preferred. Indirect and Direct Feedback were common in the answers of ten teachers, three teachers preferred the Indirect Feedback, while the rest of the interviewees preferred the direct type.
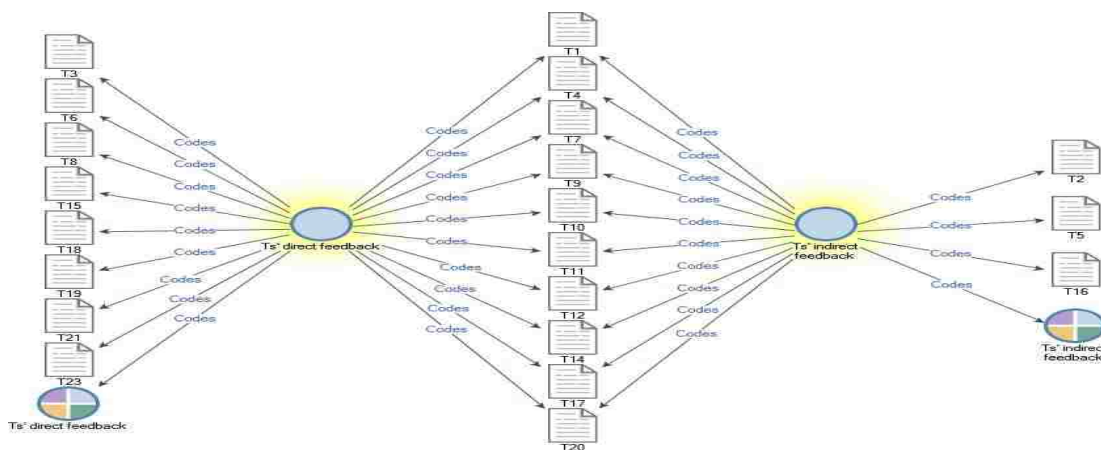
Figure 7: Comparison of Teachers' Views between Indirect and Direct Feedback

With respect to the feedback given on the content of the students' writing, the figure (8) shows that a considerable percentage coverage was recorded (9.05%). some teachers stated that "T21- Meaning is more important.", "T19-Meaning and ideas are more important than grammar to me", "T17- Communication is the heart of the language. Learning should be unconstrained. Excessive correction makes students lack confidence." The controversy in teachers' beliefs might belong to the differences of their experiences in teaching as table (3.2) and the context in which they teach (Pennington, 1996). Other factors such as the level of the students' proficiency, the students' purpose of the target language learning and the types of errors as stated by (Hendrickson, 1984).
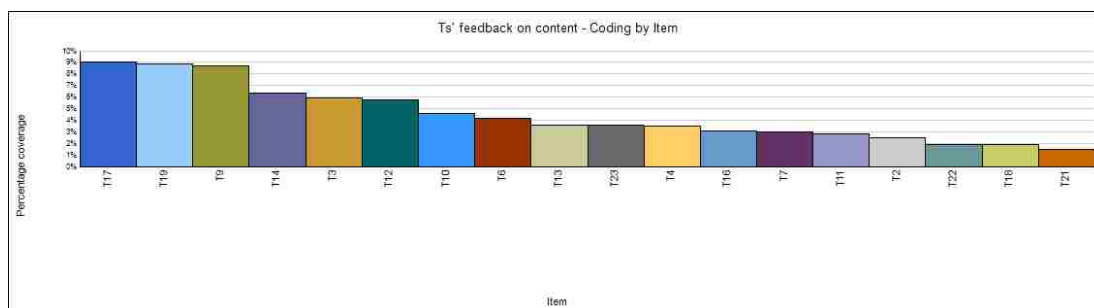
Figure 8: Teachers' Views about Content Feedback (n= 23)

Figure (9) visualized the teachers' preferences regarding providing feedback on form which had a coverage percentage of (7.99%).
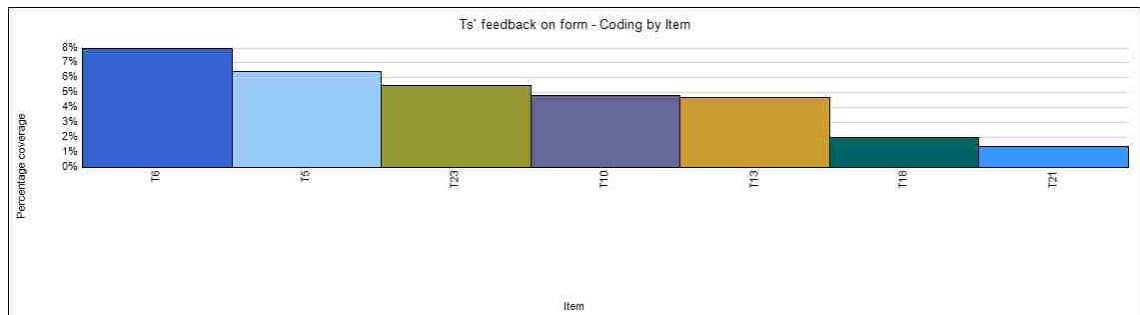
Figure 9: Teachers' Views about Form Feedback (n= 23)

In a more detailed comparison the figure (10) shows that only one source (teacher) preferred to give feedback on form only, while six stated that both of them have the same level of importance and they considered them to be complementary of good writing; however, the rest of the interviewees preferred content over form as they believed that form features such as grammar spelling and punctuation could be mastered by time.
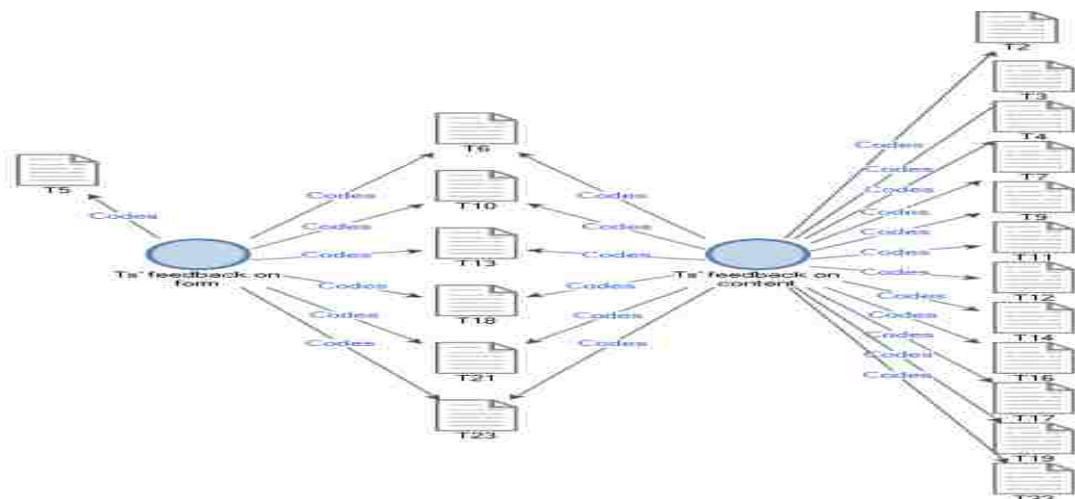
Figure 10: Comparison of Teachers' Views between Content and Form Feedback

Other aspects that had been repeatedly mentioned in the teachers' interviews were also coded and visualized such as students' level, figure (11) on which teachers

decide the amount of feedback, the type of feedback and which errors are to be corrected. This code recorded (7.45%) percentage of coverage.
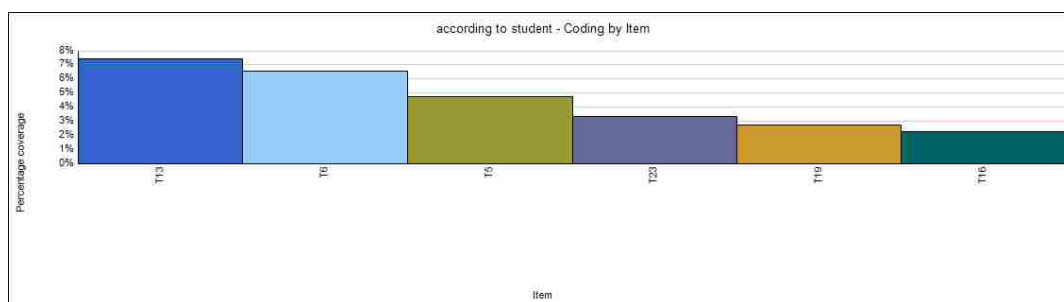
Figure 11: Students' Level (n= 23)

The other code figure (12) was the type of writing task and the objectives the teacher intended to gain and that got a percentage coverage of (4.31%).
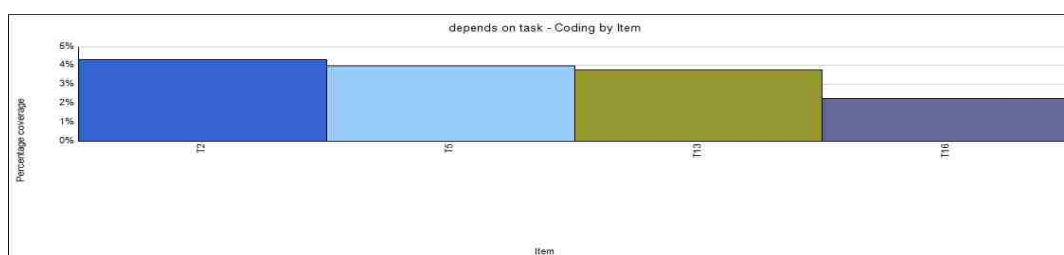
Figure 12: Task and Objectives (n= 23)

Other extra points mentioned by teachers, were considered to be less important and irrelevant to the study topic and were neglected by the researcher.

