Teacher Practices and Students' Preferences for Written Corrective Feedback and Their Implications on Writing Instruction

Aridah Aridah[1], Haryanto Atmowardoyo[2] & Kisman Salija[2]

[1] College of Teacher Education, Mulawarman University, Samarinda, Indonesia

[2] Postgraduate Program of State University of Makassar, Makassar, Indonesia

Correspondence: Aridah Aridah, College of Teacher Training and Education, Mulawarman University, Samarinda, Indonesia. E-mail: aridah27@yahoo.com

Abstract

The discrepancy between students' preferences and teacher practices for feedback on writing has created difficulty on the side of teachers and confusion on the side of the students. What teachers believe and practice as effective feedback for students may not be the one that students perceive as useful and effective feedback for them. This paper investigates the types of written feedback preferred by the students and the types of feedback provided by the teachers on students' writing. This study employed a survey design which involved 54 students and 22 teachers using convenience sampling technique. The instrument used in collecting data was a questionnaire in the form of Feedback Scale. The results showed that there were some points of compatibility between students' preferences and teachers' practices and some other points were incompatible. The data showed that both students and teachers preferred to have or to give direct feedback but the data also indicated that students liked to have more direct feedback than the teacher could provide. It was also found that the teachers provided more indirect feedback than the students expected to have. The students also preferred unfocused feedback to focused feedback. The findings of the study have crucial implications on writing instruction. There is a need to design writing instructions which accommodate both teachers' practices and students' preferences for written fedback. Based on the profile of students' preference and teachers' practices, a model of feedback provision in teaching writing is proposed. This model is called preference-based feedback on writing instruction.

Keywords: students' preferences, teacher practices, writing instruction, written corrective feedback

1. Introduction

1.1 Background

It is generally agreed that feedback in language teaching, especially in writing plays important roles in developing students' writing skill. Ferris (2006) stated that feedback helps students in improving their writing. In addition, Bichener & Knoch (2009) found that the students who were provided with written corrective feedback performed better in writing than those who did not receive any written corrective feedback. Feedback not only gives reinforcement to maintain good behaviors of the students (as we can find in the positive or non-corrective feedback) but also makes students aware of the mistakes they make on their writing (as we can find in negative or corrective feedback). However, it seems that feedback on written production is quite complicated because writing covers more aspects of language performance than other language skills. Writing, as a skill consisting of some aspects of language experience, requires students to devote their attention to such things as organization, content, styles, grammar, vocabulary and mechanics. Because of the inclusion of a lot of aspects to be assessed in writing, teachers have made efforts to help learners develop their writing ability by paying attention to those aspects. The attempts include not only finding appropriate teaching strategies but also spending time reading students papers and providing necessary and comprehensive feedback, comments and corrections. However, sometimes teachers still get frustrated when they find their efforts in developing students' awareness in order to perform better in writing end up with students' disappointment in reaction to the comments or feedback the students receive on their papers. As a result, the quality of students' papers remains unsatisfactory. The teachers still find various kinds of errors on students' writing both in terms of form and content.

One reason that might underlie the frustration of teachers when giving feedback and the disappointment of

students when receiving feedback is that there is a mismatch between what types of feedback teachers give and what types of feedback students like to have on their papers (Cohen & Cavalcanti, 1990). A number of studies have been conducted to identify the type of feedback students prefer for their paper but the results do not seem to provide a consensus about one specific type of feedback that may work well and be favorable for both students and teachers at the same time. Cohen & Cavalcanti (1990), for example, found that students mostly preferred feedback on content whereas teachers gave feedback more on grammar. Another study reported that teachers gave many comments on content and organization but students paid more attention to comments on grammar than any other aspects of their paper (Ferris, 1995). This evidence shows that certain groups of students have their own preference of what type of feedback they like to receive, regardless what types of feedback the teachers give them on their papers. On the contrary, teachers sometimes have their own decision of what type of feedback they think effective to promote students' writing ability regardless what type of feedback students like to have. The mismatches between what students prefer for written corrective feedback and what teachers practice may lead to unsatisfactory writing performance.

1.2 Research Questions

Based on the problem above, the following questions are formulated:

1) What types of written corrective feedback do teachers provide on students' writing?

2) What types of written corrective feedback do students prefer to have on their writing?

3) To what extent do the teacher practices for written feedback meet the students' preferences and expectation?

1.3 Literature Review

1.3.1 The Mismatch between Students' Preferences and Teachers' Practices for Written Corrective Feedback

The mismatch between teachers' practices and students' preferences for feedback may bring about discouragement for the students when their papers are returned with red marks and notes all over the papers. Consequently, their writing performance may not get significant improvement. The studies on the mismatch between teachers' practices and students' preference have revealed that there is a mismatch between what students are likely to prefer and what teachers actually give to them. Cohen (1987) noted that there is a mismatch between the focus of feedback that students like to receive and the focus of feedback the teachers give to them. In addition, Cohen & Calvacanti (1990) found that there may be a mismatch between the types of feedback the students like to receive and those that the teachers provide on their writing.

Hyland & Hyland (2006) in their study which focused on students' feedback preferences revealed that learners generally prefer teacher written feedback to other forms of feedback such as oral and peer feedback. Other researchers like Aridah (2004) found that students liked to have more feedback on grammar than on other aspects. Ferris (1995) also found that students chose to pay most attention to the comments given on grammar of all any other aspects of their writing although their teacher provided many comments on content and organization.

