Beliefs and Practices of EFL Instructors and Students' Preferences regarding Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia

By

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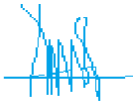
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DECLARATION

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I declare that: **Beliefs and Practices of EFL Teachers' and Students' Preferences regarding Written Corrective Feedback: The Case of English as foreign Language Students in the Department of English at Debre Markos University, Ethiopia;** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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(Meseret Assefa Semie)

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DEDICATION

This work is dedicated to my parents, Assefa Semie and Mulu Semign, for their unconditional love, support and prayers. Besides, the thesis is dedicated to my husband Solomon Mekonnen for his words of encouragement and love and to my delightful sons Ananiya and Azariya who give me a reason to wake up with a big smile every morning.

ABSTRACT

A qualitative research design that is subject to multiple interpretations and contextual in nature was used to explore the beliefs and practices of English Foreign Language (EFL) writing teachers and the preferences of their EFL students' regarding Written Corrective Feedback (WCF) in Debre Markos University, Ethiopia. The central focus of this work was on (a) examining writing teachers' WCF beliefs and practices; (b) probing students' views and their preferences for a different type of teachers' WCF; (c) analysing the matches and mismatches between writing teachers' WCF practices and their students' preferences, and (d) identifying factor(s) that prevent writing teachers from enacting their WCF beliefs into practices, and (e) challenges students encountered while dealing within the WCF process. To collect the necessary data, the study employed multiple instruments: classroom observation, semi- structured interviews, focus group discussions (FGD), and document analysis. Three EFL writing teachers who taught writing skill courses and forty-two B.A level students majoring in English in the aforementioned university were selected as a purposeful sample. Data analysis showed both matches and mismatches between EFL writing teachers' beliefs and actual WCF practices. Teachers' beliefs were congruent with their practices regarding the value of feedback provision, the amount and the source of WCF. But, striking incongruences were found on the explicitness of WCF, the focus of WCF, the provision of positive WCF and the use of conferencing. However, factors like teachers' past experiences, workload, allocated time to the course, class size, and students' language proficiency prevented them from enacting their beliefs in actual practice.

Concerning the relationship between writing teachers' WCF practices and their students' preferences, some matches were found in the value of WCF, the source of WCF (teachers are the main source of WCF provision), the focus of WCF and the amount of WCF. However, students' WCF preferences were highly contradictory regarding the type of WCF, the use of conferencing, and the provision of positive CF. Factors like negative attitudes towards English writing skills, difficulties of understanding teachers' WCF, receiving lots of negative CF, lack of writing multiple drafts and time allocated to writing instruction obstruct students from proper engagement in the process of WCF to improve the accuracy of their writing skills.

Findings verified that teachers provided WCF to their students' errors based on what they felt was right, or treated them according to their experience when they were students. Therefore, to provide effective WCF and to increase the accuracy of students' English writing skills, teachers should be flexible to understand their students' beliefs, reactions and preferences regarding their WCF. Finally, the study offered pedagogical recommendations for EFL writing teachers, educational experts and curriculum developers in the field of language.

Keywords: written corrective feedback, teachers' beliefs, teachers' practices, students' preferences, types of feedback, conferencing.

LIST OF ACRONYMS AND ABBREVIATIONS

AU	African Union
CF	Corrective feedback
EFL	English as a Foreign Language
ESL	English as a second Language
EPRDF	Ethiopian People's Revolution Democratic
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus group discussion
I	Interviewer
i.e.	That is
L1	First language
L2	Second Language
MOE	Ministry of Education
S/SS	Student/students
SLA	Second language acquisition
T	Teacher
WCF	Written corrective feedback
ZPD	Zone of Proximal Development

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CHAPTER 1
BACKGROUND OF THE STUDY

1.1   INTRODUCTION

Beliefs and practices of language professionals on errors and their treatment have been changing through time. Likewise, different language learning theories that attempt to explain how people modify their behaviour based on experience have been established. For instance, until the late 1960s, the teaching-learning process was under the influence of the behaviorism. This perspective was intended to prevent errors at any cost on the assumption that if people were repeated they would become normal. As a result of this belief, each error that learners committed was immediately corrected. In a behaviouristic approach, errors are considered as taboo, so an immediate correction to students' oral/written error facilitates the formation of good conduct (Leaph, 2011; Rezaei, Mozaffari and Hatef, 2011). Moreover, under the influence of behaviourist perspectives, attitudes towards the role of feedback have also changed along with teaching methodologies. According to Leaph (2011), in the late 1950s and 1960s the Audiolingual Method based on behaviourism and structuralism was very popular in language classrooms. In Audiolingual method of teaching error correction was seen as helping learners to form good habits by giving correct responses. Repetition of correct forms was also encouraged through the use of punishment and reinforcement.

Behaviourism focuses on the learning of observable behaviours, but it does not give much attention to the mind and the possibility of thought processes occurring in the mind (Wubante, 2020:164). The theory views learning as habit formation. Thus, teachers specifically guide students through the curriculum in small steps, and students are requested to replicate what teachers told/showed them (Thurlings, Vermeulen, Bastiaens and Stijnen, 2013). This theory also advocates the need for instant error correction as a lack of continuous corrective feedback (CF) results in fossilization (Mungungu- shipale, 2016). According to Naroth (2010), the role of the teacher in behaviourism theory is to produce a behavioural change in the desired direction, so teachers create environments that allow learners to behave in accordance with specific objectives. But, free practice or creativity has no space under this theory because making errors was considered a sign of one's inadequate teaching techniques. Thus, teachers always try to check that everything students say is perfect (Tomkova, 2013).

Generally, in this theory the main job of the teacher is determining which cues can elicit the desired responses, arranging practice situations in which prompts are paired with the target stimuli that initially have no eliciting power but which will be expected to elicit the responses in the "natural" setting, and arranging environmental conditions so that students can make the correct responses (Gropper, 1987 in Ertmer and Newby, 2013:50). Here, learners are considered as being reactive to conditions in the environment as opposed to taking an active role. The behaviourist theory is not flexible enough to accept individual preferences. Whereas this theory continues to be significant in second-language acquisition (SLA), it has been critiqued for not recognising the complex nature of language learning. For instance, language is not simply a sum of its parts, thus a person cannot learn a language only by observing, repeating, and reacting to stimuli (Anderson, 2010:9). Moreover, behaviourism focuses on those aspects of behaviour that are observable. But it is difficult to gauge the unobservable aspects such as thinking and understanding. These constraints of behaviourism led to the development of cognitive theory.

Cognitive theory focuses more on the internal aspects of learning. According to Allen (2007:29), cognitivism views people as part of their environment and have also the potential to influence the environment around them. The theory looks knowledge beyond observable behaviour and it supports the idea that prior experience is an important component for education. Cognitive theorists believe that language acquisition is a mental process that happens internally (Mungungu-shipale, 2016). It focuses more on the conceptualisation of students' learning processes and the theory helps students to organise and relate facts to their already existing prior knowledge. Because of the emphasis on mental structures, cognitive theories are usually considered more appropriate for explaining complex forms of learning than are those of a more behavioural perspective (Ertmer and Newby, 2013:52).

In the cognitivist perspective, the major job of the teacher is considering his/her students' prior knowledge and preparing different activities with effective feedback in order to promote the assimilation of the knowledge within students' cognitive structure. But, the theory basically

focuses on the objective reality that is represented in the students' mental structure. Conversely, cognitive theory supports the notion of error correction to prevent the practice of incorrect forms that affect meaning. According to Naroth (2010:19), feedback from a cognitivist perspective focuses on facilitating learning so that learners can create accurate mental representations and connections. In this theory, the role of the teacher is also structuring the curriculum and guiding students through the curriculum as they actively process, decode, and use the curriculum contents (Thurlings et al., 2013:4). The learning process in cognitivism is linear like behaviourism.

However, due to the contradictory assertions about the meaning of the mind, a cognitive theory has its own limitations. For instance, the focus of this theory does not take into account how students build knowledge and understanding. Similarly, Ertmer and Newby (2013) point out critically that the philosophical assumptions underlying both the behavioural and cognitive theories are primarily objectivistic; that is, based on the notion that the world is real, external to the learner. These shortcomings led to the development of constructivism.

Constructivism is a combination of both behaviourist and cognitive beliefs (Amineh and Asl, 2015). However, Ertmer and Newby (2013:55) believe that constructivists do not share the cognitivist and behaviourist belief that knowledge is mind-independent and can be "mapped" onto a learner. For those researchers, constructivists do not deny the existence of the real world but contend that what we know of the world stems from our own interpretations of our experiences. People create meaning as opposed to acquiring it. According to Amineh and Asl (2015:10), in constructivism learning is represented as a constructive process in which the learner is building an internal illustration of knowledge, a personal interpretation of experience. This representation is always open to modification, its structure and linkages forming the ground to which other knowledge structures are attached. Learning is therefore an active process in which experience has an important role in understanding the meaning. The world is the interpretation of people's experiences.

The constructivist perspective has its own effect on changes in the teaching-learning process. According to this approach, knowledge is constructed rather than reinforced and conveyed by others. Bhardwaj and Pazaver (2014: 58) also state that "constructivism is based on the

fundamental epistemological assumption that knowledge is something constructed by the learner rather than existing independently of the learner. Learners construct meaning based on their prior experience, knowledge, and beliefs about the world". Thus, constructivism considers knowledge to be based on students' prior knowledge rather than a depiction of an independently existing real world.

The key values of constructivism for the design of learning environments are: a) Learners construct their own knowledge and understanding; b) Knowledge and skills are inseparable from the context in which they are learned; c) Learning follows from the need to complete complex authentic tasks and solve problems; d) The role of social interaction is critical to learning (Bhardwaj and Pazaver, 2014: 59). Ertmer and Newby (2013:58) further state that as one moves along the behaviourist-cognitivist-constructivist continuum, the focus of instruction shifts from teaching to learning and from the passive transfer of facts and routines to the active application of ideas to problems. Thus, this helps students to integrate the given information with their own background experience. Learners are also encouraged to think independently: posing, answering and analysing their own questions (Naroth, 2010:22). In constructivist theory, each assessment should also engage students in self-assessment, peer assessment, and useful feedback from teachers or peers (Fisseha, 2015:77).

Social constructivism is another paradigm that is primarily built upon Vygotskian theories of social interaction. The sociocultural theory focuses on how learners are actively engaged in constructing their knowledge. This theory highlights that people make meanings through interaction with each other and with the environment that live in (Amineh and Asl, 2015:14). According to Social constructivism theory, a teacher or a more knowledgeable other tries to activate learners' potential byscaffolding within their zone of proximal development (ZPD). Thus, learners receive feedback from teachers and incorporate it into their ways of knowing. Vygotsky (1978:86) defines the ZPD as the space between what is known and what is not yet known, that is, the distance betweenthe actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. In general, this theory posits that learners are not simply given knowledge by a teacher rather learning is an active process in which learners build knowledge based on their prior experience. Sociocultural theorists also emphasise the roles

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of teachers and learners within the process of corrective feedback. According to Ahmadian and Tajabadi (2014:7), sociocultural theory of mind, with its focus on social negotiations, views corrective feedback as a form of joint participation and transactions between the learner and the teacher. For the purpose of this study, sociocultural theory and Vygotsky's ZPD are discussed further to show the implications for the current study.

Taken together, all of these theories have indicated providing CF to students plays a vital role in developing language aptitude. Particularly, learning a foreign language is a gradual process during which mistakes are expected (Hamouda, 2011). This is where the role of feedback becomes urgent. Also, error correction could direct learners' attention not only towards error but also towards new features of the target language (Rezaee and Azizi, 2012). Therefore, giving effective feedback to the learners about how well or badly perform help them to improve the target language learning. Further, written or oral corrective feedback provided by teachers has a strong effect on the quality of English as a Foreign Language (EFL) writing skills. Generally, even if the controversy over the issue of error feedback is still the subject of lively debate, as Naidu (2007) maintains, without constructive feedback, practice alone does not lead to students' language improvement.

In addition, knowing students' feeling and perceptions about the information or feedback given is very important. The use of diverse teaching techniques alone cannot suffice (Edge, 1989:21). So, to establish a favourable learning environment, it is important to ask students how they feel about teachers' feedback and what their preferences are for giving the teacher a clear idea how to help and to provide effective feedback. Rayment (2006:79) also argues that feedback, either oral or written, is a vital component in assessment for learning, but teachers should be clear, fair, and concise when giving correction so as not to damage the students' self-esteem. Thus, it is vital to determine students' preferences for correction and to what extent writing teachers' written corrective feedback (WCF) has been useful in improving students' writing. This kind of evidence can help Ethiopian English writing teachers to be more effective in their work.

In Ethiopia, English is taught as a school subject starting from early elementary school years. Even though English is taught and used as a medium of instruction in schools and universities, students and graduates are not competent in the English language in general and writing skills in particular (Getinet, 1993; Italo, 1999; Abiy, 2000, Meseret, 2003; Dawit, 2003; Getenesh, 2008, Temesgen,

2008 and Asres, 2014). Ethiopian students have been committing different errors in their struggle to learn the language. Particularly, English writing in the EFL context, like Ethiopia, is difficult to master because it needs careful effort and practice while composing and exploring thoughts. Thus, language learning students need considerable support from writing teachers because teachers' CF is potentially a supportive tool for students' language learning.

Moreover, Saleh (2010:3) indicates that "EFL students appeared to have many problems when writing in English because it is a new experience for them. For students to succeed in a foreign language generally and writing skill specifically they need to surround themselves in a language environment". Nevertheless, in Ethiopian context students have few chances to use the target language outside the classroom; therefore, the practice of writing in English is generally scanty. For example, local research by Dawit (2013) indicated that university students attending writing classes face almost unsurpassable problems in their attempt to produce simple written texts in English. But, other local researchers (Tekle, Ebabu and Endlafer, 2012) believed that students do not get an adequate chance to engage themselves in writing activities initiated by their teachers because teachers themselves lack courage and determination to practise what they preach. Hence, writing demands aptitude from both students and teachers in general.

Therefore, to make language learners independent and better writers, writing teachers should understand and assess the CF preferences of students. In addition, to minimise students' deficits and to develop an appropriate strategy, additional interventions from teachers are needed (Ferris, 2010). Generally, like other EFL contexts, Ethiopian students' English language ability is also poor. For example, Mohammed (2015) maintains that students in Ethiopia lack proficiency in English and thus cannot compose on the expected level.

1.2 THEORETICAL FRAMEWORK FOR THE STUDY

Given that the current study attempts to examine the beliefs and practices of EFL writing teachers and their students' preferences regarding written corrective feedback (WCF), it was deemed appropriate to situate it in a constructivist paradigm. A paradigm is the researcher's

epistemological, ontological, and methodological grounds. The main intention of the constructivist paradigm is understand a certain situation through the meanings individuals assign to it. Therefore, reality is socially constructed. Bhardwaj and Pazaver (2014:58) explain that "constructivism is based on the fundamental epistemological assumption that knowledge is something created by the learner rather than existing independently of the learner". Learners create meaning based on their prior experience, knowledge and beliefs about the world. Thus, in terms of the courent study, constructivism considers knowledge of the range of learners' proficiency and background experiences rather than interpreting and using the existing real world.

In this paradigm, a teacher or a more knowledgeable other tries to activate learner potential by scaffolding within learners' ZPD. In particular, as the current study is situated within the constructivist paradigm, the theoretical framework is based primarily on Vygotsky's sociocultural theory and the concept of ZPD. This theory expounds the active role of students in the production of knowledge during the teaching-learning process. Mungungu-Shipale (2016) contends that, as students are individuals who become part of the second language (L2) community, the process of teaching-learning should take place with recognition of their ZPD. ZPD is generally the gap between what students' know well and what is not known. Rezaee and Azizi (2012:51) explain ZPD as "the gap between what a learner has already mastered, and what he/she can achieve when provided with educational support". ZPD also comprises a scaffolding process that is, performing the activities with the help of others who have greater previous experience. In short, ZPD means the difference between what students can do by themselves and what they can do with assistance (Van Patten and Williams, 2015). However, ZPD requires considerable interaction between teachers and students because teachers should know when to give help and when to cease.

Moreover, to improve EFL students' writing proficiency, we can implement the tenets of sociocultural theory. As Altstaedter and Doolittle (2014) assert social interaction is included in the process of writing lessons. Likewise, providing CF to students' compositions is a good example of social mediation. In writing lessons, WCF creates mediation as a way of improving students' writing because it helps them to avoid their errors and write independently. Teachers or peers' WCF help students to build their knowledge, to notice their weaknesses and to understand the level

of their writing performances (Mungungu-Shipale, 2016:37). In other words, providing students effective WCF within the ZPD plays a vital role in improving their English writing skills.

Moreover, sociocultural theory views CF as a device to assist students when they are incapable of performing independent language activities. Sociocultural theorists also recommend that a L2 should be learned collaboratively with the assistance of others in the same environment (Mungungu-Shipale, 2016:32). Thus, one aspect of interaction in the teaching of foreign language writing is the role of CF. "Teacher WCF is designed to carry a heavy information load, offering commentary on the form and content of a text to encourage students to develop their writing and consolidate their learning" (Hyland and Hyland, 2006:206). WCF provides this opportunity because it encourages students to use their prior knowledge by supporting their ZPDs.

Scaffolding is a support given to students by their teachers in the teaching-learning process. According to Naroch (2010: 26), "scaffolding involves providing learners with hints or offering encouragement for problem solving in order to allow them to better approach the problem in the future". For instance, a teacher who is giving WCF is providing interaction through the means of written comment. But teacher CF as regulation becomes effective only if it is given based on students' ZPD. Althobaiti (2014:953) puts the process of teacher's regulation within their students' ZPD as follows:

> *The amount of teacher assistance determines whether or not ZPD is constructed and self-regulation is achieved. This, in turn, determines the learners' internalization of the correction. In other words, once self-regulation is reached, students' are more likely to be able to internalize the correct forms. Therefore, students are most probably ready to benefit from CF if they receive fair amount of teacher's regulation within their ZPD. In this way, teachers should be aware of students' different corrective needs and tailor their assistance accordingly. After that, teacher's assistance can be removed /reduced gradually until students' self-regulation is achieved.*

In general, a sociocultural theory allows students to take responsibility for their learning. It also facilitates feedback provision to students and interactive dialogue between a teacher and a feedback receiver. From a sociocultural perspective, teachers' WCF can serve as a scaffold which is the same as Vygotsky's ZPD. Therefore, students will benefit from their teachers' support if it

is provided based on their ZPDs. In turn, teachers should also know students' feedback preferences to assist them while attining self-regulation.