4.6 Results of research question # 5- How do the students view the written feedback given by the teacher?

Another qualitative research instrument was used to answer the fifth research question regarding the students' views about written corrective feedback provided by the teacher. The students' interview had six questions that confirm the categories presented in the Teachers' Written Feedback Preferences Questionnaire (TWFPQ), Students' Written Feedback Preferences Questionnaire (SWFPQ), and Teachers' Interview and finally in the Students' Interview which were Focused Feedback,

Unfocused Feedback, Indirect Feedback, Direct Feedback, Content Feedback and Form Feedback.

The data conducted through the interview instrument were analyzed by employing the Nvivo starter 11 which was very effective in facilitating the visualization of results. As each question in the interview was related to one category in the questionnaire, for example the question no. "4-Do you prefer that your teacher indicate directly your writing and tell you exactly what your mistakes are? Is that safe your time? Does direct correction help you to be a better writer?" it was asking about the direct corrective feedback, coding was depending on the same types of the categories in the questionnaires i.e. using the top-down approach in coding which means that the researcher has her own pre-set codes to be looked for in the interviewees' answers (Urquhart, 2013). Of course any strongly relevant aspects to the topic that were not included in the codes, but repeatedly mentioned by students would be stated and visualized.

A word frequency query was made to confirm the coding approach:

Figure 13: Frequency Query of Students' Interviews

The chart bar in figure (14) shows the students' preferences about the Focused Feedback that had a percentage coverage of (12.26%).

Figure 14: Students' Views about Focused Feedback (n=22)

While the following figure 15 shows the students' preferences regarding the Unfocused Feedback that scored a percentage coverage of (10.55%). Students of the current study justified their choice of unfocused by "S 7-I prefer when my teacher corrects all the errors in my writing because by time the errors will be fewer.", and "S13-This will help me know all my errors in different aspects."
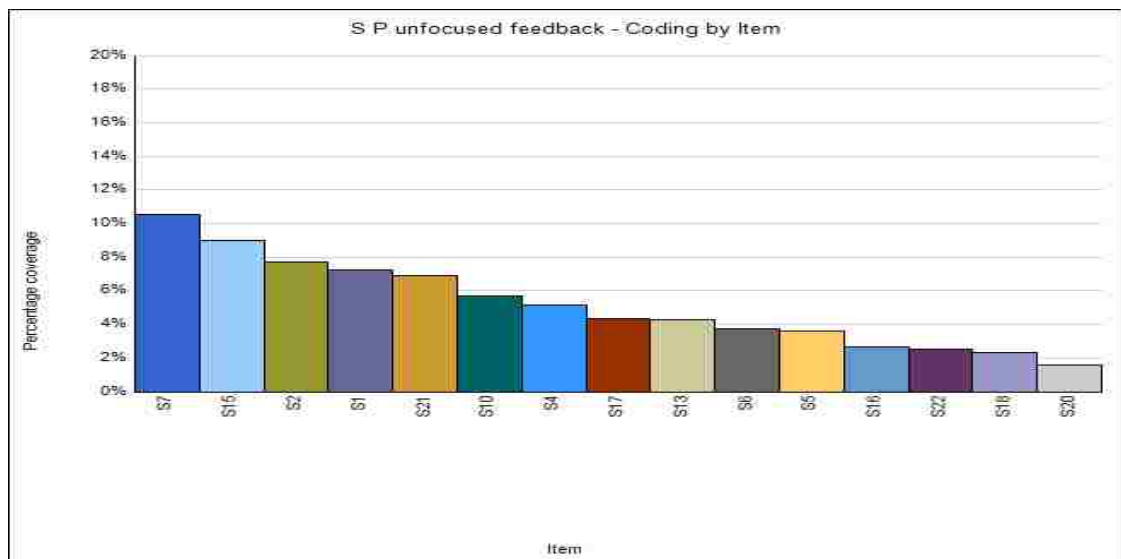
Figure 15: Students' Views about Unfocused Feedback (n=22)

A comparison diagram of the Focused and Unfocused Feedback, figure 16 shows that three students preferred Unfocused Feedback, and eleven students preferred

to have them both according to the writing task. Seven of the students preferred Focused over Unfocused Feedback.
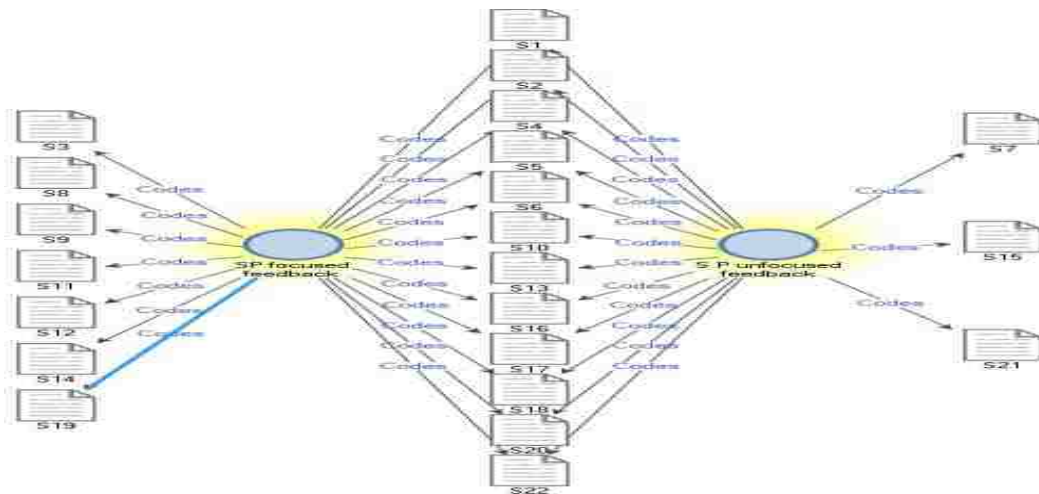
Figure 16: Comparison of Students' Views between Focused and Unfocused

The chart in figure 17 regarding the Indirect Feedback indicates that the coverage percentage was (13.08%)
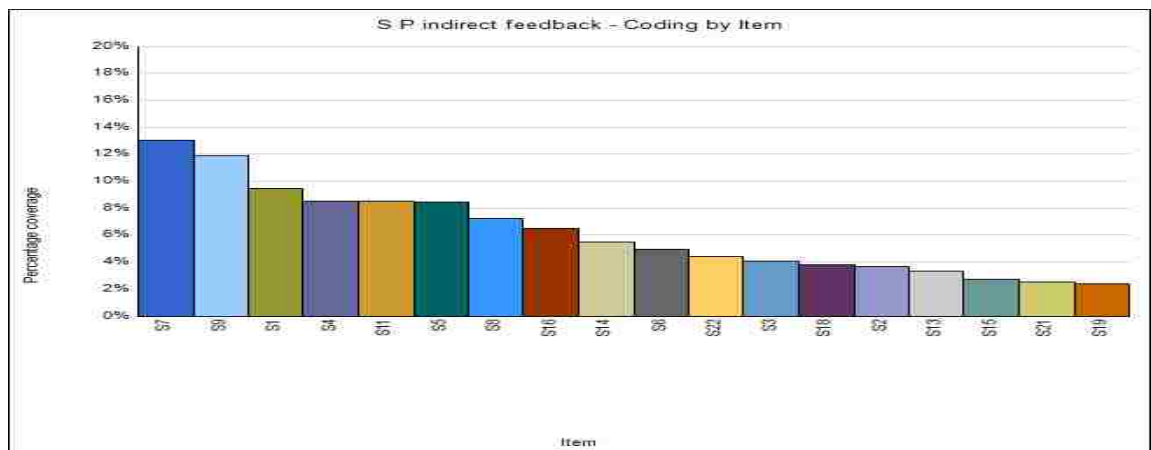
Figure 17: Students' Views about Indirect Feedback (n= 22)