Then, how should teachers give feedback to the students' writing? There have been a lot of suggestions and recommendations on what constitutes good and effective written feedback. Brookhart (2008) suggested that good feedback should include comments or information that can be heard, understood and used by the students for further improvement. She further stated that good feedback should be part of assessment in the classroom environment where the students can see the feedback as constructive criticism and as a good thing so that they can understand that learning cannot take place without practice. Therefore, providing feedback to students without giving them an opportunity to make use of the feedback is not fair to them.

Furthermore, effective feedback is one that can help learners improve. Gardner, Harlen, Hayward, Stobart, & Montgomery (2010) recommended that teacher should give feedback to students in a form that can help them learn and should give them a chance in which students can use feedback for improving their task or to show that they understand or not. Jackson (2009) stated that effective feedback should be used as a powerful tool of both helping students learn and helping them get improved in learning.

Other issues of what makes good feedback have been recommended by the research findings. Ferris (2006) found that error markings had a strong impact on the successful revisions on the students' drafts of their essays and this kind of feedback was able to reduce the number of errors made by students from their first drafts and last essay assignment. Other earlier researchers such as Fathman & Whaley (1990), Lalande (1982), and Ferris (1995) supported that error correction or feedback on grammatical errors was effective in improving students' writing. Bitchener & Knoch (2009) showed evidence that providing selective, focused feedback on certain linguistic errors at a time yielded more accuracy gain in students' writing compared to feedback which was too

comprehensive.

The evidence described above as good feedback comes from the side of the teachers or the researchers. It is also necessary to consider what actually students think about good feedback for them. It is previously stated that good feedback is the one that makes students able to make use of it. The students' expectation and preference for certain types of feedback will influence their learning. This means that if a student prefers one specific type of feedback and believes that this type of feedback is useful for them, then he or she may pay more attention to the feedback and may use it for learning. On the contrary, if a student does not like or expect one specific type of feedback and does not believe it, he or she may not get any positive effect from it.

Besides the students' expectations and preferences for feedback, it is also important to consider the understanding of the students about the feedback provided for them. The students are able to use the feedback if they understand and learn from it. In order for them to be able to understand and learn from the feedback they have to favor the feedback given to them. When they don't like the feedback, they will not pay attention to it which in turn there will be no learning and using of the feedback. Therefore, the issue of feedback preference by students is also necessary to address. Unfortunately, the issues on students' preference for feedback are not very much explored compared with those on teachers' and researchers' practices for feedback.

Leki (1991) found that students preferred to have indirect feedback to direct feedback and they wanted the teacher to give correction to all of their mistakes, including giving comments on content and ideas as well as on their grammar and surface structure. Ferris (1995) agreed that students liked to have their errors all corrected with different types of feedback. Then, Lee (2005) found that the students wanted their teacher to use error codes and correct all their mistakes. In another study, Lee (2007) found that students preferred written comments, mark/grade, and error feedback on their compositions. She also found that students liked to have more comments on the content of their writing than on the language use such as grammar, vocabulary, and sentence pattern. This is in line with Semke (1984) whose finding demonstrated that the students preferred to have comments on contents and ideas rather than on grammatical structure and surface errors.

Based on the research findings which address both teachers' practices and the students' preferences for feedback, it is clear that there is a mismatch between them. For example, teachers give focused feedback but the students want their mistakes all corrected. The teachers give error correction on grammar but the students want to have written comments on content and ideas. This indicated that students' expectations and preferences are not met by the teacher actual practices in giving feedback. Hyland (1998) found that there is a mismatch between students' expectations for feedback and the teacher practices in responding to students' writing. The students in her study wanted to have grammar corrections but they also wanted to have praise from their teacher. In this case, the teacher failed to fulfill the students' expectation for feedback so that it led to confidence loss. The mismatch between teachers' practices and students' preferences for feedback which may result in unsatisfactory writing performance can be illustrated as follows:
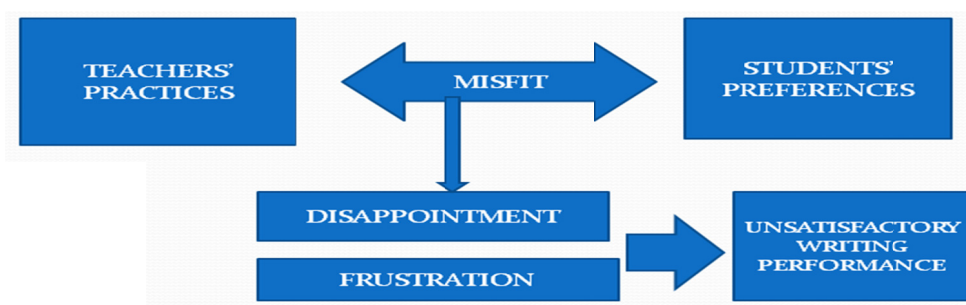

Figure 1. The misfit between teachers' practices and students' preferences for feedback

The discrepancy between students' preferences and teachers' practices regarding feedback on writing as illustrated in Figure 1 above has created difficulty on the side of the teachers and confusion on the side of the students. What teachers believe and practice as effective feedback for students may not be the one that students perceive as useful and effective feedback for them. This disagreement may influence negatively students' satisfaction and potentially lead to loss of confidence, motivation, and to the worst, thus leading to the discontinuation of FL learning. It is, therefore, necessary to explore students and teachers' preferences for feedback in order to bridge the misfit between students' expectations and preferences and teachers' beliefs and

therefore will maximize the effects of teaching. Data concerning students' preferences for feedback and teachers' preferences will help teachers to decide what particular feedback will be beneficial or influence positively the students' performance in writing. The data may also bridge the discrepancy between teachers' beliefs and practices for feedback and students' preferences and expectations for feedback and how the preferred feedback really contributes to students' writing improvement.