1.3 STATEMENT OF THE PROBLEM

Writing is usually an individual activity, which is performed silently and takes a lot of time. Writing is mostly considered the most challenging skill when learning a second or a foreign language. As mentioned by Meseret (2012), it is an essential but difficult skill for EFL students to accomplish because it requires mastery of a variety of linguistic, cognitive, and sociocultural skills (Barkaou, 2007). Therefore, because of its complex nature, EFL teachers should use various strategies and approaches to develop the writing skills of EFL students.

Writing is not only about putting letters together to form words and making them sentences, but it is also about choosing the appropriate vocabulary, forming the meaning, and organising the ideas (Susanti, 2013:15). For this person, good writing will be understood both by the writer and the readers. But, foreign language students find organising words into sentences/paragraphs a big problem because EFL or English Second Language (ESL) students work within a complexcontext that has diverse cultural expectations, new teacher-learner experiences, and different writing processes (Hyland and Hyland, 2006). Therefore, to improve students' writing ability, the help of teachers or advanced peers plays a central role as does their WCF. In the words of Zareekbatani (2015:1), "Teachers of English spend lots of time in their jobs by giving WCF to their students in the hope of improving the quality of their students' EFL writing abilities at the very least." But, development occurs if teachers provide students with effective assistance. To make the assistance effective, teachers should consider the students' current level of development and provide help that is above their actual capacities (ZPD) (Al-Kharusi and Al-Mekhlafi, 2019, 122).

However, teachers should make sure students understand the corrective feedback given by them. According to Akrak-Ekin and Balcikanli (2019: 125), the teachers themselves do not have specific training on how to, what amount of or when to provide feedback and they usually benefit from their experience by making decisions on WCF. Besides, Zareekbatani (2015:17) states, the teacher's response per se does not seem to be enough to generate the necessary motivation in students to set the self-evaluation procedure in motion for that assignment, not to

mention the ongoing process of active and self-regulated learning. Thus, there appears a missing link in the chain of teacher CF and student action. In the context of EFL, as long as this gap exists, most language students lack the will to reflect and act on CF in order to improve their future EFL writing performances.

Therefore, as Melvyn (2010) asserts, students' attitudes and preferences towards teachers' WCF have been neglected in many previous studies. Similarly, language teachers' views towards students' texts and the relationship they build with students' when giving WCF is the other key area for future research (Hyland and Hyland, 2006). Thus, more longitudinal studies about teachers' WCF practices and students' attitudes towards the feedback are needed. Furthermore, the many extant studies on teachers' WCF were conducted in first language (L1) and second language (L2) contexts. For this reason, I have addressed this gap by conducting the current study in a EFL context (not L1 or L2) in Ethiopia. There is a need for research on how EFL students could be corrected, how they respond to teachers' feedback, and how teachers' WCF helps students to develop writing skills in the context of Ethiopia. According to my review of the literature, locally very few studies on teachers' WCF have been conducted. Most previous studies were conducted in partial fulfillment of the MA degree. Besides, no attempts have been made so far to assess why teachers used the type(s) of CF the way they used in students' writings, and students' WCF beliefs and preferences. Therefore, I have been interested in examining writing instructors' WCF beliefs as well as the actual pedagogical practices, students' preference towards the WCF given to their written errors.

1.3.1   Aim of the Study

The main aim of this study was to examine EFL writing teachers' beliefs and actual practices and their students' preferences about WCF in the course Basic and Advanced Writing Skills (I&II) at Debre Markos University. In addition, the study aimed to analyse the matches and mismatches between writing teachers' WCF actual practices and their students' preferences.

1.3.2   Research Questions

Against this background, the main research question of this study was formulated: What are the beliefs and practices of EFL writing teachers and their students' preferences about Written Corrective Feedback (WCF) at Debre Markos University, Ethiopia?
The main research question was further divided into the following sub-questions:

- What are the beliefs of EFL writing teachers with regard to WCF?
- What are EFL writing teachers' WCF practices in response to students' composition?
- Are EFL writing teachers' beliefs congruent with their actual WCF practices?
- What are EFL students' beliefs about WCF to improve their English writing skills?
- What type of writing teachers' WCF do EFL students prefer?
- Are EFL writing teachers' actual WCF practices congruent with their students' preferences?

1.4. SIGNIFICANCE OF THE STUDY

As the current study scrutinised the WCF practices and beliefs of EFL teachers' and their students' preferences in the EFL writing classroom at a selected university in Ethiopia, the outcomes of the study, therefore, may play a vital role in indicating how other lecturers employ WCF in other educational institutions in the country. In addition, it is believed that exisiting research will bridge the gap in relation to the roles of students' preferences and instructors' actual WCF practices in the teaching of writing.

Since EFL writing instructors spend considerable time in correcting and providing WCF on students' writing, the outcome of the study would add to the knowledge of WCF practices in the context of teaching EFL writing in the Debre Markos University context. Moreover, these writing instructors would be able to appreciate the use of different types of WCF and thus evaluate their own WCF practices. The research is also significant in revealing the possible factors that hinder the transferral of instructors' WCF beliefs into actual practices by examining students' preferences for and reactions to the given feedback. The result may also benefit English language

students to shape the perceptions and knowledge of WCF in an EFL writing context. Students may also get insight into how to work with teachers' WCF in order to improve their English writing skills. Finally, the findings of the thesis may possibly be used as a guide for the application of teacher WCF and contribute to the existing body of research that investigates instructors' practicesand students' preferences regarding WCF in the context of EFL writing.

1.5. DELIMITATION OF THE STUDY

Feedback to students' writing may come from three main sources: the teacher, the peer and the student writer. Since studying all types of feedback provision is cumbersome and requires a long period of time, the present study focused only on teachers' WCF. Alternative types such as peer to peer and self-correction are beyond the scope of the current research. Therefore, the study was restricted to investigate EFL writing instructors' beliefs and practices as well as their students' preferences about WCF during the academic year (2017/2018).

Moreover, several variables might influence teachers' WCF practice, but in the present study only the notion that writing teachers' beliefs and background experiences have a direct impact on the actual teaching and WCF practices is explored. Hence, other variables that might affect teachers' WCF practices are beyond the scope of the study. The participants were three EFL writing instructors and forty-one (41) first and second year English major students who were enrolled for the course Basic/ Sophomore English and Advanced Writing Skills I and II. (Further details of the participants will be discussed in chapter 3). The research focuses on Debre Markos University, which is located in the Amahara region, Ethiopia, where I, the researcher, work. Since I have served as a writing instructor in this university for about five years, I was easily able to gather relevant data from each research participant and could relate participant responses to my own experience. However, as the thesis is a case study, the results may not be generalisable to other higher education institutions in the country.

1.4   RESEARCH METHODOLOGY

Early forms of inquiry were mostly followed quantitative and observational research procedures. However, later as Asres (2014) notes, the need for research studies to understand human interaction made it clear that many issues in the social environment could not be quantified. This led to the development of qualitative research methods. Qualitative research differs from

quantitative in its purpose and criteria for truth. It emphasises the construction of reality of the research participants, and it aims at a broad understanding of the world by considering the way individuals interpret and make sense of the world. Moreover, this research approach has the potential to explore people's beliefs, practices and preferences (Corpuz, 2011:41).

Mindful of these advantages, the present research followed a qualitative case study method to investigate EFL instructors' beliefs, practices and their English major students' preferences regarding WCF. The adoption of this approach produced in-depth information of the existing conditions about the effectiveness of instructors' WCF with the view to the improvement of students' composition, and their beliefs as well as actual WCF practices. As already mentioned, participants in the current study were three EFL writing instructors and forty-one (41) EFL students in the first and second year at Debre Markos University. Writing skills is one of the major courses for these students. The courses that students taught were Basic Writing Skills and Advanced Writing Skills (I&II).

To attain the intended goal, I employed individual interviews, classroom observations and document analysis (sample students' marked papers/written artifacts) to investigate the extent to which instructors' beliefs about WCF was congruent with their actual practices. Moreover, to examine students' reaction to and preferences of instructor's WCF, focus group discussions (FGDs) were used.

1.5   REVIEW OF LITERATURE

After the establishment of the new Ethiopian Education and Training policy in 1994, English has been taught as a major subject in all grade levels. Even in some private schools, English is the medium of instruction at the primary level. In the context of Ethiopia, "English is more of a foreign language than a second language because it is treated as a subject for study rather than as a living language to be spoken in daily conversations" (Jha, 2014:44). Thus, the EFL context is quite different from a first or second language learning environment.

Although the English language is of immense importance to Ethiopians and has a relatively long history in Ethiopian education, our students' English proficiency has been declining (Asres, 2014). The problem is reported to be serious at all levels - primary, secondary, and higher institutions. Thus, the quality of English in Ethiopia is unsatisfactory and students have faced with many challenges. It is also widely documented that Ethiopian students possess very poor English proficiency in general and writing skills abilities in particular (Asres, 2014; Dawit, 2013; Tekle et al., 2012; Meseret, 2012; Amlaku, 2010; Getenesh, 2008). As writing needs exploring thoughts as well as mastering the elements of grammar of a language, vocabulary, mechanics, organisation and style, it is more complicated and challenging for EFL writing teachers and their students. Meseret (2012) also maintains that writing is an essential but difficult skill to acquire for EFL students.

Accordingly, most Ethiopian students face problems in acquiring English writing skills. The central problem is EFL teachers do not give as much support as is needed in the actual writing lessons. This is directly attributed to the language teachers' teaching writing approaches. Italo (1999), Meseret (2003), Asres (2014) and Dawit (2013) similarly argue that in Ethiopia English language teachers mostly give writing activities for homework for fear of the amount time involved to correct students' composition. Teaching writing, therefore, is not an easy job for EFL teachers because it needs careful planning, appropriate teaching methods, observations, and assessments (Shamsi, 2013). Similarly, teachers should allocate lots of time and effort for correcting students' writing believing that WCF to students' composition plays a fundamental role in the improvement of their writing. According to Rajagopal (2015:2), the act of giving WCF on the learners' writing notifies them on the correct forms which have been used in their English compositions. Apart from that, WCF serves as a tool that helps the teachers to give efficient responses to students' writing.

It is clear that foreign language students make errors in the process of learning English writing skills. The role of a teacher and the provision of effective feedback, therefore, can contribute to the improvement of students' writing. Feedback is among the most critical influences on student learning. But, to ensure better writing among students, effective CF is needed (Alamis, 2010). Therefore, in order to develop students' writing skills, it is essential for learners to receive constructive feedback (Bonareri, 2010).

Feedback in writing is defined as the corrections given by teachers/peers towards the mistakes in students' compositions (Susanti, 2013). Teachers' correction on students' writing is sometimes called feedback, error correction or corrective feedback. To avoid confusion, I have used the term feedback to refer to WCF given by writing teachers to students' written errors/mistakes. Feedback, therefore, offers an additional layer of scaffolding to extend students' writing skills (Hyland, 2003:207). Most scholars also agree that feedback is one of the writing teacher's responsibilities (Srichanyachon, 2012; Hyland and Hyland, 2006; Ken, 2004; Ferris, 2007; Ferris, 2010). Srichanyachon (2012:8) further substantiates:

> *Teacher WCF is a primary method to respond to students' essays to assist students' writing development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers. Through feedback teachers can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses.*

Thus, effective WCF to students' written errors is important to improve their writing skills, but providing WCF to all errors at a time is challenging for both teachers and students. However, there are uncertainties about the techniques that should be used (Hyland and Hyland, 2006). For example, after more than 20 years of research about CF, researchers are still asking the same questions, such as, should errors be corrected, when should students' errors be corrected, how should errors be corrected, who should correct the errors and which errors should be corrected (Fawbush, 2010:5). Accordingly, I wish to know how EFL writing teachers correct students' written errors and which type of WCF is preferred by their students.

In addition, the effects of teacher WCF for students' writing improvement have been debated. Truscott (1996) was the pioneer who rejected the practice of grammar correction. He explained that "grammar correction has no place in writing courses and should be abandoned" (p.328). He believed that error correction neglects the learner's developmental sequence of acquisition and it needs teacher's ability and willingness to give and students' motivation to receive the correction. Truscott's strong belief in the ineffectiveness of WCF has received great criticism from different researchers. For example, Ferris (2004:50) presents a refutation to Truscott's strong stance. She claims that Truscott overlooked some potentially positive research evidence on the effect of

grammar correction. Furthermore, she (2004:50) explains that Truscott agrees on two points: the research base on error correction in L2 writing is indeed insufficient and the "burden of proof" is on those who would argue in favour of error correction (p.50). I, like most other researchers (Ferris, 2003; Ken, 2004; Guenette, 2007; Lucia 2011), posits that more research needs to be done to arrive at a consensus on whether to give feedback or not. As a consequence, I have aimed to investigate EFL writing teachers' beliefs, actual pedagogical practices and preferences of language students' about WCF in the present study.

1.6   ETHICAL CONSIDERATIONS

When one conducts a study in an academic setting, he/she needs to be aware of the ethics behind his/her research activity. Firstly, I obtained ethical clearance from the ethics committee of the College of Education, University of South Africa (Unisa) and from the participating university. I established a clear and fair written agreement (using a consent form) with all participants before they participated in the study. I respected the right of the participants to refuse to take part in the study, to withdraw at any point without penalty or to refrain from answering any questions posed to them. I ensured that no physical or psychological harm would come to any participant and ensured confidentiality and privacy of participants by removing the names of the participants and identifying detail from all data collection forms. After the data were collected, I gave all all participants access to the data for checking and will also make the findings available to all upon the final examination of the thesis. Further, the data will be kept in safeguarding for a period of five years on a password protected computer on secure premises.

1.7   DESCRIPTION OF KEYWORDS

The following key words as used in this thesis are defined as follows:

Error: An error is an idiosyncrasy in the language of the learner that is a direct manifestation of a system within which a learner is operating at the time (Brown, 2007:381).

Mistake: A mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilise a known system correctly (Brown, 2007:257).

Belief: A belief is the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build over time and bring with them to the classroom (Richards 1998:66).

Corrective Feedback (CF): CF is a response to a learner's output that attempts to repair or call attention to an error or mistake (Brown, 2007:379).

Written Corrective Feedback (WCF): WCF is a response from teachers to students signifying the weaknesses and strengths of students' performance of the language learning task by indicating or correcting their mistakes and errors, and confirming their right responses as well as providing them with new information about the target language (Jamoom, 2016:24).

Direct and Indirect Corrective feedback: Direct CF refers to the feedback whereby the teacher provides the student with the correct form; in indirect CF the teacher indicates that an error exists but does not provide the correction directly (Ellis, 2009: 98).

Unfocused and Focused Corrective Feedback: Unfocused (comprehensive) CF involves the teachers correcting all errors in a student's text in respective of their error category. On the other hand, focused (selective) CF targets only specific linguistic features, leaving all other errors outside of the current focus domain uncorrected (Corpuz, 2011:31).

1.8 OUTLINE OF THE STUDY

The thesis comprises six chapters.

Chapter 1
Chapter 1 includes the background to the study, statement of the problem, research questions, research objectives, implications of the study, ethical considerations, and delineation and definition of keywords.

Chapter 2

Chapter 2 describes the context in which the study was conducted. Particularly, a brief survey of Ethiopian modern and traditional education, the status of EFL in Ethiopia and the challenges of using English as a medium of instruction are reviewed.

Chapter 3

Chapter 3 reviews different works pertaining to the subject of the current research. This includes the nature and complexity of EFL writing, approaches of teaching EFL writing, definition and types of written feedback, the significance/role of effective CF in the writing process, instructors' beliefs and their classroom practices, students' perception towards feedback, and research evidences on the effect of WCF in EFL settings.

Chapter 4

Chapters 4 reports on the research methodology which is qualitative in nature, including the design, instrumentation, sampling and procedures adopted for data collection. It also delivers an explanation about how data were coded, analysed and interpreted.

Chapter 5

In this chapter, the data obtained from different instruments are presented, analysed and discussed in the light of previous researches. The findings are substantiated by extracts which support and exemplify the analysis of the data.

Chapter 6

Chapter 6 summarises the main findings of the study by answering the basic research questions and draws pedagogical implications. It also states the limitations and recommendations for future research.

CHAPTER 2
GENERAL BACKGROUND

In this section, an effort was made to show the context in which the study was conducted. Particularly, attention was given to the following points: a brief survey of the history of education in Ethiopia, traditional and modern education in Ethiopia, the status of the English language and the effect of its use as a medium of instruction in Ethiopia.

2.1   INTRODUCTION

Ethiopia, which is historically known as Abyssinia, is a big, geographically diverse country with a population of over 100 million. This population is diverse with different linguistic and ethnic groups. The country has around 1.1 million square km of land area. According to the Federal Democratic Republic of Ethiopia (FDRE) (2015) report, only 19% of its population is living in urban areas, but the population in urban areas is expected to become double by 2050. On the other hand, this country is one of the few African countries to have maintained its independence. It is a multilingual, multiethnic, and culturally pluralist country. Paleontological studies identify Ethiopia as one of the cradles of mankind in which some of the earliest hominoid skeletons aging about 4.5 million years were discovered (Asres, 2014).

Currently, Ethiopia has a federal system of government and is composed of ten national regional states namely: Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromiya, Somali, Southern Nations, Nationalities and Peoples, Tigray and Sidama. Of those, the Amharas and Oromos are the largest in number. Amharic is the national language while the rest of the languages are spoken by the respective nationalities. Addis Ababa and Dire Dawa are the two chartered city administrations. Furthermore, Addis Ababa, the capital city, has been a seat for the Organisation for African Unity since its establishment and continues to serve as the seat for the African Union (AU) today.