The coverage percentage of the Direct Feedback presented in the figure 18was (11.01%) to indicate students' preference. Students support the direct feedback by saying that "S1-I prefer when my teacher provide the correct form of the error to save time and to help me to revise my draft easily." And "S2-When my teacher provides

the correct forms, I will be encourage to write more." Others stated that direct feedback improve their writing skills.
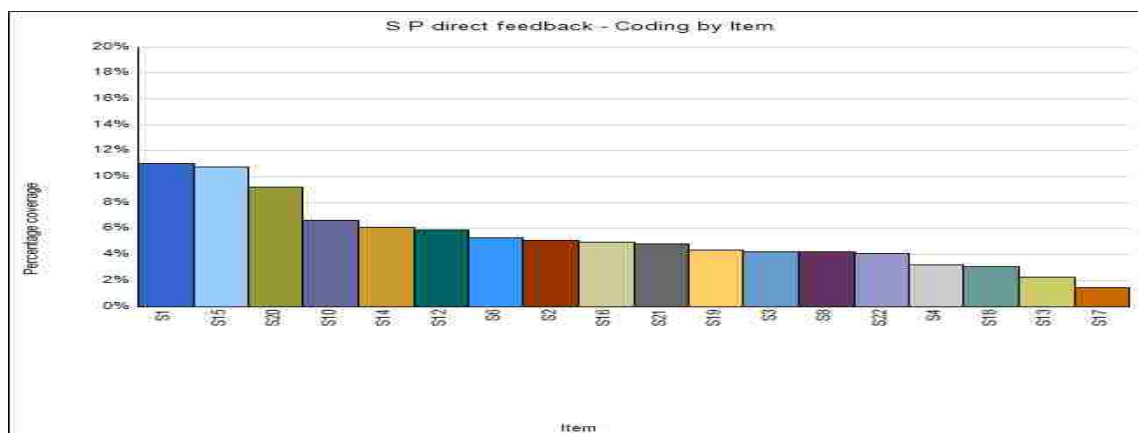
Figure 18: Students' Views about Direct Feedback (n= 22)

Comparing the two types of feedback and the students' detailed preferences are discussed in figure 19: Indirect and Direct Feedback were separately preferred by four students each, while they were common in fourteen students' preferences. It seemed that they were equal but in fact they were different in their number of occurrences in the references (within the students' answers) as the Indirect occurred 26 times in a coverage percentage of (13.08%) compared to 21 times of occurrence of Direct Feedback in(11.01%) percentage. Subsequently Indirect Feedback was over-preferred to the Direct by students
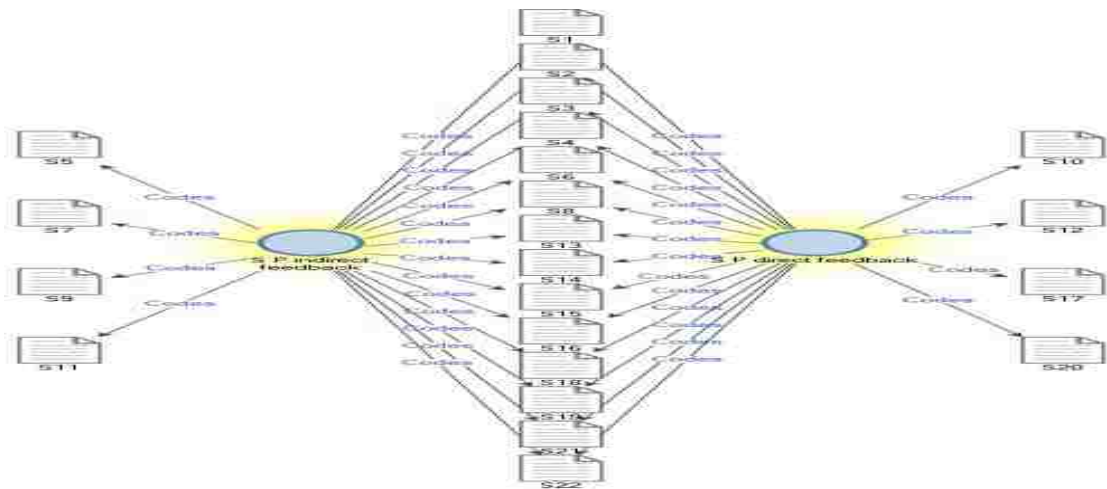
Figure 19: Comparison of Students' Views between Indirect and Direct Feedback

For the Content Feedback, the figure 20 shows that the percentage coverage was (9.38%).
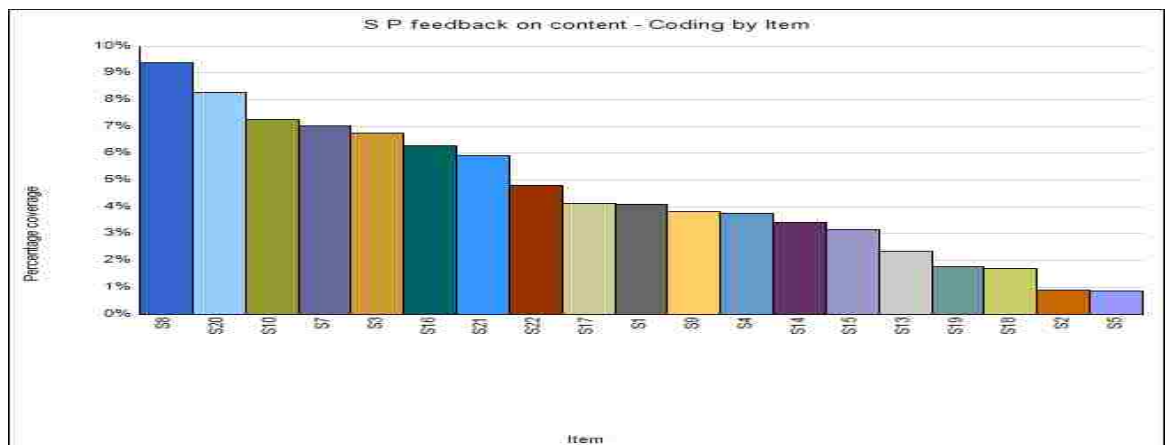
Figure 20: Students' Views about Content Feedback (n= 22)

However the Form Feedback scored (14.21%) percentage coverage as indicated in figure 21.
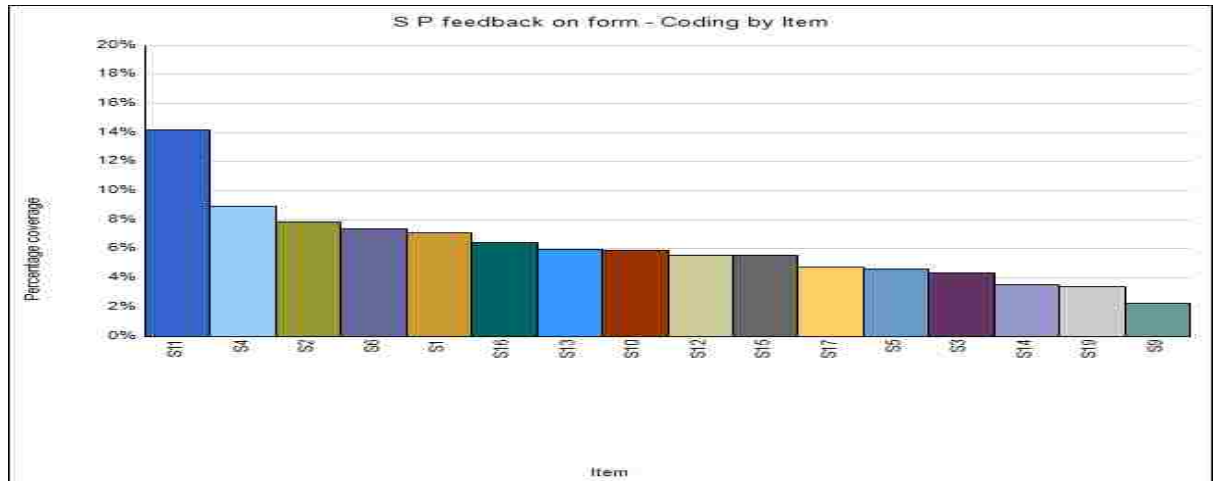
Figure 21: Students' Views about Form Feedback (n= 22)