1.3.2 Different Types of Written Corrective Feedback

The classification of teacher feedback provision is approached by the scholars in this field in different ways. Ellis (2009) for example classified the types of written corrective feedback into 6 types that he called the typology of written corrective feedback. The types include direct feedback, direct feedback, metalinguistic feedback, focused/unfocused feedback, electronic feedback and reformulation. For the purpose of this study, the types of feedback were limited to only 4 types which included direct feedback, indirect feedback, focused feedback and unfocused feedback which are presented in two contrasting types as follow.

The first contrasting type of written corrective feedback is direct vs. indirect feedback. Direct feedback is the feedback provided by the teacher by showing the correct form of language while indirect feedback is the feedback given by the teacher by indicating the errors students make but not correcting them (Ellis, 2009). Direct feedback according to Ferris (2006) may take the form of crossing out the mistakes and then providing the correct form around the error, while indirect feedback may take the form of "underline, circle, code, or other mark—but does not provide the correct form, leaving the students to solve the problem that has been called to his or her performance" (p. 83). The issue whether feedback should be given directly or indirectly has also attracted the attention of researchers in the field.

The research findings on the issue of direct and indirect feedback showed that students get benefits from the two types of feedback. Ferris (2006) found that students who were provided with either direct feedback or indirect feedback were successfully revise and correct their mistakes. However, there are also some findings which showed conflicting results. Lalande (1982), for example found that indirect feedback was able to decrease the errors the students made while direct feedback was not. Other findings revealed that direct feedback was the least effective method of feedback provision on students' writing (Semke, 1984). Ferris (2011) claimed that direct correction of error by the teacher led to more correct revisions (88%) than indirect feedback (77%).

The second contrasting type of feedback is focused and unfocused feedback. This contrasting type of feedback is something to do with whether the teacher comments on all or most of the students' writing problems or only chooses a certain aspect of writing to be commented on. According to Ellis (2009) in focused feedback provision, the teacher is selective about what specific element(s) of language he or she has to comment on or correct while in unfocused feedback provision, the teacher attempts to comment on all aspects of language performance or correct all of noticed students' errors. Unfocused feedback is viewed as "extensive" feedback as it deals with multiple errors while focused feedback deals with specific errors to be corrected and ignores other errors (Ellis, Sheen, Murakami, & Takashima, 2008, p. 356).

Ellis et al. (2008) further differentiated between focused and unfocused feedback. They stated that unfocused feedback refers to a normal practice in teaching writing in which the teacher correct all the errors in students' paper and it is an extensive correction because it responds to various types of errors rather than one type. On the contrary, focused feedback refers to the selection of certain types of errors and ignores. They also differentiated between highly focused correction and less focused correction, in which the former focuses on only one type of error and the latter focuses on more than one target errors but still restricts on limited number of predetermined types of errors.

One of the studies which investigated the effect of focused and unfocused feedback is that of Sheen (2007) who investigated the effect of focused feedback on ESL learners' acquisition of articles and the results revealed that written corrective feedback which focused on a single linguistic feature improved learners' accuracy of article use, especially when the teacher gave metalinguistic feedback. More recent study conducted by Sheen, Wright, & Moldawa (2009, p. 556) revealed a similar finding that unfocused feedback has a limitation on pedagogical value while focused feedback can positively affect grammatical accuracy in writing. They claimed that when the correction addresses a range of grammatical errors, learners are unable to process the feedback effectively, and even if they attend to the corrections, they are unable to work out why they have been corrected.

2. Method

2.1 Design

This research was quantitative in nature, which employed survey design. The survey was used to collect data

about the teachers' practices and the students' preferences for feedback. The result of the survey became a reference to determine what types of feedback the teachers perceived to practice in response to students' writing and what types of feedback that the students preferred.

2.2 Participants

The participants of this study were the students and the teachers of English Education Department of Mulawarman University, East Borneo, Indonesia. There were 54 (46 females, 8 males) out of 94 students of English Education Department who participated in this study. They were sitting in the third semester and taking Writing III course as one of the compulsory subjects in the academic year of 2014/2015. They were between 18 to 22 years old. In addition, 22 (13 females, 9 males) out of 30 teachers who were teaching writing and supervising students' theses also took part in this survey. The teachers had more than 5 years of teaching experiences. All of the participants were all selected by using convenience sampling technique. This technique was used because it was quite difficult to collect data from all population in a relatively short period of time. So, only those who were voluntarily participated in the survey were selected as the sample. All of the participants had Bahasa Indonesia as their first language.