Ethiopia has a long history and has faced different social, political, and cultural issues. Since the 1940s, as Tickets (2006:12) noted, the country has experienced three systems of political governance, each distinguished by its education policy. The first system of governance was the

imperial system that started soon after World War (WW) II and lasted until 1974. The second was the military/socialist system that lasted until 1991. The third and the current federal system of governance became fully operational after 1994. Consequently, there has been a prominent shift within the field of education over the last few decades.

2.2   A HISTORY OF ETHIOPIAN EDUCATION

Education is a bridge for the transition of cultural and national identities. It is the process by which one transfers one's experiences and findings through generations. It opens doors that no other procedures can. Education also comprises inculcating all humanitarian values like equity, tolerance and peace. Kofi Anan (as cited in Wuhibegezer, 2013:41) noted in a memorable speech:

For everyone, everywhere education is a basic human right and a road to human progress and the means through which every human being can realise his or her potential. Only a person who is aware that he or she has rights can better strive for rights, whether it is the right to obtain adequate food, shelter, medical care or to participate actively in socio-economic and political life.

Thus, education is the most important contributor to national economic growth in both developed and developing countries. As the new Education and Training Policy of Ethiopia (1994:1) clearly states, education enables the society to make all-round participation in the development process by acquiring knowledge, ability, skills, and attitudes. Basically, education improves individuals and societies' problem-solving capacity.

In a similar vein, education is one of the inputs for development and serves the production of educated and skilled manpower. However, as admitted by Seyoum (2005), education can play a key role in bringing about development only if certain conditions have been met. According to this author, education should be based on the country's overall development plan, be administered and managed under the level of the country's economic development, and with such level of quality as to ensure sustainable development outcomes while at the same time ensuring the equitable participation of all.

According to this view, education has been highly politicised over the past three Ethiopian regimes. The current Ethiopian People's Revolutionary Democratic Front (EPRDF) education policy reflects the ethnically based federal government arrangement. As reports indicate, the current status of the country's education is knotted with complex problems of relevance and quality. Generally, the education system in Ethiopia can be seen from two broad perspectives, the traditional and the modern. Traditional education in Ethiopia occupied the period until the end of the 19th century. It was deeply rooted in the Ethiopian Orthodox Church and was the oldest education system in the world. On the other hand, modern education covers the period starting from the early 1900's up to the present. Therefore, the next section explains the Ethiopian education system and the status of English in Ethiopia.

2.2.1 Traditional Education in Ethiopia

Traditional education has been dominated by the Ethiopian Orthodox Church for many years until modern education was adopted in the early 1900s. It originated during the Aksumite Kingdom with the advent of Christianity back in the 4th century. The traditional school of the Ethiopian Orthodox Church is one of the manifestations of our spiritual and cultural heritage. There is a difference in the literature concerning the time of the introduction of Christianity. However, according to Aselefech (2014), at the beginning of the 4th century, Christianity was introduced in Ethiopia and Ezana was the first Aksumite King to accept Christianity. In line with this, Lule (2010, cited in Aselefech, 2014:4) also commented on the traditional church school system and how it was provided for in Ethiopia:

> *About the start of the traditional church schools in Ethiopia, some suggested that its origin coincided with the establishment of the church itself. Thus, the church school system was originated in the Axumite Kingdom with the introduction of Christianity about the 4th century. Until the introduction of the modern (Western) system of education to Ethiopia by Emperor Menelik II, the Ethiopian Orthodox Tewahdo Church was the chief center of Education. From early Christian times, every village had its church and every church its school, within the outer wall of the church enclosure.*

Asres (2014) on the other hand contended that Ethiopia preserved Christianity as its religion for over a millennium and a half. For centuries, the Ethiopian Orthodox Church was the only formal educational organisation. It developed and spread a system of learning in the ancient Ge'ez. In line with this Aselefech (2014) asserts that around 480 A.D. After a period of monastic training in Egypt, nine saints (monks) arrived in Ethiopia and were kindly accepted by the government. After arriving in Aksum, saints also studied the *Ge'ez* language. Ge'ez was structurally a pure Semitic tongue closely related to Arabic and Hebrew. It depicts Ethiopia to be the only African country that developed her own alphabets. Ge'ez was mostly written on stones and goat skins for prayer books and learning material. Monks also undertook familiarization of adultery training regarding the people and customs of the country for twelve years. As Lule (2010) asserts, after theperiod of training, the church sent those monks to the countryside to teach the Gospel. During this time, the Ethiopian Orthodox Church enjoyed the translation of spiritual books, establishment of churches, and formation of strong temples like that of Debre Damo. This situation established a tradition whereby monks were the main resource for Christianity in Ethiopia. Lule further noted that this period introduced St. Yared who is the founder of Ethiopian Church music.

Moreover, in the Christian highlands of Ethiopia, traditional schools served as a guard of the traditions and contributed to the stability of the Christian tradition for future generation. The traditional school of the Ethiopian Orthodox Church is the foundation of knowledge. At the time that modern education was introduced in Ethiopia especially before 1908, Orthodox Churches taught the skills of reading and writing, arithmetic, art, architecture, law, governance, medication, and other skills. The church played the overall role of spreading literacy to the people (Mezmur, 2011:3). They played an important role in personality development and in transmittingthe currently available spiritual wealth of one generation to the next. In all forms of the instructional methodology, learning by heart or memorisation commonly characterises the provision of traditional church education (Aselefech, 2014).

Mezmur (2011:29-43) summarises the Ethiopian Orthodox Church school of thought and its role in the following ways:

1. *Nebab Bet (School of reading).* This *nebab bet* or the *House of Reading* is the first stage of the traditional schools where primary instruction is given. The prime function of the *nebab bet* is to teach children to read religious books which are in Geez. Children are expected to master the 231 Geez letters. *Fidal* instructions and reading the Psalms are the two different stages in *nebab bet* (Ibid.)

2. *The School of Qine. Qine* is a powerful figure of speech for expressing feelings. The student can go to Tigray, to Yejju, Dimma or to Were'elu to study *qine*. The freshman spends a couple of days listening, observing and generally familiarising himself with the *Qine School* set up. He then presents himself before the master and formally asks permission to join the *qine* classes. Permission granted, he is assigned to an assistant teacher from among the most advanced students to take him through the first elementary steps. He spends the next week or ten days acquiring a minimum of Geez vocabulary, memorising classical poems and analysing them with the help of others. In a *qine* school, with a sizable student population, there are usually three or four of the most advanced students who have permission from the master to teach the less advanced students or *bingers*. These assistant teachers perform all the functions of a proper teacher, as they are implicitly recognised as suitable teacher material after prolonged observations by the master himself. They thus lighten the teaching burden for the master.

    The *qine* student spends his waking hours in contemplation trying to compose original poems of his own or to unravel the meaning of the most obscure specimen from the work of the past master. The study of *qine* is a full-time occupation demanding great concentration and unflagging perseverance. The bright *qine* student, therefore, attains graduation after a minimum of nine months of concentrated effort pursued night and day (Ibid.)

3. *Zema Bet (School of music). Zema* is salutary discipline predisposing those well versed and groomed in it to excel in another field of learning like *qine* and Scriptures. For this reason, the Ethiopian fathers from ancient times up to our own day have favoured sending their sons to the School of *zema* to acquire proficiency in fine art. In the

school of *zema* one may occasionally find younger pupils properly belonging to the school of reading who are taught sometimes by the master of the school of *zema* himself. The study of *zema* is useful not only to those preparing for a career in the church, but it is also a worthwhile, inherently exquisite art, as a thing of beauty. Having thoroughly mastered *zema* and having received testimonials as blessing from the master, the young scholar departs in search of an opportunity to practise his profession (Ibid.)

4.   *Aquaquam Bet (school of Swaying).* Having spent about four years in the school of (general) *zema*, the student proceeds to the school of *aquaquam* which represents the higher, complex stage of musical training where the use of the drum and the sistrum is the dominant element. The so-called "dance of the pirates" is an important item of the curriculum here. As usual, the student makes inquiries in advance about the qualifications, character, and ability of his prospective teacher, about the amenities offered by the village or monastery where the school is situated, about the number of students attending the school, and so on.

The young scholar, if he is bright enough, can complete his training in Gondar in a little more than a year. At the other extreme, there are those who take as long as ten years in the study of *aquaquam*. The reason varies: it may be due to an inability to master the intricacies of complicated type of music, or because of the mesmerising fascinationof it *(Ibid.)*

5.   *Zemmare-Mewaseit and Kedase Bet (Poetry school).* The young scholar (usually after graduating from the *qine* School) takes up the study of the above-mentioned specialisation of *zemmre-mewaseit* or *kedase*. Although this stage of *zema* is most complex and highly refined, the student, who by now has acquired a good background of general *zema* and *qine* education, can easily master higher forms in only one year and six months. A teacher specialised in *qine* teaches gebre-*diquna* and *gebre- qissina,* that is, the functions of deacon and of a priest in the liturgy.

6.   *Metsehaf Bet* (School of Book): This is the School of Commentaries composed of four branches. The first one is *Beluy* which has the 46 Books of the Old Testament; the second one is the *Haddis*, the 35 Books of the Ethiopian New Testament. The third branch is *metshafe-liqawent* which presents studies and comments on the various writings of the Church Fathers. The last branch of the *metsehaf bet* is the *metshafe menekosat* which is the School of Commentaries on monastic literature (Ibid).

Even though traditional education has left a legacy of prosperous literary heritage and served as a powerful means to connect the spiritual life with the worldly mode of life, Ethiopia is on the way to lose this wealth. Predominantly, the 1974 the proponents of political change from a monarchical system to a communist oriented system considered religion as a disaster. This perception affected traditional church education and increased the demand for modern education. Thus, the current status of these traditional schools is on the brisk of collapse (Mezmur, 2011).

In addition, Ethiopian traditional church education was criticised because it gives opportunities only for Christians especially males, and it did not encourage creativity. Besides, many holidays, lengthy fasting times, and absolute submission and obedience to superiors, which were directly and indirectly disseminated through traditional education, affect the productive life of the nation (Asres, 2014:13). However, traditional education lies at the core of the Ethiopian civilisation and the development of literature and art such as painting and manuscripts. It also gave us our own literary language, Ge'es, and many liturgical treasures. Generally, it plays a pivotal role to unite the spiritual existence with the modern way of life.

2.2.2   Modern Education in Ethiopia

The shift from the traditional form of education to the secularised form has been very difficult. Because of the strong resistance of the Ethiopian Orthodox Church, a few mission schools worked under difficult conditions: a shortage of qualified teachers and textbooks, extremely crowded classrooms, and students were forced to copy and memorise what was written by foreigners. Understandably church education was far too limited to meet the needs of the contemporary world. Just before the end of the nineteenth century, Emperor Menelik II introduced European missionary

schools. Simultaneously, he allowed a few Islamic schools for a small part of the Muslim residents in Ethiopia.

Modern education, therefore, was introduced to Ethiopia by Menelik II who administrated the country from 1889 to 1913. According to Tilahun (1996), the processes of modernisation and unification were achievements of Emperor Menelik II. During the reign of this Emperor, telegraph, telephone and postal systems and the first secular school was introduced. According to Haregewain (2008), Emperor Menelik II opened the first state-supported educational institution, the Menelik II School in his palace compound for the sons of the nobility and dignitaries in Addis Ababa in 1908. In the same year, he established a primary school in Harar, Dessie, Gore, Jijiga, Lekemti, Harar, Asba Tafari, Ambo, Jimma, Gondar, Debre Markos, Adwa, Mekelle, and Selale respectively (Pankhurst, 1972, as cited in Wuhibegezer, 2013:44).

After the death of Emperor Menelik II, Emperor Haile Selassie who is rightly identified as the leader who brought Ethiopia closer to the twentieth century took over. Emperor Haile Selassie was the first Ethiopian Emperor to challenge the authority and monopoly of the Orthodox Church over learning in the country. Emperor Haile Selassie's period was marked by the proliferation of primary and secondary schools throughout the country at a rate unprecedented in Ethiopia's entire history (Tilahun, 1996). Together with expanding secular education, in order to include Ethiopian women, Haile Selassie permitted the opening of the first Menen Girls' School in 1931 in Addis Ababa (Asres, 2014; Wuhibegezer, 2013). The attempt to expand modern education in Ethiopia by Emperor Menelik II was disrupted by the Italian invasion (1935-41). The invasion changed the Ethiopian education system, according to Asres (2014), and thousands of educated Ethiopians were killed and the survivors were deported to foreign countries, such as in England, France, and the United States. Moreover, the schools were closed and used as military hospitals and barracks. As Haregewain (2008:18) conceded, in addition to disrupting the entire education system, the Italians assassinated 75 percent of all Ethiopian university graduates from abroad.

When Ethiopia gained independence in 1942, efforts were made to recover the education system. For example, by recruiting foreign teachers, in 1952 a total of 60,000 students were registered in 400 primary schools, 11 secondary schools, and in three institutes offering college-level courses

(Asres, 2014). Yet, the Ethiopian education system ranked the bottom among African nations (The World Bank, 2005). In addition, the government was condemned because of young people dropping out before learning the necessary skills. Because of this, the Education Sector Review (ESR) which was compiled in 1972 recommended attaining universal primary education as quickly and at a fair cost as possible throughout the country.

However, the Education Sector Review report opened a door to severe criticism and created antagonism in society. This contributed to the fall of the imperial regime and the start of the military (Derg) regime (1974-1991). During the Derg regime, more attention was given to increasing literacy in rural areas. Particularly, by the end of 1974, less than 10% of the total population was literate (Tekeste, 2006; Asres, 2014). To improve the situation, the government initiated a national literacy campaign all over the country by mobilising more than 60,000 students and teachers in 1975. But, it was not aligned with local needs because the education system was totally dependent on the Soviet Union curriculum and adopted a Marxist-Leninist viewpoint. Thus, after 17 years of struggle against the military (Derg) regime, the Ethiopian People's Revolutionary Front (EPRDF) took power in 1991. The new government issued its own Education and Training Policy in 1994. The policy identified several problems from the former education systems.

Cognisant of the complex problems created by previous regimes, the contemporary government formulated a new education and training policy in 1994. The document emphasises the enhancement of problem-solving capacity and culture in the content of the education system by focusing on scientific knowledge and practicum. Specifically, the general objectives of the new policy were:

- To develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all
- To produce citizens who can take care of and utilise resources wisely, who are trained in various skills, by raising the private and social benefits of education
- To produce citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline

- Produce citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show a positive attitude towards the development and dissemination of science and technology in society.

However, this education system also had several limitations; it was on the brink of collapse and showed signs of distress (Tekeste, 2006:26). One indicator of this distress was the student-teacher ratio per each education level. According to Tekeste (2006), in 2001-2002 Ethiopia's student-teacher ratios of 65:1 in primary education and 52:1 in secondary education were among the highest in the world. Besides, a high number of students per section (more than 75 per section) is another sign of distress. This showed the government lack of infrastructure and teachers.

The other hindrance in current schooling is the impact of using English as a medium of instruction. English is taught as a subject starting from grade one and is the medium of instruction for secondary and higher education. The federal-state has been criticised for not doing enough to confront the decline of the quality of education mainly the proficiency of English teachers. For instance, Tekeste (2006:40) clearly explains that in Oromia and Tigray regions where English is serving as a medium of instruction in secondary schools, teachers lack proficiency to teach in English and students have difficulty to follow lessons in English. Therefore, using English as a medium of instruction in the EFL context has never been easy because different problems have been encountered while putting it into practice. These problems do not mean that the government has not made efforts to improve education; however, the issue of a medium of instruction has not yet been resolved.

2.3   ENGLISH LANGUAGE IN ETHIOPIAN EDUCATION

English is one of the preferred languages of medium of instruction in the world. It is also a semi-official language for countries that have a colonial past, like Nigeria, Pakistan, Kenya and South Africa. Furthermore, a country like Ethiopia English is spoken as a foreign language among the educated and used it as a language of business communication and technology. As said by Harris (2015), the global spread of English is observable in several ways, such as by the increasing number of users of the language, its depth of penetration into societies and its range of functions.

The power of the English language is seen in the political, economic and social spheres of the world. It has become the global language.

The beginning of modern education in Ethiopia was characterised by teaching foreign languages. According to Meseret (2012), European languages like English, French and Italian were taught in the schools. At that time, most school teachers were foreigners (Indians and British). Up to 1935, French was used in Ethiopia as a medium of instruction and its curricula were influenced by the French education system. But, after World War II based on the British curriculum, English was used as a subject and a medium of instruction from the early 1960s (Animaw, 2011). When we talk about language, Ethiopia is a multilingual and multicultural country and languages are used in a wide range of contexts in the country. There are around 80 languages that can be categorised under Semitic, Cushitic, Omotic and Nilotic language families, but for historical reasons, Amharic which is the language of the Amhara people is the national language of the country. On the other hand, English is highly valued and offers access to higher educations as a medium of instruction. As Amlaku (2010:2) says in every city and town, English and Amharic languages are 'neck in neck', and we can see this on the streets from ordinary peoples' talk, business banners, logos, office names, et cetera.

In Ethiopia, English has been taught from grade one as a subject and the mother tongue of the child (Amharic, Oromifa, Tigrinya, etc) is the medium of instruction. The new Ethiopian Education Policy (1994) also advocates the use of the mother tongue at the primary level. It (1994:23) prescribes that, cognisant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages. Following the adoption of the new policy, more than 20 nationality languages are currently serving as a medium of instruction in primary education all over Ethiopia (Fasika, 2014:18). For secondary, preparatory and tertiary levels the teaching-learning medium shifts to English. Higher institutions in Ethiopia also use English as the instructional language, and students at these school levels have to master all English language skills.