The comparison diagram in figure 22 shows that thirteen students preferred both; three of the students preferred the feedback to be on form while six students preferred the feedback to be on content over form. Some students considered Form and content are both important when saying "S2.I write freely but I care about editing my writing from spelling mistakes." and "S5-   Both the content and the form are important because they are complimentary.   Despite all these various opinions students assured that they have more one chance to revise their writing before the final grading. "S10-I write as much ideas as I can regardless to the amount of errors as they are going to be fixed before the final grading".
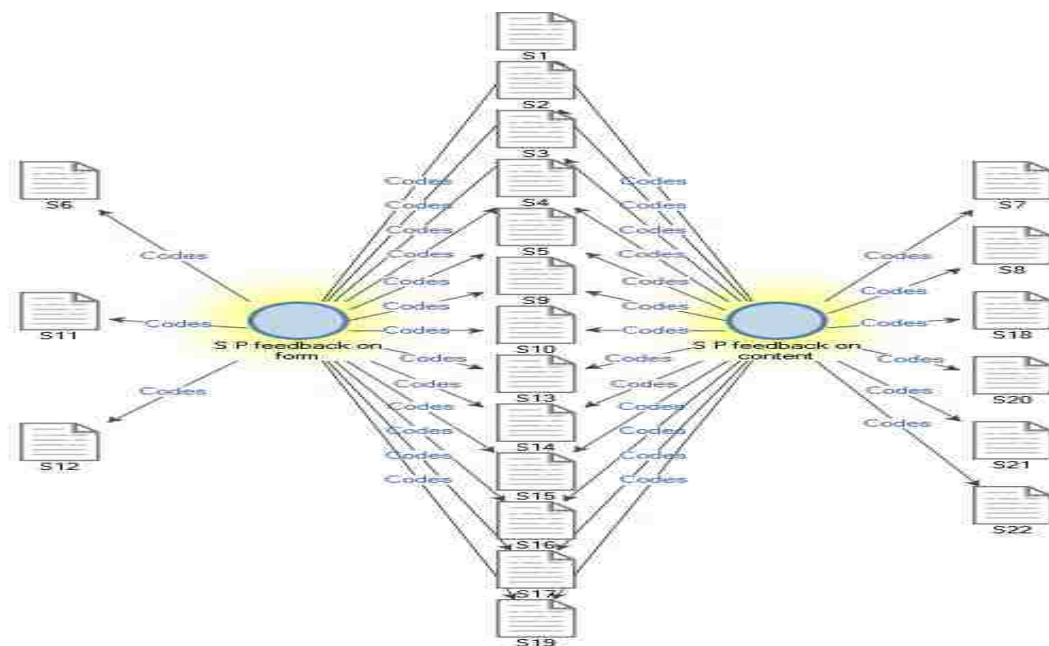
Figure 22: Comparison of Students' Views between Content and Form Feedback

4.7 Results of research question # 6-Are there any variations between the EFL Teachers' preferences and Students' preferences and the actual written feedback used by the teachers?

The purpose of this study is exploring the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. To answer the research questions. Quantitative and qualitative methods were used separately, but simultaneously in the stages of execution and analysis; however, they met at the overall interpretations of results. Of course, various instruments showed various results. Therefore, the researcher needed to collect all the results to answer the sixth research question to identify spots of triangulation in the study as follows:

1- The questionnaires

Teachers' preferences about the amount of the feedback they provide for their students, results of the teachers' questionnaire revealed that they preferred correcting specific errors at a time by using Focused Feedback which scored a mean of (M=4.66) against correcting all errors through using the Unfocused Feedback that scored a mean

of (M=3.41). On the other hand, the students' questionnaire showed that students preferred getting Unfocused Feedback from their teachers which scored a mean of (M=3.79) rather than getting Focused Feedback that recorded a score of (M=3.67). The type of feedback both teachers and students agreed on preferring was Direct feedback when its mean score was (M=3.64) for teachers and (M=4.17) mean score for students that exceeded the mean scores for the Indirect Feedback that were (M=3.14) of teachers and (M=3.76) of students respectively. Another preferences agreement between teachers and students was on Form Feedback over Content Feedback as teachers' mean score was (M=3.74) for Form and (M=3.56) on Content while students' mean score was (M=4.02) for Form and (M=3.70) for Content.

2- Document analysis

Usually, document analysis is used to support other qualitative methods to achieve triangulation as qualitative researchers need more than one source to find convergence and divergence of the studied phenomenon (Coffey, 2014). Following this recommendation the researcher used document analysis in the form of students corrected writing assignments to trace the actual practices of English teachers regarding Written Corrective Feedback. These documents (appendix H) were coded and analyzed manually by the researcher and the assistant researchers.

Although teachers stated through the questionnaire and the interview that their preferences regarding the amount of feedback provided to students should be focusing on specific number of errors, to avoid students' distraction and time waste, their practices proved what their actual use was the Unfocused Feedback more than Focused Feedback in students' papers. The total number of unfocused errors corrected was (273) while the focused total number of errors corrected was (242). However, this

result aligned with what students preferred as they wanted all their errors to be corrected and considered the teacher as an important source of learning L2.

For the type of feedback, results of document analysis showed that teachers used Direct Feedback (448) far more than using the indirect type (89), which was strongly matching their preferences and their students' preferences, were also met as they preferred to have Direct Feedback on their errors.

Many teachers interviewees assured that content is equal to or more important than form as form features can be mastered by time, there was a big differences in the total numbers of the errors corrected in the documents. The form corrected errors were (528) while the total number of content corrected errors was (55), however, this practice suited students' preferences, as they wanted their teachers to concentrate on form rather than on content errors.

3- The interviews

After the analysis of the data gathered by the interviews instruments by using the Nvivo 11 software, results indicated that Focused Feedback was a common preference between teachers and students. The percentage coverage of the Focused Feedback for teachers was (13.40%) and for students was (12.26%) compared to the Unfocused Feedback that had (12.10%) percentage coverage for teachers and for students was (10.55%).

Teachers preferred Direct Feedback that scored (14.39%) over the Indirect that scored (11.92%). Moreover, students preferred Direct Feedback which scored (13.08%) over the Indirect Feedback that scored (11.01%).

Teachers considered content more important than form as the Form Feedback scored (9.05%) and the Content Feedback scored (7.99%) percentage coverage, students had

another opinion as they preferred to get feedback on form in a high percentage coverage of (14.21%) rather than getting feedback on content that scored (9.38%) only.

4.8 The Summary of the Major Findings

The study aimed at exploring the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. To answer the research questions. Quantitative and qualitative methods were used. More specifically, a convergent parallel design which meant to collect the quantitative and qualitative data simultaneously but separately. Furthermore, all the results retrieved from the entire mixed method research instruments meet at the end of the study to identify the employed triangulation. Chapter four introduced the findings of the study:

1- Teachers preferred to focus on selective errors either determined previously or decided while providing feedback on their students' papers by replacing the errors with the correct forms directly. Furthermore, teachers preferred to concentrate on form errors rather those of content.

2- Students preferred that most and/or all their errors be corrected directly by providing the correct forms above or near the errors. Additionally, they preferred form errors to be corrected rather than content errors.

3- In their actual practices, teachers corrected comprehensively, using the Unfocused Feedback by providing Direct Feedback on form errors which hardly mentioned concentration on content errors.

4- Although teachers corrected comprehensively, they view that correcting several errors at a time is beneficial for them to save time and effort and for their students to focus on some aspects of the target language and not to be distracted. Teachers also asserted that students' level of proficiency, the kind

of the writing tasks and the objectives to be achieved are all elements of the feedback giving process.

5- Students' view that repeated and simple errors can be circled or underlined by the teacher while Direct Feedback should be given on difficult and important errors. Students also suggested that in a good writing text, brilliant ideas cannot be expressed in a language full of grammatical errors, as a hint to the importance of correcting both form and content errors.

6- There was a strong agreement between teachers' preferences and students' preferences. However, teachers' preferences and their actual practices regarding feedback giving did not align. Furthermore, teachers and students had some significant viewpoints in respect of the feedback giving process.