2.3 Instrument

The instrument used to collect the data was a questionnaire in the form of Feedback Scale. It was constructed by the researcher by considering the theories regarding the characteristics of certain types of written corrective feedback. The instrument was basically the same for both teachers and students. The differences lied on the wording and address. The questionnaire contained 10 items, each of which allowed the students and the teachers to rate each of the four options which represents one type of feedback (Direct Feedback, Indirect Feedback, Focused Feedback and Unfocused Feedback). The scale ranged from 1 which was the least preferred item to 4 which was the most preferred item. The highest score was 40 which means that it was a perfect preference for one particular feedback and the lowest score was 10 which means that this type of feedback was not or least preferred. The instrument can be found in the appendix A and appendix B.

2.4 Data Analysis

The data were analyzed quantitatively by firstly scoring individual students and teachers to find their individual preferences and practices for feedback and then calculating the means score to determine the profile of the students' preferences and the profile of teachers' feedback in general. The highest average score on one particular type of feedback means the most preferred one for the students and the most frequently practiced one for the teachers.

3. Results and Discussions

3.1 Analysis on Individual Types of Feedback

The result of data analysis proved that there was a misfit between teachers' practices and students' preferences for written feedback, indicated by the difference in the average scores of each type of feedback. Table 1 presents the result of analysis on the individual type of feedback practiced by the teachers and preferred by the students.

The analysis on individual types of feedback showed that both teachers and students preferred to give and to have direct feedback because both had the highest mean scores on this type of feedback. However, the data showed the average score of students' preferences on direct feedback was higher than that of the teachers. This indicated that students liked to have more direct feedback than the teacher could provide to them. Chandler (2003) supports this finding that direct feedback was preferred by students because they found that this was the fastest and easiest way to help them correct their writing drafts. In term of indirect feedback, it seemed that the teachers provided indirect feedback almost equally to direct feedback. This type of feedback also showed higher scores (28.35). But, if compared to the score of the students' preferences, this type of feedback was not likely to be preferred by the students. It means that the teachers tended to give more indirect feedback but the students liked to have more direct feedback instead of indirect feedback. Another clear misfit was found in this case.

Table 1. The comparison of the average scores between teachers' practices and students' preferences for individual types of written feedback

Teachers Practices		Students' Preferences	
Types of Feedback	Average	Types of Feedback	Average
Direct Feedback	28.95	Direct Feedback	33.17
Indirect Feedback	28.35	Indirect Feedback	20.59
Focused Feedback	20.55	Focused Feedback	18.48
Unfocused Feedback	22.18	Unfocused Feedback	27.76

The analysis on focused and unfocused feedback also showed similar findings in that both teachers and students preferred unfocused more than focused feedback. The difference lied on the average scores on each type of feedback. The data on Table 1 indicated that students preferred unfocused feedback far more than focused feedback while the teachers seemed to give almost equal quantity of focused and unfocused feedback. The table also showed that the amount of unfocused feedback expected by the students was much larger than the teachers could provide. In terms of focused feedback the difference was smaller compared with the unfocused feedback. Again, a mismatch occurred between the teachers' practices and the students' expectations.

3.2 Analysis on Combined Types of Feedback

The analysis on individual types of feedback showed that there was a mismatch between teachers' practices and students' preferences for feedback. The analysis on the combination of more than one types of feedback was also conducted. This analysis was applied because it is generally understood that teachers usually apply more than one types of feedback on students writing. This analysis is also useful to identify the profile of teachers' practices and students' preferences for feedback. To get the combinations of the type of feedback, the mean score of each type feedback was added so that the total average score of the combination was obtained. The possible combinations of two types of feedback included Direct-Focused Feedback, Direct-Unfocused Feedback, Indirect-Focused Feedback, and Indirect-Unfocused Feedback. Direct-Indirect Feedback and Focused-Unfocused Feedback were not combined because these types of feedback are two opposite types that make it impossible to combine. Table 2 presents the results of analysis on the teachers' practices and students' preferences for more than one types of written corrective feedback.

Table 2. The comparison of total scores between teachers' practices and students' preferences for combined types of written feedback

Teachers Practices			Students' Preferences		
Combination of CF Types	Total	Rank	Combination of CF Types	Total	Rank
Direct-Focused Feedback	49.50	3	Direct-Focused Feedback	51.65	2
Direct-Unfocused Feedback	51.13	1	Direct-Unfocused Feedback	60.93	1
Indirect-Focused Feedback	48.87	4	Indirect-Focused Feedback	39.07	4
Indirect-Unfocused Feedback	50.52	2	Indirect-Unfocused Feedback	48.35	3

Note. CF = Corrective Feedback.

The data on Table 2 indicated that Direct-Unfocused Feedback was the most frequently practiced by the teachers and the most preferred by the students as it had the highest score. On the other hand, Indirect-Focused Feedback was the least frequently practiced and the least preferred by students. Although these two combinations matched between students' expectation and teachers' practices, they were different in terms of the amount of feedback given by the teachers (51.13) and the amount of feedback expected by the students (60.93). In this case, the students expected more than the teachers could give.