Learning English in the Ethiopian context is totally restricted to the classrooms as it is not a language for daily life. As Eba (2013) indicates, Ethiopian students fundamentally suffer from two

major challenges: firstly, the language teachers who are very poor in English use local languages dominantly while teaching English, and secondly, students do not have a favourable environment to use the language in real contexts. Although students do not have the proficiency and confidence to use the language, they are still expected to carry on their lessons in English.

2.3.1   The Challenge of English Language as a Medium of Instruction

Although the English language has a relatively long history in Ethiopian education, and it has been taught as a subject and used as a medium of instruction, many researchers disclose the insufficiency of the English language ability of Ethiopian students (Asres, 2014; Meseret, 2012; Animaw, 20011). According to Amlaku (2010), Ethiopian students who join colleges or universities are unable to express themselves in English well, and even graduate students fail to write their own CV and application letters for jobs in English. Likewise, teachers at all levels lack the proficiency to teach well and become role models. Haregwoin (2008:25) also admitted:

> *University students are found to be linguistically incompetent to cope with their academic studies and their incompetence is growing more and more serious from time to time. Although such students are exposed to grammar-focused teaching for more than ten years, the problem of writing grammatically accurate and meaningful sentences remains a challenge.*

While both teachers and other concerned organizations have warned the government to deal with the quality of English language teaching and learning, the government still does not make much effort to address the problem.

Due to a lack of English language ability, both teachers and students find themselves in a vicious circle. For instance, Tekeste (2006:31) endorsed that "students could not follow effectively their studies in English because their knowledge of English was poor and teachers themselves could not help their students properly since they were not good at English". Similarly, Meseret (2013) explained that even after years of English teaching, students have not gained confidence in using the language in and outside the classroom. Harris's (2015) study also shows the great difficulties

of secondary school students' reading, writing and above all, listening and speaking English skills. The study also puts students' English proficiency levels as extremely low.

Lack of authentic materials and interactive lessons, an imbalance between students' language proficiency and the lessons, messy curriculum, inappropriate language policy, test anxiety, teachers pedagogic incompetence, large classroom size, negative attitude towards English and inappropriate language methods are some of linguistic and non-linguistic reasons for the dismal state of English in Ethiopia (Jha ,2014:18). Moreover, the current Ethiopian education policy promotes the use of the mother tongue in primary education. The amendment marked the welcome sign of multilingual education in Ethiopia, but this also might have weakened the status of the English language. Mother-tongue education has caused more harm than good to students (Jha, 2014). The quality of English as a medium of instruction in Ethiopia was further affected by televised (plasma) teaching. Here, the roles of the classroom teachers are very low because there was no option to use English to lecture or explain the lessons. Besides, as Tekeste (2006:32), states during the plasma lessons, the lecturers read too fast so that students had no chance of listening and making notes at the same time. Again, students who missed a lecture due to illness or some other causes had no way to repeat it. Besides, most of the lectures (with some exceptions) are read by people who are not subject teachers. These and other factors increased the problem of the English language as a medium of instruction in Ethiopia.

Language generally plays an important role in the course of providing quality education. However, as noted by Fasika (2014:2), "It could be possible only if both teachers and students are proficient enough in the instructional language or else language may impede the teaching-learning process and can make it so hard for teachers to communicate properly with their learners". Thus, improving the EFL proficiency of both teachers and students has to be a priority concern.

CHAPTER 3
REVIEW OF LITERATURE

3.1   INTRODUCTION

The main concern of the current study was to investigate the written feedback practices and views of EFL instructors and students' preferences for the feedback. Therefore, it is important to focus on the teaching methods, approaches and theories of learning that form the underpinning reasons for the current study. The first section begins by describing the nature and complexity of EFL writing. Next to this, approaches to teaching EFL writing are discussed. Then, it attempts to discuss the importance of feedback in teaching writing skills as the main concern of this study. It starts by defining feedback. Then, it discusses the strategies and sources of feedback. Next, it presents disputes for and against the role of corrective feedback based on recent research findings. As the study targets to examine writing teachers' WCF practices and students' preferences, the belief that WCF functions for the improvement of writing skills both by teachers and students are also reviewed. Finally, in order to identify the gap, related local research works (in the Ethiopian context) are evaluated.

3.2   ESL/EFL WRITING SKILLS

Writing is one way of expressing our beliefs, ideas, and feelings in a more grammatical manner. It is also a process that needs conscious mental effort (Byren, 1988). In the EFL/ESL context, writing helps students to learn the language through a different process. First, writing reinforces the grammatical structures, idioms, and vocabulary that EFL teachers taught to students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when students write, they necessarily become involved with the new language; the effort to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning. As students struggle with what to put down next or how to put it down on paper, they often discover something new to write (Mohammedamin, 2015:9). In general, writing is an important skill that forms a relationship between the writer and the reader.

In EFL/ESL contexts the majority of students face difficulties and challenges while acquiring academic writing skills (Al-Hammadi and Sidek, 2015). Dawit (2003) points out that, despite the fact that writing is an indispensable language skill before and after school, writing is both demanding and challenging by its very nature. Thus, writing is a vital but difficult skill to accomplish for EFL/ESL students.

As in other EFL contexts, Ethiopian students also have been facing problems in acquiring writing skills. According to Meseret (2012:2), teachers do not give as much support as students need in the writing classes. Fasika (2014) also highlights that the English language lessons are poorly taught and the main sources of students' language deficiency are the teachers who deliver the lesson and who are not well qualified. Furthermore, the difficulty of writing skills is attributed to such factors as the method of instruction, the kind of teaching materials, beliefs and perceptions of the instructors on the current theories and practices, the class-size, the interest of the learners to augment their writing proficiency, the time given for practicing, inter-alia (Dawit,2003:1).

To acquire writing skills, students need support and guidance together with effective feedback. If students are guided well with effective WCF from their teachers, mastering the writing skill is possible (Rajagopal, 2015:1). Thus, writing teachers should use constructive WCF to improve students' writing ability. According to Srichanyachon (2012), teachers' written corrective feedback indicates the problems and provides good suggestions for the improvement of future writing tasks. But, sometimes writing teachers' corrective feedback practices may not congruent with their students' feedback preferences. As Tekle, Ebabu and Endlafer (2012) assert, our perception may shape our belief systems and determine our practices.

3.2.1   The Nature and Complexity of EFL Writing

In Ethiopia, where English is taught as a foreign language, communication is mostly carried out in the mother tongue (L1). Thus, students in this context do not have equal access to practise English as L1/L2 learners do, and they may not make significant progress in their English language ability. For instance, although English major students in Ethiopian universities have at least fifteen years of formal education before they complete their university study, their ability in English

writing skills is relatively unsatisfactory (Dawit, 2008; Temesgen, 2008; Animaw, 2011; Birhanu, 2013, Asres, 2014). As a teacher, I have witnessed that a relatively high number of English major students fail to use English to communicate with teachers as well as with English native speakers. With regard to the English proficiency tests administered by Ethiopian universities to graduates, those who score a better grade point average (GPA) than their counterparts still fail to communicate effectively using English. Thus, no matter what the school policy is and how much teachers make an effort, students' English skills are still wanting.

Writing is the most difficult skill because it requires knowledge of other language skills. It also needs conscious effort and practice while composing and analysing thoughts (Myles, 2002). Writing skill is also different from speaking which people acquire at home without formal teaching. According to Jarunthawatchai (2010:2), effective writing requires the linguistic and cognitive skills of the writer. Temesgen (2008:4, citing Byrne 1988 and Heaton 1988) generally attributes the difficult nature of EFL/ESL writing to three factors: cognitive, linguistic and psychological. With regard to cognitive aspect, writers are expected to think and process what they want to put down on paper because writing requires much more care and thinking than speaking as the audience is not present at the time of writing like that of speaking. The linguistic factor is related to the need to consider the accuracy of the linguistic elements in the writing activity. The psychological factor is concerned with the production of writing in solitude which may cause anxiety. Therefore, to develop students' writing ability, well-trained experts are needed. Haoucha (2005:1) concludes that teaching and learning writing is a demanding and challenging task whetherit is done in one's first, second, or foreign language. The reason for this is that writing involves the interaction of different types of competencies, including linguistic, rhetorical, cognitive, strategic,and pragmatic competencies.

Generally, writing paragraphs/essays in English requires an overall sense of organisation. Such as in a well-written paragraph, ideas and sentences are arranged in a clear and logical way as they are unified by the main idea of that paragraph (Mohammedamin, 2015:16). As writing needs more than accurate grammatical rules, it is a difficult skill, especially for ESL/EFL students. Thus, writing teachers should understand the implications offered by such differences for teaching ESL/EFL writing in order to meet the classroom expectations and make the teaching practice and

assessment procedures effective (Hyland, 2003). In addition, an inclusive writing programme requires the systematic treatment of a large number of interrelated language components (Gabrielatos, 2002:11). For this reason, a variety of methodologies in writing instruction have been adopted through times. In recent years, based on the written texts, the writer and its contexts, three major writing approaches were developed: the product-based approach, the process-based approach, and the genre-based approach. According to Jarunthawatchai (2010):

> *The first approach focuses on writing as a written product, with an emphasis on linguistic features and organizational structures. The second approach emphasizes the writers' cognitive processes in creating texts and the development of writing skills. The third approach pays attention to the social context of the writing, and explains how the social context influences the linguistic and rhetorical choices of the written texts (8).*

These approaches have had supporters and detractors over the years and they are still under active discussion and debate. For example, Badger and White (2000) noted that over the last 20 years, process and product approaches dominated much of the teaching of writing, but recently the genre approach has gained many supporters.

3.2.2 Teaching Writing Approaches

In the following subsections, an overview of the major writing approaches: the product, the process, and the genre approaches, as well as the process genre approach are commented on and presented.

3.2.2.1 The Product Approach

In the product approach, the focus is on the language structures. It is the oldest and the most common way in which language is taught. This approach had its origin in the traditions of rhetoric and emphasis on accuracy for good writing. The philosophical foundation of product approach is behavioural psychology and structural linguistics. In the context of learning writing, students are encouraged to mimic a model text to comprehend the pattern of the language (Benson, 2010;

Margaret 2011; Mesfen, 2013). According to this approach, more focus was given to the finished products of students' work rather than the process (Mohammedamin, 2015). In other words, students are not allowed to write a text in their own way; they rather write on a specific topic in a restricted time. Students are also asked to write only one draft individually. Its pedagogy offers a way to analyse student's writing after the text has been produced to assess its strengths and weaknesses (Teshome, 2007:12).

The product approach focuses on grammar and also emphasises accuracy rather than fluency. Input that provides an important source for imitation becomes the major driving force of language learning. According to Meseret (2012), knowledge of linguistics, appropriate use of vocabulary, syntax and cohesive devices are the primary concern of the product approach. In short, the product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher (Badgar and White, 2000:154). The teacher's role is providing error correction is on the finished product of student writings. The role of the students is also strictly studying the patterns of the language by imitating the models they have been provided by the teacher and ultimately to produce parallel texts. As Mesfin (2013:44) notes, the role of the teacher is to set up writing lessons that are divided into small parts discreetly and present them sequentially to students. As group or pair works are highly discouraged in this paradigm, students are inactive and their teachers are the only authority as a resource of knowledge.

In the product-based approach support is activated by using model paragraphs, sentence combining, and rhetorical pattern exercises which raise students' awareness in L2 writing from the lower level of language proficiency to the advanced level (Tangpermpoon, 2008). According to Badger and White (2000:153), in the product approach writing has four stages: familiarisation, controlled writing, guided writing, and free writing. The familiarisation stage aims to make learners aware of certain features of a particular text. In the controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section. The approach has also some advantages for the development of students' writing. Tangpermpoon (2008:3) finds "learners learn how to write in English composition systematically from using the pattern product techniques, namely narration, description and persuasion. They also

learn how to use vocabulary and sentence structures for each type of rhetorical pattern appropriately".

In the product approach, however, writers' independent thinking is limited as they are not given the opportunity in the classroom to revise, to add extra information or delete existing information in their works (Rajoo, 2009). Similarly, Tangpermpoon (2008:4) argues:

> *This approach gives little attention to the audience and the writing purpose since learners and instructors tend to overemphasize the importance of grammar, syntax, and mechanics. Learners will lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structure.*

In other words, teaching by using product approach requires continuous error correction because accuracy gets more consideration than the idea or meaning of the writing. Another criticism is that writing tasks are not contextualised; the context and audience are neglected and the emphasis is on the learner's final piece of work instead of how is produced (Geo, 2007; Kamrul and Moniruzzaman, 2010). To address these limitations, the process approach is needed because this traditional approach does not effectively prepare students for the real world as there is little opportunity for the students to express their own ideas and become better writers. Moreover, this approach has received much criticism because it ignores the natural processes used by students or any other writers to produce a piece of writing (Raj, 2012).

3.2.2.1.1   The Process Approach

In the late 1970s and 1980s, the process approach to writing started as a reaction to the product approach (Alkhatib, 2015). As its name suggests, the process model focused on students' writing process rather than finished products. The argument for the process approach is that if the stages that are considered in the writing process are well addressed, the product will take care of itself (Temesgen, 2008). It also encourages students to have a purpose and audience while writing in a certain issues. According to Peleg (2011:12), the process approach encourages teachers to collaborate with students in the discovery of how a piece of writing is produced as a way to

become more expert. The process approach also encourages teachers to provide feedback on content and suggest revisions during the process of writing.

In the process-based approach, writing has a recursive nature that encourages students to return and revise their work at any stage. Writing teachers also assist and motivate students to take responsibility for their own work. That means the writing processes in this approach are not linear. According to Badger and White (2000), "writing in the process approach is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure" (154). This approach concerns the process of how thoughts, ideas and feelings are developed in writing rather than thinking about the correctness of forms. As to Mesfin (2013), the notion of the process-based approach is that students achieve substantial progress in their writing when they deal with writing holistically. In other words, when students are given sufficient time to practice writing various texts through their own creativity and effort, they develop confidence which leads them to develop their own style of writing. As a result, the primary focus of the process approach is to improve students' fluency in writing than accuracy.

Unlike the product approach that focuses on the written outcome, the process approach focuses on the composing process of writing by giving opportunities for students to create ideas. Alkhatib (2015) further explains that the emergence of the process-oriented approach renders a new perspective in providing feedback on students' writing to help them to produce meaningful, coherent, and creative texts. As the process-oriented approach has several benefits, many teachers apply this approach in ESL/EFL classrooms. In process approach students will also improve the writing ability step by step as teachers guide them in the process of writing; they activate students by giving feedback and provide opportunities through peer and teacher review to develop a sense of audience (Tangpermpoon, 2008).

As mentioned by Steele (2004), process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, and rewriting. In addition, the following eight stages of the writing process model

proposed by Steele (2004) and Kamrul and Moniruzzaman (2010) help teachers to assist students to explore their thoughts and develop better-written works:

Stage 1 (Brainstorming): This is generating ideas by brainstorming and discussion. Students could discuss the qualities needed to do a certain job.

Stage 2 (Planning/Structuring): Students exchange ideas into note form and judge the quality and usefulness of the ideas.

Stage 3 (Mind mapping): Students organise ideas into a mind map, spidergram, or linear form. This stage creates the hierarchical relationship of ideas which helps students with the structure of their texts.

Stage 4 (Writing the first draft): Students write the first draft. This is done in the class frequently in pairs or groups.

Stage 5 (Peer feedback): Drafts are exchanged so that students become the readers of each other's work. By responding as readers, students develop awareness that a writer is producing something to be read by someone else and thus they improve their own drafts.

Stage 6 (Editing): Drafts are returned and improvements are made based upon peer feedback.

Stage 7 (Final draft): A final draft is written.

Stage 8 (Evaluation and teachers' feedback): Students' writings are evaluated and teachers provide feedback on it.

Even though the process approach is more student-centred and opens up more opportunities to develop students' writing abilities, it has its own drawbacks. Badger and White (2000) for example argue that the main disadvantages of process approaches are that they often regard all writing as being produced by the same set of processes, and secondly, students are not given sufficient grammar knowledge and assistance to write effectively. Another shortcoming of the process approach is students are expected to follow different stages and spend lots of time to produce a single piece of writing. Hyland (2003:18) also highlights the limitations of the process approach from the social perspective, arguing that "process represents writing as a decontextualised skill by foregrounding the writer as an isolated individual struggling to express personal meanings". Similarly Gao (2007) contended that the process model shows only how students write, but it does

not explain why they make certain linguistic items. Therefore, ESL/EFL students may not produce contextually appropriate texts because the structure of the target language is not taught explicitly.

Horowitz (1986a, as cited in Jarunthawatchai, 2010:11) also criticised that a process-based approach creates classroom situations dissimilar to the academic context and fails to prepare the students to write the different types of texts required by the academic faculty in particular examinations. It can, therefore, be argued that the neglect of social context and the over-emphasis on individual writers are critical weaknesses of process-based instruction. According to Kamrul and Moniruzzaman (2010:86), "both product and process approaches have their benefits and drawbacks; accordingly, it is believed that complementary use of both approaches helps student writers develop their skills in using language by experiencing a whole writing process as well as gain knowledge from the model texts". As a result, complementary use of both approaches is significant in teaching writing in the EFL/ESL context as the process approach lets students generate their own idea and the product approach helps them to know the structure of the target language.

3.3.2.1.2   The Genre Approach

Classroom applications of the genre are an outcome of communicative approaches to language teaching which emerged in the 1970s (Hyland, 2004). For genre analysts, the central aspect of the context is the purpose as different kinds of writing activities will perform with different purposes. The Genre approach focuses on teaching particular genres that students need for later social and academic settings. But, genres are influenced by the subject matters, the relationships between the writer and the audience, and the pattern of organisation (Badger and White, 2000). According to Margaret (2011), genre theorists advocate the importance of teaching genres to learners at a young age as it allows them access different communities of discourse and realises the purpose of different styles of writing for effective communication. In the writing pedagogy, considering genre means considering what the purpose is, who the writer is, and who the reader is. The theoretical underpinning of this pedagogical approach is provided by Vygotsky's (1978) emphasis on "the interactive collaboration between teacher and student, with the teacher taking an authoritative role

to scaffold learners as they move towards their potential level of performance" (in Hyland, 2003:26).