Chapter 5: Discussion, Recommendations and Further Research

5.1 Introduction

This study sought to explore the perceived and the actual written feedback preferences between EFL students and teachers in the UAE. A convergent parallel mixed method research design was used to collect an extensive range of quantitative and qualitative data that were identified and analyzed in relation to the research questions. This chapter presents the discussion of the results in the light of previous studies and researchers' opinions. Implications and further research suggestions are also stated.

5.2 Teachers' Preferences

1-Focused vs Unfocused

The teachers of English in the public schools in one of the major educational zone in the UAE are conscious about the importance of feedback provision in writing as they discussed the matters related to feedback seriously in their responses in the interview and their clear efforts in correcting the written documents. Therefore, teachers' interest coped with Ferris (2002) opinion that errors are caused by the lack of proficiency, and students need feedback on errors to improve.

Those teachers seemed to be agreed upon giving their students Focused Feedback on grammatical features as this category scored the highest mean (M=4.06) in their choices in the questionnaire which supported the idea of Pienemann Teachability Hypothesis (1982) which recommends having specific errors corrected that are related to small units of the language taught for the students in restricted stage order.

Unfocused Feedback gained less attention of teachers as the mean score was lower than Focused Feedback (*M*=3.41). Teachers' preferences here were consistent to Ferris, (2002) as she considered unfocused feedback time consuming and that it creates a burden on teachers on one hand and demotivates students when they see their writing is covered with red on the other hand. However, teachers' preference opposed to Lee's (2004) study findings that teachers in Hong Kong agreed on the unfocused type for correcting errors.

2- Indirect vs Direct

Results of this study revealed that teachers' preferences regarding Direct Feedback scored (*M*=3.64) were statistically higher than their preferences regarding Indirect Feedback that scored (*M*=3.14) These results were in agreement with many other studies such as (Carroll and Swain, 1993, Nassaji and Swain, 2000, and Ellis, Leowen, and Erlam, 2006) as results of all these studies revealed that direct feedback is more effective than indirect feedback.

As a result, teachers' preference for not using indirect feedback frequently, contradicts Hammerly (1991) opinion that students should experience the intellectual process of discovering the right forms and using them correctly. Hammerly, (1991) also added that indirect feedback placed the responsibility of learning on students' shoulders and helps them to improve their self-editing skills as well. Indirect technique saves teachers' time compared with direct technique.

Additionally, teachers' preferences stand against ADEC's policy that calls for students' centeredness in learning. Furthermore, Haswell (1983) findings are inconsistent with teachers' preferences in this study, as students according to Haswell, (1983) are able to correct sixty to seventy of unquestionable errors such as errors in punctuation, spelling, and grammar by themselves after being underlined by teachers.

Therefore (Hendrick, 1980) advised teachers not to spend too much time providing correct forms justifying that direct correction techniques are only demanded when students are not able to manage their errors by themselves.

3- Content vs Form

Results of this study regarding teachers' preferences in respect of content and form were in favor of form as the Form Feedback mean score was (M=3.74) which exceeds the mean score of the Content Feedback (M=3.56). Teachers' preferences in this study aligned with results revealed by previous studies like (Ellis, 2005; Ferris, 1997; Kepner, 1991) which recommended form over the content. However, these preferences were in contrast with findings of other studies like (Long, 1991; Semke, 1980) in which teachers preferred providing feedback on content rather than form.

5.3 Students' Preferences

Students are an important factor in the Written Corrective Feedback process as they represent the receiving part and their reaction towards what the teacher corrects is essential therefore, their preference of a type of feedback should be taken into consideration Ferris, (2002). This is despite the fact that, Krashen, (1982) and Truscott, (1996) called for the neglecting of feedback to avoid its harm and damage for students skills.

1- Focused vs Unfocused

Results of students' preferences of the questionnaire indicated that students preferred Unfocused Feedback, which gained the mean (M=3.79) higher than the mean of Focused Feedback (M=3.67). Students' preferences aligned with the results of Lee's study (2004) in which students' favorite feedback strategy was Unfocused Feedback and with the study of Amrhein and Nassaji,(2010) which revealed that students'

preference was the Unfocused Feedback. Students' preferences also indicated an agreement with The Noticing Hypothesis of Schmidt's (1994) that approved correcting a wide range of errors in order to increase the students noticing. However, students preferences contradicted the results of other studies such as the one conducted by Ellis et al, (2006) which stated that Focused Feedback that was preferred by the participant students as it was easy to be managed as students have limited ability to deal with a wide range of errors. Moreover the students' preference regarding Unfocused Feedback is inconsistent to the result of Farrokhi & Sattarpour, (2011) as the participants preferred Focused Feedback however, the participants were at a high level of proficiency and they concentrated on the use of articles.

2- Indirect vs Direct

Results of the questionnaire revealed that students preferred Direct Feedback in a high mean score (M=4.17) over the Indirect Feedback that gained the mean (M=3.76) which is consistent with results revealed by other studies like (Carroll & Swain, 1993; 2004; Nassaji & Swain, 2000; Carroll,Swain & Rogberges, 1992; Ellis, Leowen & Erlam, 2006) which proved that Direct Feedback was more effective than the Indirect feedback. Preferring Direct Feedback did not correspond with Leki, (1991) and Ferris (2002) as they stated that Indirect Feedback helps students to practice intellectual skills and improve the self-correction ability.

3- Content vs Form

The results of this study revealed that students preferred Form Feedback which scored (M=4.02) in a clear overstep to Content Feedback which scored (M=3.70). Therefore, results go in line with studies (Kepner, 1991; Diab, 2005; Montgomery & Baker, 2007, Amrhein &Nassaji, 2010; Kahraman & Yalvac, 2015, and Chen et al,

2016) in which all results showed students preferences of form over content. However, the students' preferences opposed studies such as (Ferris, 1997; semek, 1980,and Long, 1991) that stated that the main concern should be on content as grammar can be explained explicitly, Long, (1991) also added that the teacher is the one who decides when to give feedback.

5.4 Teachers' Practices

A growing body of research is interested in exploring teachers' preferences and beliefs regarding Written Corrective Feedback and the alignment of these preferences with their actual practice. Document analysis was the research instrument used to trace the teachers' practices in the classroom (Ferris, 2002, Lee, 2004, and Lee, 2008). Teachers in this study corrected students' writings by using Unfocused Feedback which is exactly what resulted from Lee, (2004) study when she argued that teachers either followed institutional instructions or they were dishonest about telling their preferences because they preferred Focused Feedback and corrected by using Unfocused Feedback. Being unfocused teachers of this study contradict Ellis et al (2006) as they indicated that Focused Feedback is easy to manage by both teachers by saving time and effort and students as they have limited ability to deal with a wide range of errors. Ellis (2008) also asserted that correcting some grammatical errors helps in improving students' accuracy. Regarding the strategies of feedback in this study, there was a lack of variation, direct and indirect only, teachers almost used Direct Feedback which is justified by a low level of proficiency of students and their incapability of self-correction. This was consistent to Corpuz, (2011) study as he criticized teachers for using a limited number of corrective strategies namely; direct and indirect through underlining and circling. Corpuz, (2011) blamed teachers for not exposing their students to different types of feedback to address the various levels of

students through differentiate instructions. When highlighting teachers' practice regarding Content Feedback and Form Feedback, the corrected errors of form were overstepped by the correction of content errors, however ADEC provided two major writing learning outcomes regarding the grade eleventh "11W1.1 plan for writing by generating, selecting and synthesizing ideas." And "11W2.1 Produce a persuasive text." Additionally, in the language learning outcomes ADEC recommended attention to meaning "11L1.4 Use vocabulary to convey the meaning related to the task." And "11L1.5 Use vocabulary to support meaning related to the task." (ADEC website, 2015-2016) as can be seen in appendix (I), which suggests that teachers should pay more attention to content and encourage their students to generate ideas.

5.5 Teachers' Views about Written Corrective Feedback

Teachers interviewees in this study emphasized that they employed Focused Feedback in treating grammatical errors. Therefore, teachers' opinion of providing Focused Feedback was similar to what Ellis et al., (2008) recommended of providing correction for a limited number of errors that thoroughly tackled issues in the classroom or was chosen by the teachers to meet their students' needs.

Most of the teachers rejected the idea of correcting all the errors in students' papers indicating that this will be discouraging to their students when getting a paper full of red marks and subsequently, leads them to be indifferent about correction. Furthermore, some teachers considered Unfocused Feedback distracting for the students. However, some other teachers preferred to use unfocused type of feedback justifying their choice by saying that students should know everything about their errors or that is their school policy that they enforce using Unfocused Feedback which goes in line with Lee, (2008) in which results revealed that teachers excuse their use of Unfocused Feedback by the institutional instructions.