The real misfits were found in the combinations of Direct-Focused and Indirect-Unfocused feedback. The data show that students put Direct-Focused feedback as the second preference while the teachers put it as the third rank. This means that students really wanted their writing to be directly corrected without focusing on one particular aspect while the teachers used more Indirect-Unfocused feedback (Rank 2)
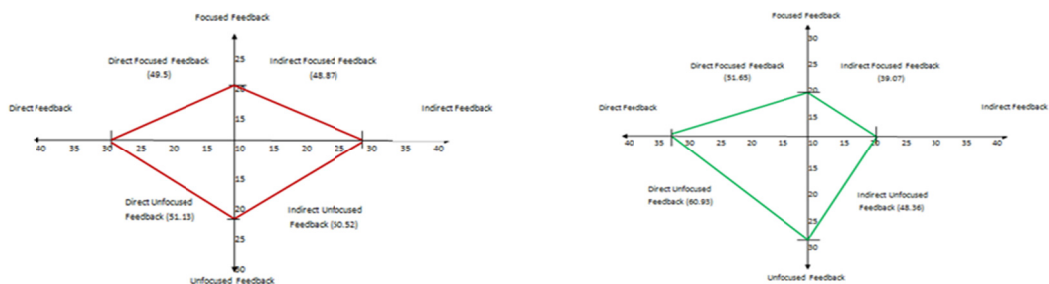
Figure 2. The comparison between the profile of teachers' practices and the profile of students' preferences for written corrective feedback

The data on the teachers' practices and students' preferences as displayed on Table 2 made it possible to identify the profiles of teachers' practices and students' preferences for feedback. The teachers' profile represented the amount of feedback the teacher used according to the types of feedback. For example, if the area between direct feedback and focused feedback in the profile chart was wider than the other areas, it means that the teachers used more feedback in this combination. The same way applied to students' profile of feedback preferences. Figure 2 presents the profile of teachers' practices and students' preferences for written corrective feedback.

The figure illustrates that the discrepancy between what teachers perceived to practice in providing feedback on students' and what students preferred or expected to have on their writing really existed. This finding supports Fathman & Whaley (1990) who said that there was a mismatch between what type of feedback teachers gave and what types of feedback students liked to have on their papers and Hyland (1998) who found that there was a misfit between how teacher gave feedback and what students expected to receive.

The profile of the teachers' practices for feedback showed that the teachers used a quite balanced amount of feedback for each combination (49.50 for Direct-Focused, 51.13 for Direct Unfocused, 48.87 for Indirect-Focused, and 50.52 for Indirect-Unfocused). On the other hand, the profile of students' preferences showed that the students preferred one type of feedback combination more than other types. As we can see in the profile in Figure 2, the most preferred type feedback combination that the students expected was Direct-Unfocused feedback. This means that the students liked to have feedback which was explicitly explained and clearly indicated, and they also expected that all errors were corrected without focusing on one particular aspect of writing only.

The profile also shows that the students did not prefer to have indirect feedback. This was because this type of feedback did not provide clear correction and only used symbols in indicating the errors or the problems. In addition, the students' profile also shows that focused feedback was not really preferred. They wanted all aspects of their writing were commented or corrected.

If the two profiles above were put together in one chart, then the misfits between teachers' practices and the students' preferences were clearly identified as we can see in Figure 3. The intersection points found in the figure showed the misfits of the practice and preference. Direct-Focused and Indirect-Focused types of feedback did not go in parallel directions. It means that the teachers and students put these two combinations of feedback in different ranks as we can see in Table 2. This means that the teachers and the students did not have an agreement for these two types in terms of the practices and preferences. On the other hand, Direct-Unfocused and Indirect-Unfocused types of feedback went in parallel directions; there was no an intersection point. This means that both students and teachers agreed to put these two combinations in the same ranks (Rank 1 for Direct-Focused, and rank 4 for Indirect-Focused). However, the mismatch was still found in terms of the amount of feedback practiced and preferred. Students wanted more Direct-Unfocused feedback (60.93) than the teachers could provide (51.13). That is why Figure 3 shows that the rectangle area of the students' preferences for Direct-Unfocused largely went to the "down-left" direction compared to the teacher's practices for this type of feedback.
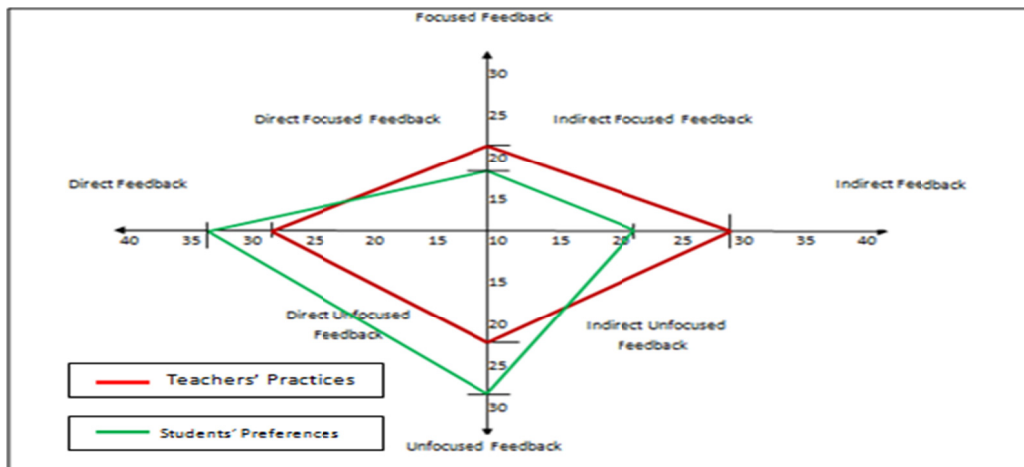
Figure 3. The misfits between teachers' practices and students' preferences for written feedback

The same occurred to the Indirect-Focused feedback. Although both teachers and students put this combination in the same rank (4), meaning that it was least preferred, the mismatch was found in the amount of feedback practiced and preferred. Unlike direct-unfocused feedback which went to "down-left" direction, this type of feedback went to the "up-right" direction. The rectangle area of this type of feedback was smaller than that of the Direct-Unfocused. However, it was found that the teachers provided a larger amount of this type of feedback than the students expected. Consequently, the students' rectangle area was smaller than that of the teachers.