The genre approach to teaching writing involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners to see how grammar and vocabulary choices create meanings (Hyland, 2007: 153). In this writing approach, more focus is given to the knowledge of a language that is related to social purpose. Hyland (2007; 149) also goes on to say about the general concept of the genre:

> *Genre refers to abstract, socially recognized ways of using language. It is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and can draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. This is, in part, because writing is a practice based on expectations: the reader's chances of interpreting the writer's purpose are increased if the writer takes the trouble to anticipate what the reader might be expecting based on previous texts they have read of the same kind.*

Tangpermpoon (2008:6) makes the point:

> *Like other writing approaches, the genre-based approach is increasingly used in the L2 writing classroom due to having certain strengths. The focus of writing in this approach aims to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community successfully*

Thus, through explicit teaching, teachers can use different authentic texts to show students that genre will require different structures. Yet, the explicit explanation and presentation of language structures is the limitation of genre approach. Paltridge (2001, as cited in Kamrul and Moniruzzaman, 2010:81) refute the argument that the genre approach combines both the knowledge of text as well as social and cultural context for the students; as a result, specification of either is a difficult job. Besides, students may not have the necessary knowledge of the language for a specific audience and they may be passive. Another limitation of the genre approach is that

it undervalues the skills needed to develop a text and sees learners as generally passive (Badger and White, 2000). As writing needs particular purpose and takes place in a social situation, it requires enough time, practice and continuous feedback.

Hence, to use the genre based approach effectively as part of the integrated method in the writing class, the following situations which are proposed by Tangpermpoon (2008:6) should be considered. Firstly, instructors should describe clearly the genres which students have to learn at the beginning of the writing class to allow learners to prepare and have ideas about the language use for each genre. Secondly, teachers should help learners to produce their written products step by step. For example, teachers may use a brainstorming technique to help students generate ideas and come up with the appropriate language use or specific vocabulary for what they want to communicate to people in a particular discourse community. Finally, instructors should pay attention to the skills that will help learners develop writing competence through the writing process (Tangpermpoon, 2008:6).

The strengths and weaknesses of each writing approach described in the earlier section show that the three approaches harmonise with each other. Therefore, writing teachers can use the combination of genre, product, and process approaches in the ESL/EFL context. Tangpermpoon (2008) also suggests teachers should start teaching writing with one approach and then adapt it by combining the strengths of other approaches in the writing classroom. Thus a combination of the three approaches which is named the process genre approach is presented in the next part.

3.3.2.2 The Process Genre Approach

Although the genre approach addresses the discrepancy of the process based approach and is acknowledged by many scholars (Gao, 2007; Badger and White, 2000; Hyland 2003; 2007; Paltridge, 2004; Benson, 2010), its limitation led to the development of another teaching writing approach called the process-genre approach. According to Badger and White (2000:157), "in this approach, writing involves knowledge about language (as in product and genre approach), and skills in using language (as in process approaches)". Similarly, Babalola (2012:1) mentions that "the process genre approach is a combination of the process models and the genre theories which

came about with the realization of the limitations of both approaches in developing learners' writing skills". The approach thus integrates the components of the process approach (like planning, drafting, conferencing, editing and reviewing) and the features of genre-based approach, such as considering the purpose, audience and contexts.

In the view of Raj (2012), the process genre approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. In the process genre approach, grammar and vocabulary are taught meaningfully and collaboratively. As revealed by Gao (2007), this approach characterises the learners' creative thinking and the act of how they form texts. Nordin and Mohammad (2006) explain that there are for basic roles for writing teachers while using the process genre approach in the writing classroom. Such as: the audience, assistants, evaluators and examiners. Nordin and Mohammad (2006:82) further illustrated that:

> *As audience, teachers play the role of readers providing responses to the ideas or feelings that learners are trying to convey through writing. As assistants, teachers assist learners by making their writing more effective in relation to selecting the correct genre. As evaluators, teachers give their comments on the learners' strength, weaknesses and the overall performance. By taking up the role of examiners, teachers carry out assessments of the learners' writing proficiency.*

On the other hand, Raj (2012, by citing Badger and White, 2000), divided the instruction practice of the process genre approach into six steps: preparation, modeling, planning, joint constructing, independent constructing and revising.

Preparation: The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as a persuasive essay arguing for or against an issue of current interest. This activates the schemata and allows students to anticipate the structural features of the genre.

Modelling: During this step the teacher introduces a model of the genre and lets students consider the purpose of the text. For example, the purpose of an argumentative essay is to persuade the

reader to act on something. Next, the teacher discusses how the text is structured and how its organisation develops to accomplish its purpose.

Planning: This step includes many meaningful activities that activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience. Since students have to participate and contribute in the classroom, they will find the activities interesting and entertaining.

Joint constructing: In this step, the teacher and students work together in beginning to write a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the board. The final draft provides a model for students to refer to when they work on their individual compositions. It fosters collaborative writing. This step can be boosted by providing a very *caring* and *sharing* environment by the teacher. It will provide students a chance to write in a group and to prepare for individual work.

Independent constructing: By this time students will have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The writing task can also be continued as a homework assignment. The teacher has to clarify what students should do for writing homework.

Revising and editing: Students lastly will have a draft that will undergo final revision and editing. It does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers. Students' final achievement will foster self-esteem among learners as they have produced something.

To sum up, teaching writing skills in the EFL context is not an easy task because it demands teachers to make a plan on what to teach and how to teach different lessons of writing, and it also takes a long time to see students' improvement in their writing. As different writing tasks need different abilities and students' practice, teachers should integrate each approach. In other words, as the strength of each approach complements each other, teachers should use the combination of all approaches. According to Tangpermpoon (2008), to integrate each approach in the writing class, teachers should start teaching writing with one approach and then adapt it by combining the strengths of other approaches in the writing classroom. Therefore, using the integrated approach in the writing classroom has an advantage because in each approach students can develop a different skill which helps them to write tasks efficiently.

3.3   THE NATURE OF CORRECTIVE FEEDBACK IN ESL/EFL WRITING

3.3.1   Definition of Feedback and Related Concepts

For the past two decades, corrective feedback was the core issue in EFL writing skills research. It was also seen as a factor for encouraging and consolidating learning (Hyland and Hyland, 2006). In language learning, especially in writing skills, teachers give feedback to students' work to assist their learning and improve the quality of writing. In connection to this issue, Rajoo (2009:20) notes that "feedback is a type of formative evaluation given to writers to help them to be aware of what they write in a useful and meaningful context and evaluate their own progression in writing towards achieving their goals". The main purpose of corrective feedback is to narrow the gap between current performance and a goal (Hattie and Timperley, 2007). According to Hattie and Timperley (2007), feedback must address three questions: Where am I going? How am I going? Where to next?

Kavaliauskien, Anusien and Kaminskien (2009:65) define corrective feedback as "information supplied to trainees concerning some aspect of their performance on a task with a view to enhancing practice". Through corrective feedback, teachers can help students to understand their own strengths and weaknesses (Srichanyachon, 2012). An overall explanation for feedback is also given by Narciss (2011:1) as follows:

> *Feedback is all post response information which informs the learner on his/her actual state of learning or performance in order to regulate the further process of learning. This information can be provided by external sources of information (i.e., teachers, peers, parents, computer-based trainings), and by internal sources of information (i.e., information perceivable by the learner while task processing).*

Besides, feedback draws students' attention to the subject they are writing and helps them to improve EFL writing. This shows that giving feedback to students' means providing information about the success or failure or level of competence. Therefore, feedback is an inseparable, integral and central element in language learning in general and in learning to write in particular (Hyland, 2003). Consequently, teachers give feedback to students in order to assist their learning, but the feedback given can be positive or negative. As mentioned by Ellis (2009:3), positive feedback affirms that a learner's response to an activity is correct. It may signal the veracity of the content of a learner's utterance or the linguistic correctness of the utterance. On the other hand, negative feedback signals, in one way or another, that the learners' utterance (or writing) lacks veracity or is linguistically deviant. According to Ahmadian and Tajabadi (2014:7), the importance of CF in L2 writing is closely related to the paramount status of writing accuracy in second and foreign language contexts.

As Zaman and Kalam (2012) stated, positive feedback is motivating to students, but negative feedback may be discouraging and affects students' attitude towards feedback. Similarly, Hyland (2003) concedes that not all students welcome empty praise rather they may regard it as devious. Thus, a combination of both positive and negative CF is necessary to improve students' language learning. Harmer (2007:139) suggests a balance of praise and criticism since indiscriminate praise or blame will have little positive effect, indeed it will be negatively received, but a combination of appropriate praise together with helpful suggestions about how to improve in the future will have a much greater chance of contributing to student improvement. Generally, effective feedback is a powerful source to maximise the quality information returned to students and an essential element to inform students about how well or badly perform their tasks.

3.3.2   Sources of Corrective Feedback

The researcher believes that learning a foreign language requires effective feedback from different sources. Given the fact that it is hard for EFL students to be independent in controlling the quality

of their writing, the help of other people or an activity to raise awareness for self-monitoring is needed. The help of other people that is given to someone in the process of writing is called feedback (Cahyono and Amrina, 2016:178). Indeed, "the provision of feedback to learners regarding their errors creates an appropriate groundwork for the appropriate negotiation of problematic areas in learners' language production" (Alavinia, Javidi and Orujlu, 2012:960). As providing CF to students' written work is essential for the improvement of their writing, there is doubt about who should give feedback.

Though traditionally teachers are the only providers of written feedback in classroom situations, many language theorists and researchers argue that self and peer correction plays a great role in responding to students' written works (Dawit, 2003; Ferris,2003; Hyland, 2003; Temesegen, 2008; Getenesh, 2008; Maarof et.al., 2011; Rana and Perveen, 2013). The following subsection will briefly give a summary of the three most common sources of corrective feedback (CF): self CF, peer CF and teacher CF. But, it must be noted that the main focus of the current study is on teacher written corrective feedback (WCF).

3.3.2.1   Self-Correction/Self -Corrective Feedback

Self-feedback is an assessment which occurs when students make judgments about their work. Andrade and Du (2007, in Spiller, 2012:3) define self-correction as "a process of formative assessment during which students reflect on and evaluate the quality of their work and learning, identify strengths and weaknesses in their work, and revise accordingly". Self-directed feedback has an advantage of increasing students' independence as they are supposed to find their own mistakes (Abiot,2020:26). It is a strategy thatstudents use to identify, evaluate and correct errors by themselves. According to Sultana (2009:11), the idea of self-correction is generally tied to learner autonomy as well as the saying, "Tell us, we forget; Show us we remember; Involve us, we learn." This implies that self-correctionis a technique that increases students' responsibility for their own learning and boosts their level of confidence. Similarly, Rana and Perveen (2013:194), point out that "Self-correction is believed to instill in the learner feelings of self-sufficiency and success and provide them with the opportunity to take a more active role in their learning." Self-correction and re-writing helps weakstudents veer away from dependency on the teacher for correction.

According to Wei and Chen (2004), self-correction motivates students to look at their writing critically and to take responsibility for the work. Hajimohammadi and Mukundan (2011) believe that self-correction has a better effect on students' writing improvement than teacher correction. It also creates a relationship between teachers and students to exchange different ideas. Rana and Perveen's (2013) study also reveals that self-correction enhances students' language skills and students are able to identify specific problems easily with their written work.

Conversely, whether students assess themselves correctly or not is controversial. Self-feedback increases the teachers' workload as they give guidance on the process and most EFL students feel ill -equipped to undertake the task. Ahangari (2014) also acknowledges that although involving students in self-correction helps them to be the judges of their work, the work should be checked and errors should be corrected by the teachers. Generally, if learners are involved in the self-correction, they are more likely to learn from their experience and they also shoulder responsibility for their learning to achieve the objective intended. Moreover, it is more memorable and encourages learner independence. Therefore, providing feedback to students' writings should not always be expected from the teachers' side. Students can also be informed by the mistake made by his/her self (self-correction) and by other students (peer correction).

3.3.2.2 Peer-Correction/ Feedback

The other source of feedback which comes from other students is called peer feedback. Since writing is a social process, students should be engaged as a member of classroom society because involving students in this situation gives them the opportunities to have meaningful input from others. According to Sultana (2009), after the emergence of Communicative Language Teaching (CLT) peer correction became popular in language classrooms. Peer correction improves students' drafts and developing readers' understandings about the written work (Hyland, 2003). However, "it seems inappropriate to consider peer feedback as a substitution for teacher feedback, it is vitally important to introduce it in the writing process" (Dawit, 2003:11). Students prefer to have feedback from teachers, but peer feedback is equally important to create the collaborative teaching learning process.

Peer correction also called peer response, peer editing, peer critiquing, and peer evaluation; "is the process by which students exchange constructive criticism on their critical reading, writing and speaking skills" (Ngan, 2009:23). Peer feedback engages students to correct their own errors. It also assists students to support in digging out their strengths and weaknesses (Abiot, 2020). Besides, peer feedback with its potentially high level of response and interaction between reader and writer, can encourage a collaborative dialogue in which meaning is negotiated between the two parties (Rollinson, 2005:25). During peer feedback, students got more time to correct friends' texts than teachers did. It is also helpful as it provides students with alternative readers. Moreover, based on different research findings, Maarof, Yamat and Li Li (2011:30) note the beneficial effects of peer feedback as follows:

> *Firstly, peer feedback is pitched more at the learner's level of development or interest and is therefore more informative than teacher feedback. Secondly, it enhances audience awareness and enables the writer to see egocentrism in his or her own writing. In addition, learners' attitudes towards writing can be enhanced with the help of more supportive peers and their apprehension can be lowered.*

A local researcher, Temesgen (2008:18) also confirms the dual purpose of peer feedback. He says that the writer is benefited by the feedback given by peers and this minimises the gap between the writer and the evaluator. The writer also assumes an additional audience for his/her writing. Besides, the reader gets an opportunity to read others' written work and evaluates his/ her ability to give feedback to his/her peers. According to Abiot (2020), regardless of the quality of the comments from peers, no one denies that the more the students get involved in giving and incorporating comments to and from their peers, the better improvements they showed. Therefore, the process of editing/correcting the work of peers helps students to understand what is considered good work and how to work with the feedback. This develops self-esteem, as students gain experience in applying the rule to read writings.

Peer feedback has also been known for its own drawbacks. For instance, Hyland (2003:198) argues that "learners are rhetorically inexperienced means that they may focus heavily on sentence-level problems rather than ideas and organization." Leki (1991) also contended that during peer feedback students tend to respond to surface errors instead of semantic or textual ones. Besides, students have difficulty in deciding whether their peer's feedback is valid or not. As students see

teachers as the only means of feedback, they may not acknowledge and incorporate the feedback into their writings. That is why students tend to attach much more value to teacher CF than peer/self-feedback (Ferris, 2003; Temesgen, 2008; Maarof et al., 2011; Zaman and Azad, 2012).

Other studies also reveal that students were reluctant to respond to peers' papers thinking that the quality of the feedback would be below the expectations, though attitudinal changes to wards peers' comments were observed after time. For Sato and Lyster (2012:597), classroom peer correction generally lacks several important elements to be conducive to L2 development: autonomous attention to linguistic forms; quantity and quality in feedback, and positive perceptions of peer interaction itself. These all might happen due to lack of awareness and practice of peer feedback methods, so it is important to make both teachers and students aware of the guidelines/parameters to maintain a sense of ownership over their peers' writing.

To be brief, peer feedback is a complex process which needs effective training, guideline and practice. During peer feedback, it is important to consider the type of activities, the guidelines to be used, and the groupings of reviewers/evaluators (Pearce et al., 2009). Hyland (2003:206) also argues that "peer feedback can be effective in improving L2 writing although it is uncertain which are the most effective forms, how frequently it should be used, how much training and guidance should be provided and how best to group students and encourage participation". Therefore, peer feedback can be effective if students feel comfortable and trust each other. Generally, whether peer feedback or self-feedback plays an important role in the improvement of students' writing ability was not dealt with in the current study nor these feedback types included in its design. It only focuses on teacher WCF on students' texts.

3.3.2.3   Teacher Corrective Feedback

Feedback whether oral or written given by the teacher is called teacher feedback/correction. Research shows that teacher feedback can improve the quality of students' writing (Cahyono and Amrina, 2016). In other words, corrective feedback is considered as a medium to encourage the learners to acquire profound linguistic accuracy (Thao and Duy, 2017:179). It is defined as feedback from a source to a recipient in the form of information about the correctness, accuracy or appropriateness of the recipient's past performance (Mottet, 2008 cited in Maarof et al., 2011:30). For Srichanyachon

(2012:8), teacher feedback is a powerfultool for the improvement of students' writing, and further explains that "teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers."It can help students to identify their strengths and weakness.

Teacher's WCF in any form to students can improve the writing skills as it gives them something to work with to improve their work. According to Cahyono and Amrina (2016:179), students respondto teachers' feedback in three different ways, namely by following the corrections based on the feedback; extending the revision beyond the suggestions addressed by the feedback; and deleting the problematic features to avoid the issues given in the feedback. It will also prompt the learners to organize, structure and modify knowledge (Thao and Duy, 2017). Thus, based on teacher feedback,students have made some revisions for the better quality of EFL writing.

Teachers' WCF, which plays a vital role in L2/ FL writing classes, is a very important part of any writing classroom (Ferris, 2003; Hyland, 2003; Williams, 2003; Ken, 2004; Peterson, 2010). Mainly, for EFL/ESL students who write grammatically correct essays achieve greater academic success, and thus they expect continuous constructive feedback from writing teachers. As teacher WCF is the most common and predominant type of feedback, research findings show that students incline towards teacher feedback as a reliable source of information (Temesegen, 2008). It is preferable and more appealing than other types of feedback. Especially, in traditional classroom settings like Ethiopia, teachers act as the sole evaluator for students' writing. Similarly, Gao (2007) states that student prefer receiving WCF from teachers than being judged and evaluated by his /her peers.