Teachers explained the reasons for the irregular use of indirect feedback by students' low level proficiency and that using codes or underlining would be frustrating for them, and also highlighting a lack of time as stated by "T8- I assure minor independency for minor errors that they can correct them. I don't provide any corrective codes because they don't understand them. Additionally I don't think that indirect correction help students improving.", "T23 - I try to do this, but it is difficult because of my students low English skills.", and "T6- Only the high students. They may learn and remember rules with self-discovery, we usually don't have time for the activity. Frustrating for low students."

5.6 Students' Views about Written Corrective Feedback

Students of the current study viewed that Unfocused Feedback helps them know all their errors regardless of their category and they hope that in time these errors will be fewer.

Additionally, students support the use of Direct Feedback for having the correct form of the error provided by the teacher, that it saves time and helps them to revise their drafts easily. Furthermore, students suggested that having all or most of the errors corrected directly will encourage them to write more and improve their writing skills

Some students stated that Content Feedback helps them revise their ideas more than caring about grammatical errors Long (1991), others found it useless to have good ideas in a text full of errors agreeing with Ellis,(2005) that Written Corrective Feedback is strongly related to form. Some neutrally considered content and form complimentary as concluded by Ferris, (1997) that they should not be dichotomous. Despite all these various opinions students assured that they have more than one chance to revise their writing before the final grading.

5.7 Variations between Teachers' Preferences and Practices and Students' Preferences

The aim of this study was to explore the preferences of teachers of English regarding WCF and trace existence of these preferences in their actual practices in the classroom, then find out to what extent these preferences and practices align with the students' preferences. Results of this study revealed that teachers preferred to use Focused Feedback to emphasize some important features and the use of the Unfocused Feedback may confuse students to "concentrate on what", however what was actually practiced on students' papers was the Unfocused Feedback. Teachers' unfocused practice corresponded to what students preferred, as their preference was to have almost all their errors to be corrected. This image was exactly reflected by Al Shahrani & Storch, (2014) as teachers' preference was Focused Feedback and used Unfocused Feedback despite the fact that teachers stated that the unfocused type of feedback was enforced by the university policy. Results of this study somehow aligned with Lee, (2004) as teacher participants of Lee, (2004) preferred something (unfocused) and applied something else (focused).

Although teachers of this study confessed that direct correction is energy and time consuming, they found it helpful and useful for low proficient students. In turn, students were already pleased with direct correction provided by their teachers because they considered Indirect Feedback time consuming, and it is difficult to understand the codes. Teachers' use of Direct Feedback is consistent to Ferris, (2002) recommendation for direct feedback provision as the process of learning is very long and students need help and support.

Teachers' preference, their students' and their practice all agreed on Form Feedback over Content Feedback. Although this agreement seemed to be positive, it

contradicts ADEC's learning outcomes that call for more attention to content. Additionally, it goes against (Long, 1991) study in which the preference was for content as he considered that structural features can be explained explicitly in the classroom. On the other hand, Ellis, (2005) main results focus was on form. Ellis, (2005) asserted that Written Corrective Feedback is an important tool that can be used to help students internalize form structures. The convergence between teachers' and students' preferences in this study was very strong, however Corpuz, (2011) considers this agreement to be students' adaptation to teachers' previous practices especially when teachers apply a limited number of Written Corrective Feedback strategies. Lee, (2004) emphasizes the same idea by saying that constant use of the same correction methods lead students to think they are the best methods.

5.8 Recommendations

After discussing the results in the light of different learning theories and previous studies. Some ideas were emerging into the researcher's mind which she set them as recommendations:

1- Seek an opportunity for discussing various strategies of corrective feedback and ask for suggestions regarding different levels of students with colleagues and choose what is suitable for students regarding their proficiency (differentiation instruction).

2-To know students preference or more precisely what is beneficial for students regarding Written Corrective Feedback The teacher should have an open discussion with his/her students through which he/ she explains what he/she thinks useful and encourage them to inquire about any ambiguity. This will urge them to think what is best for them.

3-Suppose students at an advanced grade such as eleventh, memorized corrective codes by heart. Teachers are responsible to keep their students in the know about

important things related to their learning. (Provide codes list at early stages. See appendix (J)).

4- Provide a guide on which teachers can base their choice of types of feedback on. Such a guide should offer explanations of types of errors and the ways the teacher can respond to each.

5-Teachers should be familiar with various types of corrective strategies such as Reformulation, which is a technique used by the teacher to reformulate the error or the weakness of the written text. Cohen (1987) stated that the teacher reformulates the text in his own words to make it native-like while keeping its original ideas.

6-Teacher-student conferencing individually or in groups discussing the correction of the text. These conferences are very focused and productive. Zamel, (1985) showed that through these conferences students receive explanations of their errors that last longer in their minds.

7- Students can make use from their peer comments about their writing. Student's formality and feeling free are positive aspects to receive peer feedback. This technique improves students' critical thinking and analytical skills Hyland and Hyland (2006).

8- Automated feedback is the integration of teaching and technology. Special software reads the written text to produce feedback on grammar and spelling and other things (Ware and Warschener, 2006), it is a time saving tool although developers of technology recommend to have this technique as a supplementary tool and not a replacement of interactive feedback provided by the teacher.

9- Attending training courses or workshops talking about types of feedback and how each type can be applied to help teachers decide how and when to choose the right type.

5.9 Further Research

After conducting this study many ideas came into the researchers' mind that can be good suggestions for further studies:

1-Due to time constraints as the study was conducted in a period of one semester (8 weeks), it is better to have a longitudinal study to overcome all the impediments caused by lack of time such as availability of participants and getting documents of different semesters which subsequently affect the generalizability of results.

2- Although this study explored the teachers' preferences, their practice and students' preferences other factors can be explored related to the process of feedback provision such as time, philosophy, institutional instructions and context.

3- This study investigated grade eleventh female students' preferences regarding written corrective feedback and other stages can be covered for both genders to trace if gender affects preferences.

4-It is interesting to investigate the sources of teachers' knowledge and experience regarding feedback.

5- This study was conducted in public schools in which most of the teachers are native teachers (74.6%), in private schools in which most of the teachers are Arabs, preferences may differ.

5.10 Summary of the Chapter

This chapter discussed the key aspects of the study: teachers' preferences, practice and students' preferences regarding Written Corrective Feedback; teachers' view and students' view in respect to feedback. The triangulation of results was introduced in detail. The results were discussed in relation to the learning theories and previous studies on the topic of feedback. Naturally, results of this study confirmed results of other studies at some areas and opposed them at other areas. Finally, the

researcher pointed out some recommendations and suggested useful ideas for future research.

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Appendices

Appendix A

Teachers' Background Survey

The purpose of this survey is to collect information about the corrective feedback in English writing as second language. The information obtained from this survey will remain confidential. Responding to this questionnaire will take about 10-15 minutes.

Years of teaching Experience: 1-5; 5-10; 10 and above

English is my: first language; second language

Current grade level you are teaching: 10th- 11th- 12th

Highest Academic Degree you have achieved:

1- Bachelor degree   2- Teaching Diploma 3- Master's degree

4- Other ------------------------

Appendix B

Teachers' Written Feedback Preferences Questionnaire

The purpose of this survey is to collect information about the corrective feedback that you give to students in their English writing. Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means '**Strongly Disagree**'   '2' means that '**Disagree**'.
'3' means '**Neutral**' (About **50%** of the time.)   '4' means '**Agree**'
'5' means '**Strongly Agree**'

After reading each statement, *circle the number* which applies to you. Note that there is no right **or wrong responses.**

F1: I focus on a particular writing skill and give students corrective feedback   1 2   3 4   5

F2: Focusing on correcting one writing skill will enable students to master it   1 2   3 4   5

F3: The students will be distracted when they try to focus on all aspects of errors   1   2   3 4   5

F4: I believe corrective feedback should be early, orderly, systematically and focused 1 2   3 4   5

U5: I try to give an overall feedback on students writing errors   1 2 3 4   5

U6: Correcting all the students' writing errors will help them to be better writers   1 2 3 4   5

U7: The merits outweigh the demerits when correcting all the students' errors   1 2 3 4   5

U8: Correcting all the students writing errors is time consuming but rewarding   1 2 3   4   5

I9: I just underline my students' errors and let them work on them independently   1 2 3 4   5

I10: I provide my students with correction codes and let them working on their errors 1   2   3   4

5

I11: I provide a correction codes list to make my students autonomous writers   1 2   3 4 5