4. Implications on Writing Instructions

It cannot be denied that feedback, especially teacher written corrective feedback play vital roles in helping students correct their mistakes, which will in turn improve the quality of their writing performance. Ferris (1995) stated that feedback helps writers improve their writing skills, including their grammar and their ideas and feedback also helps prevent them from making any further mistakes. In addition, feedback plays a role in increasing students' awareness so that they can perform effectively in the writing classroom (Dheram, 1995). Moreover, the students will make more improvement if they were provided with feedback compared if they are not given feedback (Fathman & Whalley, 1990). More specifically, Ferris (2011) mentions that feedback helps students improve the accuracy of their texts and it leads to the accuracy gains over time, one that challenges the idea of Truscott (1996) who argued that grammar correction has no role in improving student' writing. Furthermore Ferris & Hedgcock (2005) said "both teachers and students feel that teacher feedback on student writing is a critical, nonnegotiable aspect of writing instruction" (p. 185).

Having identified the profile of teachers' practices and the students' preferences for written feedback and having identified that some types of feedback work well and others do not, there is a need to design writing instructions. The design should accommodate both teachers' beliefs and practices and students' preferences and expectations for written feedback so that the types of feedback teachers provide to students will effectively improve their writing performance. A writing instructional design which incorporates feedback provisions that match between teachers' practices and students' preferences is assumed to be able to give a positive effect on students' writing performance. By including the profile of students' preferences and by listening to the students' expectation into the design of writing instruction, it is expected that both teachers and students will get benefits from it, that is, teachers will likely enhance the students' motivation and self-esteem, especially motivation to make necessary revisions that can improve the quality of their writing. A consensus between teachers and students about what kinds of feedback they will likely to have on their future papers is needed to avoid the mismatch between what students prefer and what teachers give.

The following model of writing instruction design is proposed where feedback provision based on the students' preferences is incorporated into the design.
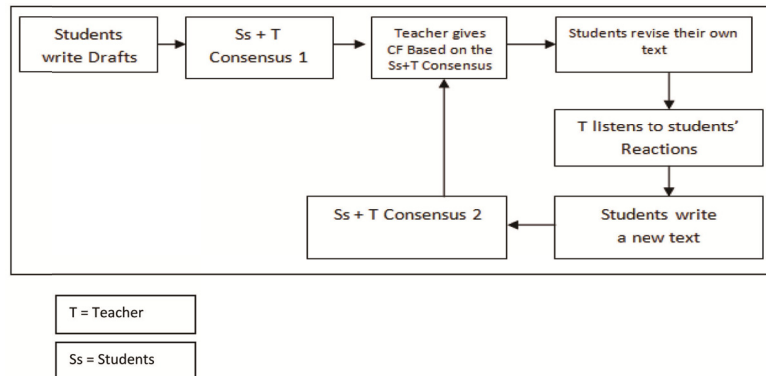
Figure 4. Proposed model for preference-based feedback on writing instruction

In this instructional model of writing, three mains elements of the activity are included: writing, feedback, and revision. What makes it different from other conventional writing instruction which also incorporates feedback into its design is that in this design the feedback provision is the result of teacher-students' consensus. Teacher and students should make an agreement on what types of feedback they like to have, which, of course, need to be in line with what teacher wants to provide. In addition, this design involves repeated activities in which the types of feedback provided in one particular text will be different from other texts depending on the agreement between teacher and students.

5. Conclusion

Despite the teachers' beliefs about what constitutes effective feedback to improve students' writing, it is considered fair to also accommodate what students expect and prefer to have on their writing. Some research findings have proven that particular types of feedback do not work well in improving students' writing while some other studies found that the use of the same types of feedback is able to improve the quality of students' paper. One of the reasons why research findings do not yield the same conclusion about the efficacy of feedback is that there may be a mismatch between what students expect and what teachers apply and believe about the types of feedback that can improve students' writing. A model of writing instructional design is then proposed to accommodate the students' preferences. This model is called preference-based feedback in teaching writing. However, the effectiveness of this model still needs to be investigated. Experimental research can be one of research designs to prove its effectiveness.

Acknowledgments

References

Aridah. (2004). Students' preferences and reactions to teacher feedback. In B. Y. Cahyono & U. Widiati (Eds.), *The tapestry of English language teaching and learning in Indonesia* (pp. 195-203). Malang: State University of Malang Press.

Bitchener, J., & Knoch, U. (2009). The value of a focused approach to written corrective feedback. *ELT Journal, 63*, 204-211. http://dx.doi.org/10.1093/elt/ccn043

Brookhart, S. M. (2008). *How to give effective feedback to students*. Virginia: Association for Supervision and Curriculum Development.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*, 267, 296. http://dx.doi.org/10.1016/S1060-3743(03)00038-9

Cohen, A. (1987). Student processing of feedback on their compositions. In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 57-69). Englewood Cliffs, NJ: Prentice-Hall.