Language teachers provide correction to students as a matter of course in order to assist their learning and to improve writing skills. However, various researchers strongly believed that teachers' written feedback lacks explicitness and thus it is ambiguous (Zamel, 1995; Truscott, 1996; 1999; 2004; 2007; Gray, 2004). From my experience, I also realise that after assigning students with writing tasks, teachers do not give feedback that inspires students to rewrite drafts. What is well established is responding to the first draft just as the final work means that students are simply expected to receive the comments and the marks passively (Temesgen, 2008:4). Thus to ensure continuous improvement of the writing, teachers should respond with CF to students'

work in the different stages of writing. According to Srichanyachon (2012), when teachers respond to students' writing, they should not only respond to grammar and content, but they should include encouragement because positive feedback is considered positive reinforcement whereas negative feedback is considered as punishment.

Further, Williams (2003:5) recommends that "Teachers should develop more systemized and consistent forms of feedback that take advantage of the process approach and make it clear to students what the feedback means and what they are to do with it." Moreover, teachers need to acquaint and train students about how to effectively use the feedback given. Barkaoui (2007,cited in Srichanyachon, 2012:12), generally insists that writing teachers need to motivate students, model effective revision strategies, and use appropriate writing tasks for teaching and assessment. Therefore, as WCF is effective in improving foreign language writing, teachers should avoid vague and difficult responses to students' writing by asking them for their preferences.

Bearing this in mind, Ferris and Hedgcock (2005) suggest that teachers need not respond to every single error on student drafts. Trying to do so could overwhelm both the teacher and the student writer (Ferris, 2003). Moreover, WCF is part of the ongoing conversation between the teacher and each student (Ferris and Hedgcock, 2005). Thus, it can be concluded that teachers' WCF would be more effective when it is coupled with teacher-student conferencing. If a student fails to understand the teacher's comments, or if the teacher's responses are not ultimately helpful to the student, the purpose of providing feedback is defeated (Ferris, 2003:123). Writing teachers should consider students behavior, preference and the proficiency level. If these aspects are applied logically and effectively, the students' written products will get more improvement (Thao and Duy, 2017:190).

3.3.2.4 Teacher-Student Conferencing

Teacher WCF is an influential device to encourage students in the process of writing. But, WCF from teachers or other parties is sometimes difficult for students to understand and to implement if it is not consistent and its quality is not reflective. To make use of its full potential, teachers can give better feedback through face-to-face conferences. According to Alfalagg(2020:3), writing conferences have been used to assist ESL/EFL learners to overcome different erroneous

linguistic features. This is because WCF combined with teacher-student conferences greatly improves the students' understanding of the feedbacks as both parties can ask follow-up questions (Clark, 2007:4). According to Lounis (2010:23), "Conferencing is one way of responding to students' writings in which a two-party conversation between students and teacher takes place to discuss and deal with written products." Maarek (2009:21) also confirmed that "Conferences provide opportunities for the teacher and the student to discuss the meaning of a text through dialogue". Many studies have referred to conferences by various names: one-on-one strategy, one-to-one activities, and face-to-face activities. It is considered the best strategy, which gives adequate and direct guidance to the student to perform and produce well-structured writing (Tarek, 2015:36).

Further, talking to students about errors in person can clarify confusion and assist them to recognise their weaknesses easily. Bitchener, Young and Cameron (2005) recommend that integrating student-teacher conferences into the feedback given to writers can be beneficial. Moreover, from the face-to-face conferences, teachers can also learn to be more culturally sensitive to students by carefully paying attention not only to what students say but also to how they say it (Naidu, 2007:27). Teachers, thus, need to give detailed feedback with appropriate conferencing to students to improve writing skills.

According to Hyland (2003:180), it is also important to note that what individual students want from feedback and the use they make of it. For example, some students want praise, others see it as condescending. Some want a response to their ideas, others demand to have all errors marked. Some use teacher commentary effectively, others ignore it altogether. Thus, it can be difficult for teachers to cater to all different perceptions and expectations, so a full dialogue with individual students is often beneficial. Alfalagg (2020) study also confirms the positive impact of writing conferences on EFL students'. As to Alfalagg (2020:16), writing conferences transformed the students' overall writing performance as their texts were writes cohesively, their ideas were elaborated and organized appropriately. Therefore, teachers need to consider his/her students' preference, and more importantly, he/she should read the students' writing in advance to have a smooth discussion.

It may be difficult to carry out conferencing with every individual student on all writings, but

Ferris (2003:133-134) suggests the following eight points to implement teacher-student conferencing effectively. First, before conducting conferences with students, teachers should discuss the purpose and the possible participant roles with the whole class. Second, teachers should consider individual students' possible discomfort with the conferencing situation and either make conferences optional or three-way (two students with the teacher for a longer period). Third, teachers should, if at all possible, read the student's paper to be discussed in advance of the conference so that they can provide carefully thought-out suggestions during the conference. Fourth, students should also be encouraged to prepare for conferences by reading through papers and making a list of strengths, weaknesses, and questions to bring up during the conference. Fifth, during conferences, teachers should encourage student participation by asking them to begin with a self-evaluation of their own papers and by asking any questions they might have. Six, considering that conferences place additional stress on L2 students' aural/oral skills, teachers should encourage students to summarise orally at the end of a conference what has been discussed and what the "next steps" are for the paper, to take notes and/or audiotape during the conference, and to write a cover memo to submit with the next draft explaining how the conference influenced the revision process. Seventh, at the beginning of a writing course, teachers might consider writing comments on one set of student papers and conducting conferences for the next set. Finally, the teacher needs to plan adequate time and appropriate space for conferences and be willing and able to accommodate students' schedules. Overall, corrective feedback used to evaluate students work is a key instructional activity.

Teachers engage students in different assessments to assist learning and to obtain information about whether individual students have met learning goals for a course or not. One of the major purposes of assessment is providing CF to students' performance. For example, Rajagopal (2015:2) believed that students generally learn the writing skill through guidance provided by the teacher in the form of feedback. This feedback helps students' to write better. Montgomery and Baker (2007) also affirm that learners' errors and feedback to errors can be perceived as the necessary and mutual process of improving writing skills in an academic context. Thus, writing teachers are responsible to create a conducive environment and appropriate approach that fits learner's needs and interests through the feedback. Hyland (2003: 179) noted "students tend to prefer commentary on ideas and overall organization at the beginning of the writing process, and in the latter drafts they appreciate observations on language and grammar." Therefore, by accepting that making errors is an inevitable part of language learning, teachers should provide

proper CF with conferencing to students' writing.

3.3.3   Strategies to Provide Feedback

Different kinds of strategies were identified for the provisions of CF. We have also a variety of CF choices when dealing with written errors. For example, Hyland (1998, cited in Ting and Qian, 2010:89) divided feedback points into usable and unusable feedback. Only the feedback which could be used in some way by the students in the revisions was categorised as 'usable feedback' while those feedback points which did not offer positive reinforcement or a reader response were categorised as 'unusable feedback.' On the other hand, while teachers provide CF to students' writing, they may make distinctions between content and form feedback. According to Grami (2010:12), "Form feedback includes comments about errors in grammar, vocabulary (lexis), morphemes, syntax and spelling. On the other hand, written content feedback also known as meaning-related feedback addresses issues like ideas, organization, rhetoric, cohesion, and paragraphing."

However, the debate over teacher response to students' written work has been when it should focus on form or content. According to Fathman and Whalley (1990), grammar and content feedback can be provided separately or at the same time without overburdening the student. The study suggests that when grammar and content feedback are provided at the same time, the content of rewrites improves approximately as much as when content feedback only is given. This is to say, students improve writings when both content and form feedback are given at the same time.But, there may be times that we concerned with accuracy or the content of writing. Therefore, when we provide feedback to students' writing, we should balance between content as well as form. Corpuz (2011:30) also classified the type of CF into two general approaches and two specific methods in the following Table 3.1.
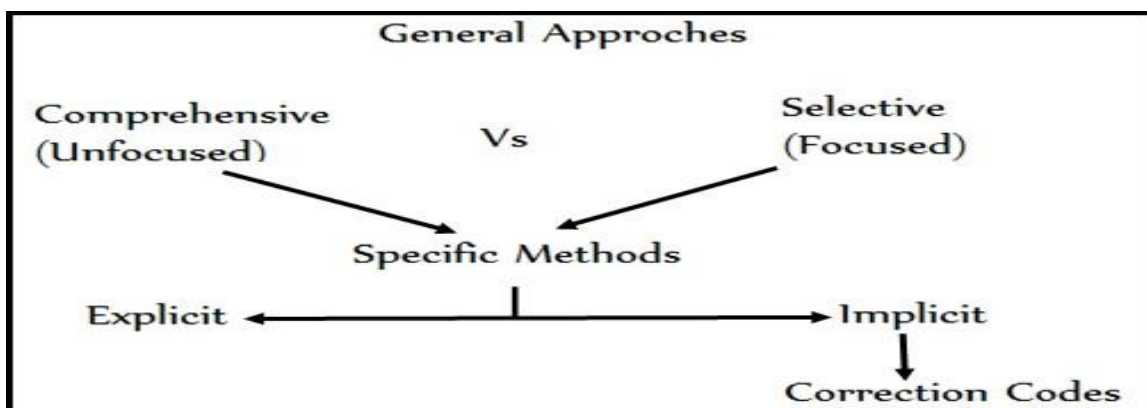
Figure 3.1: General approaches and Specific Methods of Written Error Correction (source: Corpuz, 2011:30)

According to Corpuz (2011:31), the comprehensive (unfocused) approach involves the teachers correcting all errors in a student's text, irrespective of their error category. On the other hand, the selective (focused) approach targets specific linguistic features only, leaving all other errors outside of the current focus domain uncorrected. Afraz and Ghaemi (2012) say that focused CF is more effective than unfocused CF because students will have a clearer understanding about the nature of the error and the correction needed. On the other hand, Ellis (2009:102) notes that "unfocused CF has the advantage of addressing a range of errors, so while it might not be as effective in assisting learners to acquire specific features as focused CF in the short term, it may prove superior in the long run". Anderson (2010:33) maintains, "The benefits of focused strategies are significant in that they can better pinpoint problem areas, and thus reduce the potential confusion and cognitive overload of the writers." Similarly Sheen (2007) asserts the importance of focused feedback rather than unfocused feedback. She points out that L2 learners have limited processing capacity and asking them to attend to corrections that address a range of issues at the same time may tax their ability to process the feedback.

Generally, Ellis (2009:98) categorised the types of WCF into six major categories: (Direct CF, Indirect CF (Indicating + locating and Indicating only), Metalinguistic (Use of error code and Brief grammatical description), the focus of the feedback (Focused and Unfocused), Electronic CF and Reformulation. In light of this, among the strategies which have attracted the attention from researchers are direct (explicit) and indirect (implicit) feedbacks. According to Zaman and Azad (2012:142), "in direct feedback the teacher marks the errors and provides the correct form, and in indirect feedback the teacher indicates the errors by underlining, circling or by using codes but

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does not provide the correct form". That means direct feedback is a type of correcting students' errors by giving an explicit written correction. In contrast, indirect feedback is a type of correcting students' error explicitly by means of underlining, circling, using cursor et cetera. Similarly, Bitchener et al., (2005:193) explain, "Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form while indirect strategies refer to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it" as Corpuz (2011) shows in Table 3.1 and 3.2.

Table 3.1: Example of explicit Written Error Correction

Peak
We reached the **pick** of the mountain.
Climbed
We **climb** the mountain yesterday.

Table 3.2: Example of implicit Written Error Correction

Word has different meaning
We reached the <u>pick</u> of the mountain.
Use past tense
We <u>climb</u> the mountain yesterday.

Indirect CF further divided into coded and uncoded. As said by Bitchener et al., (2005:203), "coded feedback points to the exact location of an error, and the type of error involved is indicated with a code. Uncoded feedback refers to instances when the teacher underlines an error, circle an error, or places an error tally in the margin but in each case, leaves the student to diagnose and correct the error". Furthermore, Ferris (2003:151) asserts that "if error correction codes are provided, the student can easily use the information to figure out what the correct forms should be. But, if no codes or labels are used, the student is required not only to self-correct the error, but also to identify the type of error indicated". This is to say that both types of corrective feedbacks indicate student's errors but differ in how to indicate errors and how to correct them. To this end, different studies have been investigating whether certain types of corrective feedback are more helpful than others to improve the accuracy of students' writing. For instance, Ferris (2003) indicated that indirect CF has more potential than direct CF for long-term student improvement because of increased student

engagement and attention to forms and problems. In contrast, Mirzaii and Aliabadi's (2013) study showed that direct CF was more effective than indirect CF in the context of genre-based instruction.

According to Bitchener and Knoch (2008:414), direct CF is more helpful to students because it reduces the type of confusion that they may experience when they fail to understand or remember. Besides, direct CF provides students with sufficient information to resolve more complex errors and offers more immediate feedback on hypotheses that may have been made. But, the danger of direct feedback is that when students have different opinions from the teacher's response, they may resist revision and feel a teacher's feedback is invalid or incorrect (Srichanyachon, 2012:11). Likewise, Ellis (2009) claims that a disadvantage of direct correction is it requires minimal processing on the part of the learner. Therefore, it may not contribute significantly to long term learning (Zaman and Azad, 2012).

To be brief, several studies have investigated the effect of different types of teacher CF on students' writings. As to researchers, focused WCF helps students to advance understanding of the nature of specific errors. On the other hand, unfocused WCF helps the teacher to address most of the errors in students' writing, and it may be important to improve students' writing accuracy in the long term. Besides, both teacher direct and indirect feedback, either in the written or oral forms is beneficial to the correction of EFL student writers' grammatical errors. Which type of feedback is the most effective depends on various factors, so it remains the responsibility of writing teachers to figure out (Sermsook, Liamnimitr and Pochakorn, 2017:47).

Thus, it is important to give opportunities for students to expresses their preferences towards teachers' CF as different levels of students need different kinds of CF from their teachers. Generally, even if there is a debate on whether or not written corrective feedback (WCF) is helpful and which strategy is more effective, studies indicate that the provision of feedback of all kinds by teachers generally improves students' learning.

3.4   THE ERROR CORRECTION DEBATE

Writing in the EFL/ESL context is a time-consuming process and finding ways to improve

students' writing skills has been a major objective for teachers and researchers. Giving corrective feedback is one way to helping writers develop better writing strategies and is a prerequisite for writers to evaluate progress towards the goals they are trying to achieve (Rajoo, 2009:20). In the same line, CF became even more important when the process approach in writing and learner-centered classrooms focused on developing the learners' writing in multiple drafts and empowering students to have a voice in their writing (Bacha, 2013:295). CF is also an important component of explicit teaching that aims at raising the learners' awareness of the formal features of the input and facilitating noticing of the gap between features and those in their own interlanguage (Animaw, 2011). Thus, CF has the potential to have a significant effect on student learning achievement (Hattie and Timperley, 2007). However, the potential is strongly related to the quality of the feedback given related to the learning goals.

Thus, writing teachers invest lots of time by assisting and correcting students' work because teachers believe that constructive feedback helps students to improve writing ability. However, there has been a controversy as to whether error correction helps ESL/EFL students to improve the accuracy of their writing skills. According to Ellis (2009), the debate continued for over ten years on whether giving corrective feedback to L2 writers can improve their written accuracy or not. For instance, CF is considered discouraging by some researchers and has a limited effect on students' writing ability (Truscott, 1996; 1999; 2004; 2007; Gray, 2004; Ghabanchi, 2011; Liu, 2008). On the contrary, other studies strengthen the case for grammar correction to achieve the improvement of writing skills (Ferris and Roberts, 2001; Chandler, 2003; Ferris, 1999; 2002; 2004; 2007; Bitchener and Knoch, 2008; Bitchener et al., 2005).

Many may be familiar with the debate that began with Truscott's (1996)'s research which rejects the practice of grammar correction. Truscott claims that little attention has given to the side effects of error correction. He basically believes that CF is harmful and ineffective. For Truscott's strong claims, there are different reasons: (a) Error correction neglects the learner's developmental sequence of acquisition. (b) This practice suffers from a range of practical problems such as teacher's ability and willingness to give and students' motivation to receive error correction. (c) It wastes time and energy while the amount of time can be spent on more productive aspects of a writing programme. Generally, Truscott (1996:328) argued that grammar correction has no place in writing courses and should be abandoned.

Although Truscott strongly asserted the ineffectiveness of CF, his arguments have received sharp criticism from different researchers (Ferris, 1999; 2004; Ferris and Roberts, 2001; Chandler, 2003; Bitchener et al., 2005; Rajoo, 2009; Bitchener and Knoch, 2008). For instance, Ferris (1999) described Truscott's supposition that 'grammar correction should be abandoned' as premature and an overly strong argument. She further points out two major problems of Truscott's argument: his definition for the term 'error correction' and his review of previous research findings on error correction in ESL/EFL writing classes. By using her own experiences and research findings, Ferris (1999) confronts Truscott's argument and supports CF to achieve students' writing improvement. But, she suggested teachers consider their student's preference for feedback before providing any type of correction to written errors.

On the contrary, Gray (2004) warns writing teachers to stop making grammar corrections by disclosing different drawbacks of grammar error correction. I have noted that grammar error correction treats only the surface appearance of grammar and not the way language develops. Gray (2004) believes that students only make a mental note of the corrections they have understood, and if they have to rewrite their papers, students regularly do not incorporate those corrections into their work. Ghabanchi's (2011) study also supports the ineffectiveness of error correction. The result of this study showed that there was insufficient evidence in favour of error correction based on the subjects' actions in the class within a limited time. Besides, the result portrayed that there was no direct relation between the number of errors and receiving feedback in the form of error correction. This might support Truscott's (1996; 1999; 2004) assertion that there is no convincing research evidence that CF ever helps student writers to improve the accuracy of writing.