I12: I prefer my students to figure out their errors and work on them independently   1   2 3 4   5

D13: I always gives my students direct corrective feedback because it is practical   1 2   3 4

5

D14: It is meaningful and timesaving when I give my students direct errors correction 1   2   3 4 5

D15: Providing direct correction is useful in raising students' awareness of their errors 1   2   3 4 5

D16: Direct correction is practical and it directs students to be more focused   1   2   3 4 5

C17: I pay more attention on revising my students' papers contents   1   2   3 4 5

C18: I ask my students to focus on communicating their ideas rather than mechanics 1   2   3 4 5

C19: I ask my students to revise the content and focus on meaning generation   1   2   3 4 5

C20: When I focus on grammar, my students will be discourage to write freely   1   2   3 4 5

R21: Focusing on the students' grammatical errors will help them to write confidently 1   2   3   4

5

R22: Focusing on grammatical errors will help students to avoid them in the future   1   2   3   4   5

R23: Correcting grammatical errors will help my students to be better writers   1   2   3   4   5

R24: My students feel better when their writing is free of grammatical errors   1   2   3   4   5

Appendix C

Students' Written Feedback Preferences Questionnaire

The purpose of this survey is to collect information about the corrective feedback that your receive from your teachers in your English writing. Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means 'Strongly Disagree'   '2' means that 'Disagree'.
'3' means 'Neutral' (About 50% of the time.)   '4' means 'Agree'
'5' means 'Strongly Agree'

After reading each statement, *circle the number* which applies to you. Note that there is no right or wrong responses.

F1: I like when my teacher focuses on one aspect of writing and tackled it thoroughly   1 2 3 4 5

F2: Focusing on correcting one part at a time will make me master the skill   1 2 3 4 5

F3: I feel distracted when my teacher focuses on all aspects of writing errors   1 2 3 4 5

F4: Error correction should be, early, orderly, systematically and focused   1 2 3 4 5

U5: I like when my teacher takes a holistic stance by correcting all my errors   1 2 3 4 5

U6: Correcting all my errors will help me master different aspects of writing   1 2 3 4 5

U7: Correcting all my errors is time consuming but rewarding   1 2 3 4 5

U8: Correcting all my errors is frustrating but valuable and beneficial   1 2 3 4 5

I9: I like my teachers to underline the errors to warrant me a self-correction   1 2 3 4 5

I10: I can do self-correction when my teachers provides us with correction codes   1 2 3 4

5

I11: Providing correction codes help me to correct and internalize writing rules   1 2 3 4 5

I12: I feel self-satisfied when I was able to correct the underlined and circled errors   1 2 3 4 5

D13: I like when my teacher gives me direct correction for my errors   1 2 3 4

5

D14: Direct errors correction is meaningful and timesaving   1 2 3 4 5

D15: Providing direct correction is useful to me to avoid making future errors   1 2 3 4 5

D16: Direct correction is feasible and authentic and it directs me to be more focused 1 2 3 4 5

C17: I prefer when my teacher focuses on revising my paper in terms of content   1 2 3 4 5

C18: I like to communicate my ideas freely rather than focusing on grammar   1 2 3 4 5

C19: Organizing ideas and writing all my thoughts are more important than grammar 1 2 3 4 5

C20: Focusing on editing and grammar will discourage me to write more ideas   1 2 3 4 5

R21: Focusing on grammatical errors will help me to write correctly and confidently   1   2   3   4

5

R22: Focusing on grammatical errors will help me to avoid them in the future   1   2   3   4   5

R23: Correction of my grammatical errors will help me to be a better writer   1   2   3   4   5

R24: I feel better when my writing is free of grammatical errors and mechanics   1 2   3   4   5

Appendix D

Teachers' Interview

1. Do you prefer to correct the students' writing errors when you focus their attention on certain writing and grammatical rules? Does this make students internalize the rule and master them one piece at a time?

2. Do you prefer to correct all the students' writing errors on the paper? Or do you find that a distracting act for the students? Why?

3. Do you grant your students some autonomy by making them figure out their writing errors by underling or circling their errors? Or do you provide them with a correction codes list to work on their own? Do you think indirect feedback will benefit to better their writing skills?

4. Do you prefer a direct correction feedback when you correct the students writing errors? Is that a timesaver? Does direct correction help your students to be better writers and internalize the grammatical rules?

5. Do you prefer that your students express their ideas freely and write more even when the make some writing errors? Is making meaning and the quantity of ideas is more important to you than the quality of writing? Do you like to focus on revising (focus on meaning) more than editing?

6. Is the quality of your students' writing (writing less with less grammatical errors) making you feel that your students are learning slowly but surely? Or does focusing on grammar restrict your students' abilities to write freely and express their ideas in less restricted environment?

Appendix E

Students' Interview (English Version)

1. Do you like your teacher to correct the errors that you have been taught at specific time and on specific grammar lesson? Why?

2. Do you prefer that your teacher correct all your writing errors on the paper? Or do you find that distracting? Why?

3. Do you prefer to work on your errors by yourself? Do you like your teachers to provide you with correction codes and work on your errors independently? Do you find the profession code list beneficial?

4. Do you prefer that your teacher indicate directly your writing and tell you exactly what your mistakes are? Is that safe your time? Does direct correction help you to be a better writer?

5. Do you like to express your ideas freely and write more even when you make some errors? Is making meaning and the quantity of ideas more important to you than the quality? Do you like to focus on revising (care to focus on meaning) more than editing?

6. Is the quality of writing (writing less with less grammatical mistakes) better and make you feel better? Or does focusing on grammar restrict your ability to write freely and express your ideas more?

Appendix F

Arabic Translation

الاسئلة الخاصة بمقابلة الطلبة

1-هل تفضلين بان تصحح معلمة اللغة الانجليزية الاخطاء في مهارة الكتابة في المواضيع التي تم تدريسها في الصف في درس قواعد معين؟لمادا؟

2-هل تفضلين بان تصحح معلمتك كل الاخطاء في ورقة الكتابة؟ام انك تجدين دلك مضعفاً للتركيز؟لمادا؟

3-هل تفضلين ان تصححين اخطاءك بنفسك بعد ان تضع معلمتك تحتها خط او ان تحوطها بدائرة؟وهل تفضلين ان تعطيك رموزاً تصحيحية على اثرها تصححين اخطاءك بشكل مستقل عن المعلمة؟هل تجدين قائمة الرموز التصحيحية مفيدة؟

4-هل تفضلين ان توفر المعلمة الشكل الصحيح للخطاء؟هل تعتقد بان دلك يعد توفيراً للوقت؟هل يساعدك هدا النوع من التصحيح(المباشر) في تحسين مهارة الكتابة لديك؟

5-هل تعبرين عن افكارك بحرية بغض النظر عن ارتكاب الاخطاء؟هل تعتبرين المعنى وكمية الافكار اكثر اهمية من ان كتابة خالية من الاخطاء؟هل تهتمين اكثر بمراجعة (المعنى والافكار) ام على تحرير الكتابة من الاخطاء النحوية والاملائية؟

6-هل تشعرك نوعية الكتابة (الكتابة القليلة باخطاء قليلة)بالارتياح؟ هل تصحيح المعلمة لاخطاء القواعد يحد من حريتك في كتابة افكار كثيرة بدون قيود؟

Appendix G

(1& 2)

The Researcher Counting of Corrected Errors (1)

Students	Amount of feedback		Types of feedback		Types of errors	
	focused	unfocused	indirect	direct	content	Form
S1	3	1	3	1	1	3
S2	7	9	24	4	4	19
S3	17	12	5	22	3	28
S4	1	6	7	0	3	7
S5	6	7	8	7	2	15
S6	12	37	3	50	3	52
S7	15	27	5	39	1	51
S8	10	21	1	32	0	34
S9	0	6	6	1	1	6
S10	1	3	2	3	1	4
S11	3	3	6	1	4	9
S12	1	18	0	19	3	20
S13	1	4	3	1	5	5
S14	0	2	0	2	1	2
S15	1	2	0	3	2	1
S16	1	1	2	0	2	2
S17	0	3	0	3	1	3
S18	0	8	5	2	1	8

S19	10	8	0	19	2	20
S20	18	21	0	41	1	40
S21	30	20	3	43	2	40
S22	16	2	0	19	2	19
S23	7	2	0	9	2	9
S24	0	1	0	1	1	1
S25	6	2	0	9	2	9
S26	12	2	0	14	1	14
S27	18	18	5	32	3	36
S28	46	27	1	70	1	71
Total	242	273	89	448	55	528