Cohen, A. D., & Cavalcanti, M. C. (1990). Feedback on compositions: teacher and students verbal reports. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 155-177). Cambridge:

Cambridge University Press. https://doi.org/10.1017/CBO9781139524551.015

Dheram, P. K. (1995). Feedback as a two-bullock cart: a case study of teaching writing. *ELT Journal, 49*(2),160-168. http://dx.doi.org/10.1093/elt/49.2.160

Ellis, R. (2009). Typology of written corrective feedback types. *ELT Journal Volume, 63*(2), 97-107. http://dx.doi.org/10.1093/elt/ccn023

Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System, 36*, 353-371. http://dx.doi.org/10.1016/j.system.2008.02.001

Fathman, A. K., & Whalley, E. (1990). Teacher response to students writing: Focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178-190). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139524551.016

Ferris, D. (2006). Does error feedback help student writers?: New evidence on short- and long-term effects of written error correction. In K. Hyland & F. Hyland (Eds.), *Feedback in Second Language Writing: Contexts and Issues* (pp. 81-104). Cambridge: Cambridge: University Press.

Ferris, D. R. (1995). Student reactions to teacher response in multiple-draft composition classrooms. *TESOL Quarterly, 29*, 35-53. http://dx.doi.org/10.2307/3587804

Ferris, D. R. (2011). *Treatment of error in second language student writing* (2nd ed.). Ann Arbor: University of Michigan Press. https://doi.org/10.3998/mpub.2173290

Ferris, D. R., & Hedgcock, J. (2005). *Teaching ESL composition*. London: Lawrence Erlbaum Associates, Publishers

Gardner, J., Harlen, W., Hayward, L., Stobart, G., & Montgomery, M. (2010). *Developing teacher assessment*. New York: McGraw Hill.

Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing, 7*, 255-286. http://dx.doi.org/10.1016/S1060-3743(98)90017-0

Hyland, K., & Hyland, F. (2006). Interpersonal aspects of response: Constructing and interpreting teacher written feedback. In K. Hyland & F. Hyland (Eds.), *Feedback in Second Language Writing* (pp. 206-224). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139524742.013

Jackson, R. R. (2009). *Never work harder than your students and other principles of great teaching*. VA, USA: Association of Supervision and Curriculum Development.

Lalande, J. F. (1982). Reducing composition errors: An experiment. *Modern Language Journal, 66*, 140-149. http://dx.doi.org/10.1111/j.1540-4781.1982.tb06973.x

Lee, I. (2005). Error correction in the L2 writing classroom: What do students think? *TESL Canada Journal, 22*(2). 1-16. https://doi.org/10.18806/tesl.v22i2.84

Lee, I. (2007). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing, 17*, 144-164. http://dx.doi.org/10.1016/j.jslw.2007.12.001

Leki, I. (1991). The preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals, 24*, 203-218. https://doi.org/10.1111/j.1944-9720.1991.tb00464.x

Semke, H. D. (1984). Effects of the red pen. *Foreign Language Annals, 17*, 195-202. https://doi.org/10.1111/j.1944-9720.1984.tb01727.x

Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly, 41*, 255-283. https://doi.org/10.1002/j.1545-7249.2007.tb00059.x

Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System, 37*, 556-569. http://dx.doi.org/10.1016/j.system.2009.09.002

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46*, 327-369. http://dx.doi.org/ 10.1111/j.1467-1770.1996.tb01238.x

Appendix A

Questionnaire of Feedback Preferences for Students

Students' Feedback Preference Scale

Dear Students.

This questionnaire will identify your preference for teacher written feedback on your essay paper. Rank them from the most preferred to the least preferred. Give 4 points for the most preferred, 3 points for the next most preferred, 2 points for the next, and 1 point for the least preferred. Please assign a different point to each four options. Do not use the same point for different options. Put the number on the space provided for you.

1. When given feedback, I would like my teacher ....

   A. _____ to provide the correct linguistic form or structure above or near the linguistic error I made.

   B. _____ to implicitly signal the errors and let me do the correction by myself

   C. _____ to select specific errors to be corrected and ignores other errors.

   D. _____ to comment on all noticed errors whether with or without correction.

2. When I make errors on my writing, I want my teacher ....

   A. _____ to cross out the errors and providing the correct form

   B. _____to identify the errors without providing the correct form

   C. _____ to correct only the errors that interfere meaning

   D. _____ to randomly comment on some errors or writing problems not all of them.

3. My teacher should...........

   A. _____insert the missing words, morpheme or phrases with correct forms

   B. _____ use a set of correction symbols without providing the correct forms

   C. _____ comment on grammatical errors only

   D. _____ correct all major errors

4. When my teacher finds errors on my paper, he or she should:

   A. _____write the correct form above or near the error and give short explanations why it is wrong.

   B. _____ underline the errors or use arrows to show omissions in the text

   C. _____ focus on organization only

   D. _____ correct all the types of error, including mechanical errors

5. When I make errors, I prefer my teacher ....

   A. _____ crossing out of the errors of word/phrase/morpheme or sentences and supplying them the corrects one.

   B. _____ placing a cross in the margin next to the line containing the error but not supplying them the correct forms.

   C. _____ commenting on the minor errors for example those related to mechanic only

   D. _____ commenting on what I did both right and wrong sentences

6. I would like my teacher to ....

   A. _____ explicitly show the errors and use the error codes to indicate the types of error (e.g., ww for wrong words, sp for spelling, etc.).