Correspondingly, the study of Kepner (1991, as cited in Corpuz, 2011) revealed that students who received CF in their texts did not perform significantly better than those who did not receive any CF. According to Corpuz (2011), the finding implies that no matter how many times a grammatical structure is corrected, students will not be able to utilise the correct structure properly on a regular basis until they are ready to learn and internalise the structure of the target language. Similarly, Pan's (2010) study revealed teacher CF has a very limited effect on writing accurately. In Pan's study, students made progress in the revised versions of their writings, but the success was not repeated in their later test versions. This implies that teacher CF alone may not facilitate linguistic knowledge. However, Pan's study focused only on low proficiency students, so the

reactions of students with different language abilities to teacher CF may vary. In addition, based on a quasi-experimental study on L2 university students, Liu (2008) strongly suggested that providing CF only on students' writing is not sufficient to improve their writing accuracy, so some lessons or workshops focusing on different types of errors and some aspects of grammar are necessary.

Conversely, Ferris and Roberts (2001), by examining the effects of three different feedback treatments found that the control groups who got CF significantly outperformed the no feedback control group. Ferris and Roberts (2001) finally argue that students who received CF from teachers improve in accuracy over time. Other researchers such as Chandler (2003) also strengthen the case for grammar correction with the view to the improvement of students' writing. Her result demonstrates that the control group, which did not receive error correction between assignments, did not increase accuracy while the experimental group showed a significant improvement in their subsequent writings. Thus, the results of Chandler's study invalidated Truscott's affirmation on the harmful effect of CF on writing skills.

By thoroughly examining Chandler's study, Truscott (2004:342) questions that Chandler's analysis appears to acknowledge the weakness of the case for the benefits of CF. It offers no coherent challenge to the evidence of ineffectiveness and harmful effects. Nevertheless, Ferris (2004) refuted Truscott's strong stance. She claimed that Truscott has overlooked the potentially positive confirmations of different research findings on CF. Similarly, Rajoo (2009:30) argues:

> *Truscott did not carry out any study of his own in ESL writing environments to support his stand. It is also worth mentioning that there are different variables in the three studies (Kepner, 1991; Semke, 1984 and Sheppard, 1992) that contribute to questioning Truscott's claim against grammar in terms of size of samples, types of writing assignments, length of study, the different L2 environments such as ESL and foreign language (FL) classrooms and the types of feedback provided to students.*

In the same vein, a study by Bitchener et al. (2005:203) verified that CF provided on students' texts had a significant effect on the accuracy of writing. In addition, these researchers specified that the provision of explicit WCF together with individual conferencing resulted in greater accuracy in a new piece of writing. The findings of Bitchener and Knoch's (2008) study also

support the positive aspect of error correction. These researchers found out that students who received the three different error correction options outperformed better from those who did not receive CF. Based on the available empirical evidence, Beuningen (2010) generally concluded that corrective feedback can foster SLA and lead to accuracy development.

Various researchers also supported the written teacher's comments on the improvement of students' written work. On several grounds, Ferris (2004:59-60) generally recommend language teachers to provide WCF to their students based on the following error treatment ways:

- We must prepare ourselves to do it competently, that is, we must plan for it carefully in designing our courses, and we must execute it faithfully and consistently.
- In the majority of instances, teachers provide indirect feedback that engages students in cognitive problem solving as they attempt to self-edit based upon the feedback that they have received.
- Different types of errors will likely require varying treatments. Students may be less capable, for instance, of self-editing some lexical errors and complex, global problems with sentence structure than more discrete morphological errors.
- Students should be required to revise (or at least self-edit) their texts after receiving feedback, ideally in class where they can consult with their peers and instructor.
- Supplemental grammar instruction (in class or through individualised self-study materials recommended by the instructor) can facilitate progress in accuracy if it is driven by student needs and integrated with other aspects of error treatment (teacher feedback, charting, etc.)
- The maintenance of error charts, ideally by the students themselves with guidance from the instructor, can heighten student awareness of their weaknesses and of their improvement.

We can deduce that previous studies have revealed mixed results because of differences in research design and context, so the effects of error correction on students' writing remain undecided. Therefore, by taking the practical and theoretical findings that are mentioned above into account,

it is necessary to conduct further investigation on the issue of EFL writing teachers' WCF beliefs and actual classroom practices.

3.5 TEACHERS AND STUDENTS BELIEFS REGARDING WCF

Understanding teachers' beliefs regarding WCF and the relationship they build with students' texts is very important. But, sometimes what teachers believe and actually practice about CF may not be the same as students' preferences. Hattie and Timperley (2007) also stated that as CF is one of the most powerful influences on learning, the way students perceive will have a significantimpact on learning. Therefore, if teachers' beliefs about error correction do not match with those of their students' preferences, the effectiveness of writing instruction might be obstructed.

On the other hand, classroom instruction is influenced by teachers' beliefs, attitudes and educational philosophies (Thoma, 2013). Teachers' beliefs, therefore, play a major role in determining their practices and how they behave in the classroom. Belief includes thoughts, assumptions, feelings, attitudes and ideas. According Borg (2001:186), teachers' beliefs are a proposition that may be consciously or unconsciously held and are evaluative in that they are accepted as true by the individual and are therefore imbued with emotive commitment. Alkhatib (2015:11) also defines teachers' beliefs as a set of assumptions, values, knowledge, feelings, and attitudes that might be consciously held by writing teachers, which are evaluative in nature and which can be expressed in the statement of 'what should be done', and 'what is preferable' in teaching writing in general and in giving WCF on students' writing. Teachers' beliefs may be affected by their personal experiences and education. Xu (2012:1398) also specified that "a teacher's beliefs are more influential than a teacher's knowledge on determining his or her teaching activities". Thus, finding the beliefs that underlie teachers' actual classroom practices can help to identify the factors that contribute to effective WCF (Lee, 2009). For the effectiveness of writing instruction, understanding teacher beliefs about WCF and learners' preferences is very important.

However, according to research findings, most language teachers are not conscious about students' preferences towards the way they treat students' writing errors (Ferris and Roberrts 2001; Hyland, 2003; Diab, 2006; Katayama, 2007; Montgomery and Baker, 2007; Lee, 2009;

Gabillon, 2012; Alshahrani and Storch, 2014). Knowing about students' preferences about WCF and assessment of their own weakness in writing is important. According to Hyland (2003), teachers should consider what students want from WCF and what they attend to when they revised their writing. When teachers give feedback, they should show students examples of how they can apply to improve writing and give them the opportunity to talk in class to express their ideas and to discuss any challenging analytical issues. In addition, WCF must be done politely (Srichanyachon, 2012:14). So, to improve students' writing accuracy, we should consider their preferences for WCF.

Language learning students may have different beliefs and preferences about how written errors are corrected by teacher. According to Katayama (2007:289), students differ in learning styles and preferences for instructional practices. Thus, understanding students' partialities may help teachers to facilitate instructional practices. Precisely, teachers should understand the focus of students when they are given feedback on their writings. Otherwise, if there is a gap between teacher and learner, learners may become reluctant to learn the subject. Students who are not motivated may become confused with teacher feedback in particular and the language learning process in general. Nunan (1987, cited in Katayama, 2007:11) also argued, "One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the classroom." Supporting this idea Spiller (2009:2) points out:

> *Feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralising. Even worse, students sometimes note that the feedback is provided too late to be of any use or relevance at all.*

According to research findings, such kinds of mismatches between teachers and students' beliefs are mostly related to culture, prior experiences, learning style, etc. According to Gabillon (2012) cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional, and attitudinal factors are the ten potential sources of mismatches between teacher intention and learner interpretation. Thus, being aware of students' preferences and perceptions

may give confidence to teachers to vary their instructional practices somewhat in order to better address students learning styles. Diab (2006:1) also contends that if teachers and students both understand the purpose of certain correction techniques and agree on its use, feedback is more likely to be productive. Conversely, if teachers and students have mutually exclusive ideas regarding correction techniques, the result will most likely be feedback that is ineffective. Since students and teachers may come from very different educational backgrounds, it is necessary to understand where the similarities and differences lie (Pazaver and Wang, 2009:33). Therefore, giving opportunities for students to reflect their opinions about teachers' WCF help them to actively engage in the writing process.

Various studies investigated the different WCF techniques and their effectiveness, but little research has been conducted on EFL/ESL teachers' beliefs and students' preferences regarding WCF. Most of the findings were contradictory and unsatisfying. For instance, Diab (2006) study revealed various discrepancies between instructor and student preferences for CF as well as differences in beliefs among instructors. Because some of the instructors' beliefs seemed to conflict with their students' views, Diab recommended teachers to explore students' beliefs about writing and error correction to bridge any gap between their own and their students' expectations. Montgomery and Baker (2007) found that teachers' actual practices of WCF were different from their beliefs. According to Montgomery and Baker (2007), when participant teachers were informed about the discrepancy, they were very surprised. Thus, teachers are not always aware of their actual classroom practices. Lee's (2009:15-18) study also revealed the following ten inconsistencies between teachers' beliefs and actual WCF practices:

1. Teachers pay most attention to language form, but they believe there is more to good writing than accuracy.
2. Teachers mark errors comprehensively although selective marking is preferred.
3. Teachers tend to correct and locate errors for students but believe that through teacher feedback students should learn to correct and locate their own errors.
4. Teachers use error codes although they think students have a limited ability to decipher the code.

5.	Teachers award scores/grades to student writing although they are almost certain that marks/grades draw student attention away from teacher feedback.

6.	 Teachers respond mainly to weaknesses in student writing although they know that feedback should cover both strengths and weaknesses.

7.	Teachers' written feedback practice allows students little room to take control although teachers think students should learn to take greater responsibility for learning.

8.	 Teachers ask students to do one-shot writing although they think process writing is beneficial.

9.	Teachers continue to focus on students' written errors although they know that mistakes will recur.

10.	Teachers continue to mark student writing in the ways they do although they think their effort does not pay off.

Similarly, Jodaie, Farrokhi and Zoghi (2011:41) found some differences as well as similarities between EFL teachers' CF and students' perceptions thereof.

Similarities:

1.	The teachers and students had negative perceptions of grammatical errors and strongly valued grammatical accuracy and WCF on student writing.

2.	The teachers and students agreed about the types of grammatical errors that should be corrected.

3.	The teachers and students agreed about comprehensive feedback.

4.	The teachers and students shared common perceptions of how a teacher should correct grammatical errors. students preferred direct feedback as the only best technique.

5.	The teachers and students shared common positive evaluations of direct feedback and indirect, coded feedback and common negative evaluations of indirect prompting of error location (Jodaie et al., 2011:41).

Differences:

1. The teachers and students had different perceptions of when a teacher should correct grammatical errors.
2. The teachers and students had different perceptions of students' attention given to teachers' grammar corrections.
3. The teachers and students did not share common evaluations of indirect, uncoded feedback strategy (Jodaie et al., 2011:41).

A mixed methods research study by Miranda-Calderón (2013) also examined the beliefs of high school students and their EFL teachers about CF in terms of its types, frequency, and their positive and negative attitudes towards it. The result discovered disparities between teachers' and learners' perspectives on CF. Students also expressed positive views on CF and its effectiveness as well as preferences for explicit types of correction; teachers were skeptical of its effectiveness and concerned about its effect on learners' self-confidence (Miranda-Calderón, 2013). A remarkable study was also conducted by Alshahrani and Storch (2014) in Saudi Arabia University. The researchers set out to investigate the teachers' feedback practices in terms of the extent of the feedback, type and focus of the feedback and how these practices align with the guidelines, the teachers' expressed beliefs as well as their students' preferences. The study found out that, although teachers followed the strict guidelines and provided comprehensive indirect CF, these practices did not always accord with their beliefs. Moreover, Alshahrani and Storch (2014) stated that participant teachers were unaware that students preferred direct CF which is mainly on grammar. Alike previous studies, Rajagopal (2015) study showed some matches and mismatches between teachers' beliefs and actual WCF practices. It indicates that teachers may not always be fully aware of about the behaviours in giving WCF in the students' writing. According to Gul, Tharani, Lakhani, Rizvi and Ali (2016), several factors such as time, the relationship between the teacher and individual students, and the policies and culture of the institutions were found to have a great influence on the amount and quality of CF.

On the other hand, different researchers investigated students' beliefs and preferences of WCF, and most studies revealed that students preferred and valued teachers' WCF for the improvement

of writing accuracy. For instance, Lee (2008) explored the reactions of students to teachers' CF from various perspectives. The results indicated that students, irrespective of proficiency level, wanted more written comments from teachers. But students of lower proficiency were less interested in error feedback than those of higher proficiency. Based on the major findings, Lee (2008:144) finally concluded that "it is important for teachers to be aware of the impact of their feedback practices on student expectations and attitudes which should be fed back to teachers to help them develop reflective and effective feedback practices".

Additional relevant research reviewed here is Jerigan's (2008:19) study. Findings indicated that all participant students wanted to be corrected, but in different ways according to the proficiency levels. For example, the lower-proficiency groups appeared to favour a focus on fluency whereas the higher proficiency groups seemed to prefer a focus on accuracy. Supporting this idea, Rahimi (2010) said that learners' level of writing ability influences their views about the importance of corrective feedback. Thus, knowing students' preferences will give the teacher a good idea of how to provide appropriate and balanced activities and feedback that will be most motivating to the students. Moreover, to make the instruction of writing more meaningful, teachers should allow students to respond to their WCF.

Another example of such a study was conducted by Rahimi (2010). The study investigated EFL learners' preferences for teacher feedback on different types of surface-level errors and the relationship between their preferences and their level of writing ability. In this study, Rahimi (2010) found out that students expected and valued teachers' CF on the surface-level errors. Moreover, Xuelian and Jeong-Won (2014) examined how college students react to teachers' CF. According to the survey results, students had positive feelings towards CF and they believed that teacher CF could help them greatly with revision in analyzing on, vocabulary and grammar. Amara (2015) study also disclosed that participant learners had a great interest in teachers' CF. They especially appreciated CF that praised their good work. Finally, Amara (2015) suggested that teachers need to consider how comments are perceived because how comments are presented has a substantial effect on the relationship between teachers and their learners. A study by Chen, Nassaji and Liu (2016) was also designed to examine students' perceptions and preferences of

WCF in an EFL context. The findings indicated that students strongly preferred to have extended comments on both content and grammar of written errors.

It has been observed that most studies explored EFL/ESL teachers' beliefs or students' feedback preferences separately. For example, some studies only explore students' feedback preferences without examining teachers' beliefs which is an important dispute in understanding their WCF practices. Fewer studies compared students' and teachers' opinions and explanations of ways of analyzing teachers' WCF types are limited. Similarly, Alkhatib (2015:65) argued that "the majority of WCF research has relied too heavily on either student reports or researchers descriptions and judgments without adequately consulting teachers themselves as informants about what they do with feedback and why." In particular, EFL teachers' beliefs and practices as well as students' preferences regarding WCF have been left mainly unexplored.

Therefore, it is important to investigate students' and teachers' preferred styles of feedback because research findings suggest that students can most effectively follow those kinds of feedback that they prefer. Similarly, exploring teacher perceptions is also important because teachers should feel confident when they provide a preferred feedback (Montgomery and Baker, 2007). In addition, teachers should be considerate of the impact of their feedback practices on student beliefs and preferences because this can help teachers to improve their affective and reflective feedback practices. Moreover, teachers should keep in mind that not everything works in every context because of the nature and complexity of language learning. Thus, there is a need for further research to investigate   teachers' beliefs, practices and students' preferences regarding WCF in different contexts.

3.6   ERROR CORRECTION STUDIES CONDUCTED IN ETHIOPIA

According to my reading of the available literature, very few local studies on WCF have been conducted. Most of the studies were done in partial-fulfillment of the MA degree. Among them, Getnet (1993) attempted to examine the responding behaviour of writing instructors of Addis Ababa University to students' writing. The result revealed that teachers were mainly focused on low-order concerns

(grammar, spelling and vocabulary), but they never attended to higher-order concerns (content and organisation) in responding to students' writing. He also found out that teachers provided CF to students after they had completed their writing not while writing drafts.

Tesfaye's (1995) study examined feedback techniques that were given to student writings. The result showed that teacher correction was dominantly employed to respond to student's written errors, but he recommended that self-correction was more effective than teacher correction in promoting learners' proficiency in writing. The other comparative study on corrective feedback is Italo (1999). The study assessed the effectiveness of teacher versus peer feedback on students' writing revisions. The analysis of the study revealed no significant difference between the two types of feedback, but both peer and teacher feedbacks were equally effective in improving students' writing. He argued that students' improvement was due to the rewriting of the revisions students did after receiving feedback from both sources.

Meseret's (2003) research is also pertinent to the present study. Her major objective was investigating Bahir Dar University instructors' feedback on students' writing. From the data analysed she found out that many teachers gave more emphasis to formative errors than content errors. It was also found that students place great value on the importance of effective feedback in the improvement of their writing, but there were discrepancies among students' preferences and teachers' ways of providing feedback. Similarly, Mesfin (2004) conducted research on the effectiveness of peer versus self-correction on secondary school students' writing. The findings revealed the discrepancy between teachers' and students' preference, that is, students preferred more teacher CF than peer CF. Taye (2005) on his part also explored the effect of WCF on promoting students' writing skills in English. The result showed that teachers' CF had no significant outcome on the enhancement of students' writing. Students also did not show any interest in revising writings.

Mokonnen's (2009) case study also assessed students' opinions and the significance of WCF in the writing class. The result of the study revealed that students felt that teacher WCF is useful to improve their writing. But, he found out that students had difficulties in

understanding teachers' CF in their writings. Zerihun (2009) also investigated the relationship between EFL students' perception of WCF and actual writing proficiency. He found that students' perception of written feedback had a substantial correlation with their actual writing skills. Conversely, the data obtained from the questionnaire revealed that students did not show any interest to read teachers' feedback on their writing tasks. There was also a mismatch between the emphases given to features of corrective feedback.