Inter- rater Counting of Corrected Errors (2)

Students	Amount of feedback		Types of feedback		Types of errors	
	focused	unfocused	indirect	direct	content	form
S1	3	1	3	1	1	3
S2	7	9	24	4	4	19
S3	15	12	5	22	3	28
S4	1	6	7	0	3	7
S5	6	7	8	7	2	15
S6	12	35	3	46	3	49
S7	15	25	5	39	1	45
S8	10	21	1	32	0	34
S9	0	6	6	1	1	6

S10	1	3	2	3	1	4
S11	3	3	6	1	4	9
S12	1	17	0	18	3	16
S13	1	4	3	1	5	5
S14	0	2	0	2	1	2
S15	1	2	0	3	2	1
S16	1	1	2	0	2	2
S17	0	3	0	3	1	3
S18	0	8	5	2	1	8
S19	11	7	0	20	2	19
S20	18	20	0	32	0	32
S21	30	20	2	39	1	43
S22	16	2	0	19	1	18
S23	8	3	0	10	1	9
S24	0	1	0	1	0	1
S25	6	3	0	9	2	9
S26	10	2	0	16	1	16
S27	18	20	5	34	3	39
S28	45	27	2	66	1	71
total	239	269	89	431	50	512

Appendix H

Student's Writing Sample

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D

Choose a creative person in "The Arts" and provide a
photograph or photographs of their work. Examples include
artist, painter, photographer, architect etc. Use this photograph
to create a piece of creative descriptive writing.

Your IST can be written in the form of a 5-paragraph essay, 5
stanza poem, song, script for a movie etc.

Horse Racing
Horses Race

One day, in a big home in Dubai, there are a big family (in this home) was mother, father, The girls (Noura and sara) and the boys (Hamdan and Rashied). Noura and Sara were in Khalifa university in Abu Dhabie and they came back for home in Every weekend. Hamdan studied study at The university and he liked The horse and he like to take care about it, and he thing to participate in horses race. Rashied he was study ing in high school, He loved his her Family very well and he love to set his with her family to talk every day and he encouraged his her brother Hamdan get to involved in The horse racing horses race.

At 8:00 am Hamdan wake up from her his bed, Then he prayed and he started to go For his her university. Hamdan said saved = Good morning all. Mother said saved:- ooh, good morning hamdan. How are you? Hamdan said saxed:- I am good and I am ready to go for go to the university to start my class. Mother said Sayod:- B That good. I hope for you to have a nice day. Hamdan replied, thanks and now I will go. When hamdan sit in her car he thought thinked more about what he will would do in this that day, He wanted to do a special thing (in this day), but he didn't know what is it. At the end of the day it was. hamdan found find the idea about what he will would do. Hamdan said saved:- Yeees, I have found find it, I will participate participation in the horses race, that is my dream since when I child and I have to achieved it, I will tell my family about this decision I think they will be so happy.

Appendix I

ADEC Learning Outcomes

Khloud

N.s.

use of
Pronouns.

Grade 11

Product and presentation

Overview of Task: The product includes both a written and spoken element. Students apply the knowledge and understanding of the language and structural features of the text type and genre studied for the IST, independently as the culmination of an inquiry and gradual release process. For example, students research, write and present a persuasive speech linked to the theme.

Product				
	Learning Outcome	**Mastered**	**Developing**	**Emerging**
Speaking and Listening				
11 SL.2.1 Speak with accurate pronunciation and appropriate intonation	The student: Uses a wide range of words and phrases with accurate pronunciation and appropriate intonation.	The student: Pronounces and intonates words and phrases accurately some of the time.	The student: Attempts to speak using pronunciation and intonation rules, with direction.	
11 SL.2.2 Plan information and ideas for a variety of purposes – Speaking preparedness stage	The student: Plans a wide range of information and ideas consistently and effectively for a variety of purposes most of the time.	The student: Plans some information and ideas for a variety of purposes.	The student: Attempts to plan for the delivery of information and ideas, with support.	
11 SL.2.3 Present information and ideas for a variety of purposes	The student: Presents a wide range of information and ideas consistently for a variety of purposes.	The student: Presents some information and ideas for a variety of purposes.	The student: Attempts to present information and ideas, with direction.	
Writing				
	Learning Outcome	**Mastered**	**Developing**	**Emerging**
11 W.1.1 Plan for Writing by generating, selecting and synthesizing ideas	The student: Plans for writing by generating, selecting and synthesizing ideas.	The student: Plans for writing by selecting and classifying ideas.	The student: Attempts to develop a focus and ideas for writing, with support.	
11 W.2.1 Produce a persuasive text	The student: Writes an effective and cohesive persuasive text.	The student: Writes a persuasive text containing some text type elements.	The student: Attempts to write a persuasive text with support.	
Language				
	Learning Outcome	**Mastered**	**Developing**	**Emerging**
11 L.1.4 Use vocabulary to convey meaning related to the task	The student: Uses vocabulary that is appropriate to convey meaning related to the specific task.	The student: Uses vocabulary to convey meaning related to the task.	The student: Attempts to use some vocabulary to convey meaning related to the task.	
11 L.1.5 Use vocabulary to support meaning related to the task	The student: Uses vocabulary that is appropriate to support meaning related to the specific task.	The student: Uses vocabulary to support meaning related to the task.	The student: Attempts to use some vocabulary to support meaning related to the task.	
11 L.2.1 Use noun, noun phrases and gerunds	The student: Uses noun, noun phrases and gerunds accurately.	The student: Uses some noun, noun phrases and gerunds accurately sometimes.	The student: Attempts to use noun, noun phrases and gerunds.	
11L.2.6 Use modal verbs	The student: Uses different modal verbs accurately.	The student: Uses some modal verbs accurately sometimes.	The student: Attempts to use modal verbs with support.	
11 L.2.8 Use different and varied sentence structures in the same task	The student: Uses different and varied sentence structures accurately in the same task.	The student: Uses some different and varied sentence structures in the same task sometimes.	The student: Attempts to use different and varied sentence structures with support.	

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Appendix J

Written Corrective Feedback Codes (Troyka, 1990)

Correction codes	Meaning
ad	Erroring adverb or adjective
Ca	Error in pronoun case
inc	Incomplete sentence
K	awkward
Lc	Needs lower case
Unm	Error in number use
∅	Omit
∧	Insert
∩	Close up
∪	
t	Verb tense error
Rep	Repetitive
Pro agr	Pronoun agreement error
Sp	Spelling error
V	Verb form error
V agr	Verb agreement error
W	Wordy
Ww	Wrong word
?	Not clear
,	Comma error
;	Semicolon error
:	Colon error
'	Apostrophe error
" "	Quotation marks error

Appendix K

ADEC Approval

مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First التعليم أولاً

Date: 27ᵗʰ December 2015	التاريخ: 27 ديسمبر 2015
Ref:	الرقم:
To: Public Schools Principals,	**السادة/ مديري المدارس الحكومية**
Subject: Letter of Permission	**الموضوع: تسهيل مهمة باحثين**
Dear Principals,	**تحية طيبة وبعد،،،**
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشــكر والتقدير لجهودكم الكريمة والتعاون الصــادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ Najah Asad Obeid , to complete her research on: **Exploring the Perceived and the Actual Written Feedback Preferences between EFL Students and Teachers in the UAE**	ونود إعلامكم بموافقـة مجلس أبو ظبي للتعليم على موضـوع الدراسـة التي سـيجريها الباحث/**نجاح أسـعد عبيد**، بعنوان: **Exploring the Perceived and the Actual Written Feedback Preferences between EFL Students and Teachers in the UAE**
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسـهيل مهمة الباحثة ومسـاعدتها على إجراء الدراسة المشار إليها،
For further information: please contact **Mr Helmy Seada** on 02/6150140	للاسـتفسـار: يرجى الاتصال بالسـيد/ **حلمي سـعدة** على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد سالم محمد الظاهري
المدير التنفيذي لقطاع العمليات المدرسية

Appendix L

The UAEU faculty members who helped the researcher to establish the validity of the questionnaires:

Name	Title
Dr. Mohammad Shaban	Associate Professor, UAEU
Dr. Sadiq Ismail	Associate Professor, UAEU
Dr. Abdulrahman Al Mekhlafi	Associate Professor, UAEU
Dr. Ali Ibrahim	Associate Professor, UAEU
Dr. Sheikhah Al teniji	Associate Professor, UAEU
Dr. Debora Dun	External Expert
Mr. John Geates	External Expert