   B. _____ only circle the words or phrases containing errors

   C. _____ focus on a single error type (e.g., tenses)

   D. _____ give general comments on a separate piece of paper

7. When giving feedback, my teacher had better ....

   A. _____ give explanations and examples at the end of my paper with a reference back to places in the text where the error has occurred.

B. _____ use question marks for the unclear expressions.

C. _____ correct errors that address only linguistic accuracy

D. _____ write in the margins next to every error I make

8. I prefer my teacher to ………….

A. _____provide explicit guidance of how to correct the errors.

B. _____ use a code to show where the error has occurred and what type of error it is but not provide the correct form

C. _____ focus on surface error (grammar, vocabulary and mechanics)

D. _____ correct all major and minor errors

9. When my teacher notices errors on my paper, he/she should ………..

A. _____ reformulate the erroneous expressions by rewriting the correct or acceptable ones

B. _____ record in the margin the number of errors in a given line without providing the correct forms

C. _____comment on one or two linguistic error categories at a time rather than feedback on too comprehensive a range of features.

D. _____ provide notes on the last page of my paper about what I should revise without marking on my text.

10. For the errors I make in my paper, I want my teacher to ……………….

A. _____ number errors in text and write a description for each numbered error at the bottom of the text.

B. _____ show where the error is and give a clue about how to correct it

C. _____ ignore the errors in grammar, spelling, punctuation…etc. and only pay attention to the ideas expressed (content and organization)

D. _____ give comments not only on grammatical errors but also on every aspect of writing

Appendix B

Questionnaire of Feedback Preferences for Teachers

Teacher Feedback Practice Scale

Dear Teachers.

This questionnaire will identify your practices in providing feedback on your students' essay paper. Please rank the following practices from the most frequently practiced to the least frequently practiced. Give 4 points for the most frequent one, 3 points for the next most frequent, 2 points for the next, and 1 point for the least frequent. Please assign a different number of points to each of the four options. Do not use the same points for different option. Put the points on the space provided for you.

1. When giving feedback to my students' essay, I like ………

A. _____ to provide the correct linguistic form or structure above or near the linguistic error they made.

B. _____ to implicitly signal the errors and let students do the correction by themselves.

C. _____ to select specific errors to be corrected and ignores other errors.

D. _____ to give comments on all noticed errors whether with or without correction.

2. When my students make errors on their writing, I prefer ………..

A. _____ to cross out the errors and providing the correct form

B. _____to identify the errors without providing the correct form

C. _____ to correct only the errors that interfere meaning

D. _____ to randomly comment on some errors or writing problems not all of them.

3.   When providing corrections to my students' paper, I frequently………..

    A.   _____insert the missing words, morpheme or phrases with correct forms

    B.   _____ use a set of correction symbols without providing the correct forms

    C.   _____ comment on grammatical errors only

    D.   _____ correct all major errors

4.   When I find errors on my students' paper, I usually:

    A.   _____write the correct form above or near the error and give short explanations why it is wrong.

    B.   _____ underline the errors or use arrows to show omissions in the text

    C.   _____ focus on organization only

    D.   _____ correct all the types of error, including mechanical errors

5.   When my students make errors, I like to ……….

    A.   _____ cross out of the errors of word/phrase/morpheme or sentences and supply them with the corrects ones.

    B.   _____ place a cross in the margin next to the line containing the error but not supply them with the correct forms.

    C.   _____ comment on the minor errors for example those related to mechanic only

    D.   _____ comment on all what they did both right and wrong sentences

6.   When correcting my students' essay, I prefer to ………..

    A.   _____ explicitly show the errors and use the error codes to indicate the types of error (e.g. ww for wrong words, sp for spelling, etc.).

    B.   _____ only circle the words or phrases containing errors

    C.   _____ focus on a single error type (e.g. tenses)

    D.   _____ give general comments on a separate piece of paper

7.   When giving feedback on students' paper, I had better ……………

    A.   _____ give explanations and examples at the end of my students' paper with a reference back to places in the text where the error has occurred.

    B.   _____ use question marks for the unclear expressions.

    C.   _____ correct errors that address only linguistic accuracy

    D.   _____ write in the margins next to every error they made.

8.   I prefer to ………….

    A.   _____provide explicit guidance of how to correct the errors.

    B.   _____ use a code to show where the error has occurred and what type of error it is but not provide the correct form

    C.   _____ focus on surface error (grammar, vocabulary and mechanics)

    D.   _____ correct all major and minor errors

9.   When I notice errors on my students' paper, I usually………..

    A.   _____ reformulate the erroneous expressions by rewriting the correct or acceptable ones

    B.   _____ record in the margin the number of errors in a given line without providing the correct forms

    C.   _____comment on one or two linguistic error categories at a time rather than feedback on too comprehensive range of features.

    D.   _____provide notes on the last page of their paper about what they should revise without marking on my text.

10. For the errors the students make in their paper, I do the following: ……………….

A. _____ number errors in the text and write a description for each numbered error at the bottom of the text.

B. _____ show where the error is and give a clue about how to correct it.

C. _____ ignore the errors in grammar, spelling, punctuation…etc. and only pay attention to the ideas expressed (content and organization).

D. _____ give comments not only on grammatical errors but also on every aspect of writing.