Motum's (2013) study was also attempted to examine students' preferences for peer and teacher CF and the effects of such preferences on writing performance. The finding of the study demonstrated that the students preferred to receive teacher CF than peer CF because they believed that teachers would correct errors properly. Indeed, Asres (2014) did an experimental study to investigate the effectiveness of indirect focused versus indirect unfocused teacher CF. To this effect, he found that all students thought that teacher WCF has immense importance in improving the accuracy of writing, and they also preferred to have unfocused CF than focused CF. On the contrary, the teacher questionnaire revealed that focused CF could be more effective than unfocused CF in improving students' writing accuracy.

On the whole, even though little research has been accompanied in the area of WCF locally, most studies were a comparative study on peer versus teacher feedback. Others were also carried out on the effectiveness of different techniques of CF, but the benefits obtained were not fully maximised. Moreover, none of the above-mentioned studies were on the effect of teachers' preferred CF practices and their students' preferences. In other words, no attempt has been made so far to assess why teachers used the type(s) of CF they used in neither students' writing nor their students' WCF preferences. Hence, the current study endeavoured to fill this gap by investigating EFL writing teachers' beliefs, actual pedagogical practices, and students' preferences regarding WCF in Debre Markos University, Ethiopia.

CHAPTER 4
RESEARCH METHODOLOGY

4.1   INTRODUCTION

As stated under the review of literature, the majority of studies on WCF focused on its effect on students' writing, while little researches have been conducted on the type of WCF practiced by writing teachers. However, although the amount of research on WCF is increasing, there is a lack of qualitative research about the practice of teachers' WCF (Animaw, 2011; Corpuz, 2011; Guenette, 2007; Ferris, 2004). Therefore, by using an interpretive qualitative approach this study investigates the beliefs and practices of EFL writing teachers and their students' preferences regarding WCF in Debre Markos University, Ethiopia. Specifically, the main focus of this study is (a) examining teachers' WCF practices in the writing classroom including their approaches to teaching writing and their point of view on feedback, (b) identifying factor(s) that prevent writing teachers from enacting their WCF beliefs into practices, and (c) analysing students' views and preferences of teachers' WCF, and finally (d) checking the relationships between writing teachers' WCF practices and students' preferences.

Specifically, the aim of this section is to address the theoretical assumptions and the methods that I used in developing and conducting this study. It is, therefore, divided into two main parts. The first part describes the pilot study. The second part deals with the main study which sheds light on the description of the research design. Then, in the second sub-section, the conceptual framework is briefly explained. In the third sub-section of the main study, the research site, population, and samples are discussed. The fourth sub-section deals with data collection instruments and methods of data analysis. Finally, ethical considerations along with reliability and validity are explained.

4.2   THE PILOT STUDY

To verify the intended data collection tools and to use the result as a stepping stone to the main study, a pilot study was conducted. This helps a researcher to get general information about the phenomenon under study. Specifically, it helps a researcher to uncover if there were any

repetitions, technical words and missing ideas as well as to determine the anticipated length of time for completing each focus group discussion (FGD) with students and the language that they would feel comfortable to respond to the questions. From the pilot study, a researcher has the opportunity to prepare suitable methods to be used in the main research (Naidu, 2007). A pilot study has also the possibility to find out drawbacks in any of the instruments before applying them in the actual study.

4.2.1   Research Site and Participants for the Pilot Study

A pilot study was conducted with English major students from the undergraduate programme at the University of Debre Markos. The participants were second-year EFL students who were attending the Advanced Writing Skills course (EnLa 2044) during the second semester of the year 2016. Second- year English major students were selected because I believe that these students are expected to be English language teachers' and are expected to acquire a good level of writing skills. During the pilot study, these students already took three EFL writing courses and have the experience of reciving CF from teachers. Thus, assessing perception and preferences of WCF on the accuracy of their writing skills is appropeate. Although these participant students had similar level of education (doing bachelor degree in English) and experiances as the target population, they were not going to paticipate in the main study.

Once permission was obtained from the English department, the main objective of the study was briefly explained to the participant students. For the purpose of FGD, 12 volunteer English major students (in two groups) participated. The FGD took approximately one hour in each group. The discussions were conducted at one of the department offices. Each participant was given a consent form and assured that their discussion would be confidential and any reporting would be anonymous. The volunteer students were asked to reflect on their general experience of teaching writing and preferences, feelings and views about teachers' WCF provided in response to their writing. During the FGD, I took notes to compare EFL writing teachers' actual practices and students' preferences about WCF.

4.2.2   Lessons Gained from the Pilot Study

As I was the main data collection instrument, the pilot study allowed me to transcribe and analyse data qualitatively, and this increased my experience of interviewing. Moreover, this pilot study enabled me to check the language students in the group interview used and the clarity, relevance and adequacy of items in the FGD questions.

Following the pilot study, improvements were made. For instance, even though the purpose of the study was investigating instructors' beliefs, practices and their students' preferences about WCF in the EFL context, some of the statements in the FGD were indicated to examine the broad concepts of writing skills. Moreover, some of the items were too general and it was difficult to get the information that I needed. Therefore, based on the lessons learned from the pilot study, some items in the FGD were improved, and some words were also defined for clarity, such as, focused/unfocused CF, direct/indirect CF, form/content, et cetera. I learned that students did not give me an in-depth response if they were restricted to English, so I decided to allow students to use Amharic (the national language in Ethiopia) in the main study. The orders of some items were also modified.

4,3   THE MAIN STUDY

4.3.1   The Research Design

A research design is a strategy that grants direction for the collection, measurement, and analysis of data. According to Yin (2003:20), "A research design is a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of conclusions. Between "here" and "there" may be found a number of major steps, including the collection and analysis of relevant data". A research design is also a logical blueprint. The logic involves the links among the research questions, the data to be collected, and the strategies for analysing the data so that a study's findings will address the intended research questions. The logic also helps to strengthen the validity of a study, including its accuracy (Yin (2011:76). Thus, I regard a research design as the framework that helps me to integrate the data collection, answer

the research questions, carry out analysis and follow the stages of the research project in a clear and logical way.

For the purpose of this study, a qualitative research design which is exploratory and contextual in nature was used to explore EFL writing teachers' beliefs as well as their actual practices and their English major students' preferences regarding written corrective feedback (WCF).

4.3.1.1   Research Method

The distinction between the epistemological orientations of paradigms is better expressed in the quantitative/qualitative dichotomy. Quantitative research methods are often associated with positivism while qualitative research methods tend to characterise the naturalistic/interpretive paradigm (Haoucha, 2005: 83). Vanderstoep and Johnston (2009:179) state:

> *The qualitative research focuses on the constructed reality of the research participants. It differs from quantitative research in its purpose, focus, methods, and criteria for truth. It rejects many of the quantitative assumptions about research that are based on objective, positivist beliefs about the world, and instead sees reality as constructed in the mind of the knower and situated in cultural and historical contexts.*

Qualitative research does not use statistics, and it does not translate variables into numbers. It is based on the belief that reality is dynamic and subjective. It aims at providing a broad understanding of the world by taking into account the way individuals interpret and make sense of the world. It also helps the researcher to make the data express the idea fully. On the other hand, quantitative methods are deductive and qualitative methods are inductive. According to Vanderstoep and Johnston (2009:168), "a deductive approach is a process of reasoning that flows from a theory/hypothesis to systematic empirical observation to a conclusion, and an inductive approach is a process of reasoning that follows a reverse path, observation precedes theory, hypothesis, and interpretation." As Vanderstoep and Johnston (2009:179) noted, supporters of quantitative methods reject the claims of qualitative researchers as anecdotal and idiosyncratic. Whereas qualitative followers reject the assertions of quantitative researchers as reflecting the bias

of the researcher's analysis and interpretation, and ignoring the minority voices that are not reflected in aggregate summary data.

Mindful of these considerations of the two methodological paradigms, the current study follows a qualitative research method to examine an academic issue originating from my experience as a writing teacher. Furthermore, the purpose of the study and the numerical value of the data may be another factor that determines which approach is used in a specific study. That means qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed mainly by non-statistical methods (Dornyei, 2007:19).

In its purest sense, qualitative research helps us to examine and interpret observable occurrences in natural settings. As to Haoucha (2005:84), this type of research aims at providing a broad understanding of the world by taking into account the way individuals interpret and make sense of the world. By employing naturalistic data procedures, qualitative research tries to capture certain elements such as individual subjective experiences and attitudes to various topics, which cannot be grasped by employing only statistical and numerical data. Thus, adopting a qualitative approach is an appropriate choice. As Animaw (2011:48) goes on to say, "A deeper and more genuine understanding of deep-seated beliefs of some types of human behaviour such as teaching can best be achieved mainly through the qualitative methodology." As a consequence, to address the main research questions of this research, an interpretive qualitative approach is appropriate. An interpretive approach of qualitative studies taps into the "voices" of the participants, thus providing rich data. These voices can be the participants' responses or actions that form the focus of a study (Rajoo, 2009:56). Below are additional definitions of qualitative research reflecting the views of different authors on the subject.

Denzin and Lincoln (1998:8) define qualitative research as:

> *The word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured, in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They*

seek answers to questions that stress how social experience is created and given meaning.

By focusing on the process and context of data collection, Duff (2008:30-31) elucidated that qualitative research emphasises the importance of examining and interpreting observable phenomena in context. The contexts tend to be naturally occurring ones. According to this researcher, qualitative research typically involves an inductive, as opposed to deductive, approach to research looking for, describing, and accounting for observed patterns, as opposed to testing explicitly stated hypotheses and making strong causal claims. Likewise, Mack, Woodsong, Macqueen, Guest and Namey (2005:1) in their definition say:

> *Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that: seeks answers to a question, Systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study. Qualitative research shares these characteristics.*

According to these researchers, the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue – that is, the often-contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals. For the present study, a qualitative approach is appropriate because this study aims to gain insight into teachers' beliefs and actual practices of WCF and students' preferences on the feedback. Thus, the approach would allow the researcher toget a detailed examination of the phenomenon under investigation.

Moreover, the following features of qualitative research listed by Yin (2011:7-9) are very significant for this study. He identified the following five features:

1.   First, qualitative research involves studying the meaning of people's lives, under real-world conditions. According to him, people will be performing in their everyday roles or have expressed themselves through their own diaries, journals, writing, and photography.

2. Second, qualitative research differs because of its ability to represent the views and perspectives of the participants in a study. Capturing their perspectives may be a major purpose of a qualitative study. Thus, the events and ideas emerging from qualitative research can represent the meanings given to real-life events by the people who live them, not the values, preconceptions, or meanings held by researchers.

3. Third, qualitative research covers contextual conditions, the social, institutional, and environmental conditions within which people's lives take place. In many ways, these contextual conditions may strongly influence all human events.

4. Fourth, qualitative research is not just a diary or chronicle of everyday life, but such a function would be rather an everyday version of real-world events. On the contrary, qualitative research is driven by a desire to explain these events, through existing or emerging concepts.

5. Fifth, qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of any given study. The variety will likely follow from having to study a real-world setting and its participants. The complexity of the field setting and the diversity of its participants are likely to warrant the use of interviews and observations and even the inspection of documents and artifacts. As to Yin (2011), the study's conclusions are likely to be based on triangulating the data from different sources. This convergence will add to the study's credibility and trustworthiness.

Furthermore, Rajoo (2009:57) in her reflection describes the common strength of qualitative research: Firstly, the power of qualitative research is that it allows a researcher to study events that unfold in a natural setting. In the naturalistic environment, the researcher tries to understand, infer and interpret the meanings of actions. Secondly, qualitative research is used to research the "what" and "why" of certain occurrences. It can be used to explore why a particular event occurs. Thirdly, the strength of qualitative research lies in its ability to give a complex textual description of a phenomenon that is the subject of research. But, according to Lodico, Spaulding and Voegtle (2010:14), the qualitative approach requires researchers to use data collection methods that bring them closer to the participants. Such techniques are in-depth observations, life histories, interviews, videos, and pictures. Hence, as the current study intended to explore the subjective attitudes and feelings of participants under study, different data collection techniques were applied.

Generally, qualitative research methodology is based on a constructivist philosophy that assumes reality is a multi-layered, interactive, and shared social experience that is interpreted by individuals (Adeyemi, 2008:50). It also studies things in their natural settings and collects the data face to face. The researcher then involves herself in the setting and reports detailed views of the participants. Therefore, a qualitative approach that is subject to multiple interpretations is an appropriate choice for this study. Finally, the following main stapes of a qualitative study, adapted from Creswell (2009, cited in Staden, 2010: 52) was applied in this study.

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┌──────────────────────────────────────────┐
│  Researcher poses generalisations or       │
│  theories from past experiences and         │
│  literature                                 │
└──────────────────────────────────────────┘
                    ↑
┌──────────────────────────────────────────┐
│  Researcher looks for broad patterns,       │
│  generalisations, or theories from themes    │
│  or categories                              │
└──────────────────────────────────────────┘
                    ↑
┌──────────────────────────────────────────┐
│  Researcher analyses data to form themes     │
│  or categories                              │
└──────────────────────────────────────────┘
                    ↑
┌──────────────────────────────────────────┐
│  Researcher asks open ended questions of     │
│  participants or records field notes         │
└──────────────────────────────────────────┘
                    ↑
┌──────────────────────────────────────────┐
│  Researcher gathers information (e.g.         │
│  interviews, observations)                   │
└──────────────────────────────────────────┘
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Figure 4.1: Main Steps in a Qualitative Study (Creswell, 2009).

4.3.1.2 Qualitative Case Study

A qualitative case study was chosen for the present study because it is the best means of answering the research questions in much more detail than any other method. I also believe that it is the most appropriate research strategy for this study as it reveals in detail the unique perceptions and concerns of individual participants in a real-world situation. Moreover, as a case study uses multiple data sources, it provides a deeper understanding of the present study. In practice, as Creswell (2007:17) describes, qualitative researchers conduct their studies in the "field" where the participants live and work - these are important contexts for understanding what the participants are saying. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter and Jack, 2008:544).

On the whole, although no single definition of the case study exists, case study researchers offer the following definitions. For instance, according to Dornyei (2007:138), a case study is a method of collecting and organising data to maximise our understanding of the unitary character of the social being or object studied. In the words of Yin (2003:13), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context. Besides, a case study research is a qualitative approach in which the investigator explores a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes (Creswell, 2007:73).

A qualitative case study can be further characterised as being particularistic, descriptive and heuristic (Marriam, 1998:29-30)

4. Particularistic means that case studies focus on a particular situation, event, programme or phenomenon. The case itself is important for what it reveals about the phenomenon and for what it might represent.
5. Descriptive means that the end product of a case study is a rich "thick" description of the phenomenon under study. Case studies include as many variables as possible and

portray their interaction, often over a period of time. Case studies can thus be longitudinal.

6. Heuristic means that case studies illuminate the reader's understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known.

Furthermore, the case study displays depth and complete data. It also helped us to understand the issue under study and formulate a new model/ hypothesis. Yin also (2003:1) noted that "case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context." In the case study, the data collection techniques are typically extensive. Researchers conducting case studies can use multiple forms of data such as observations, verbal protocols, interviews, questionnaires, written drafts, and assessments (Rajoo, 2009). These data collection methods occur in the participants' real-life context. According to Moriarty (2011), the method of comparing data from different sources is known as triangulation. Thus, in this specific study, observation, interviews, an examination of documents (students' artifacts), and focus group discussions were used as sources of information.

Hancock and Algozzine (2006:15-16) further construct the following characteristics of case studies:

7. First, although case study research sometimes focuses on an individual representative of a group (e.g., a female principal), more often it addresses a phenomenon (e.g., a particular event, situation, programme, or activity).

8. Second, the phenomenon being researched is studied in its natural context, bounded byspace and time.

9. Third, case study research is richly descriptive, because it is grounded in deep and varied sources of information. It employs quotes of key participants, anecdotes, prose composed from interviews, and other literary techniques to create mental images that bring to life the complexity of the many variables inherent in the phenomenon being studied.

10. Finally, as with most research, doing case studies creates opportunities for the researcher to explore additional questions by the act of investigating a topic in detail. Doing case study research means identifying a topic that lends itself to in-depth analysis in a natural context using multiple sources of information.

A qualitative case study is like a ticket that allows us to enter a research field in which we discover the unknown within well-known borders while continually monitoring our performances (Starman, 2013:42). Set against these advantages, it has its own limitations. One known disadvantage of case study research is the lack of generalisation as it involves small samples. However, Hammersley and Gomm (2000, cited in Rajoo, 2009:59) argue that the aim of case study research should be to capture cases in their uniqueness rather than to use them as a basis for wider generalisation or for theoretical inference of some kind. Yin (2003:10), on the other hand, maintains that although case studies have been viewed as a less desirable form of inquiry than either experiments/surveys, the case studies, like experiments, are generalisable to theoretical propositions and not to populations or universes. In this sense, the case study like the experiment does not represent a 'sample'; in doing a case study, the goal will be to generalise theories (analytical generalisation) and not to enumerate frequencies (statistical generalisation).

Overall, a case study is one way of doing qualitative research. It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us (Dornyei, 2007:41). It is also flexible in terms of how and what data is collected. In this study, it allowed me to capitalise on my experience in the field of EFL specifically in English writing skills. Also, my choice of a qualitative case study method is deeply rooted in my paradigm and theoretical framework that maintains that meanings are co-constructed and varied. As Creswell (2007) states, this too leads me to look for the complexity of views rather than narrow the meanings into a few categories or ideas.

4.4   CONCEPTUAL FRAMEWORK

The main objective of the current study is to examine the beliefs and practices of EFL writing instructors and their students' preferences about WCF. Thus, based on the basic research questions of the study, the following conceptual framework was developed.

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┌─────────────────────────────────────────┐
│     EFL teachers' belief regarding WCF    │
└─────────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │  Identification of WCF types used │
        │       by EFL teachers      │
        └───────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │  Factors impacting EFL teachers' │
        │    WCF belief and practices │
        └───────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │   EFL Students' preferences │
        │     regarding WCF on their │
        │          composition        │
        └───────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │ The relationship between students' │
        │   preferences and their teachers │
        │        actual WCF practices │
        └───────────────────────────┘
```
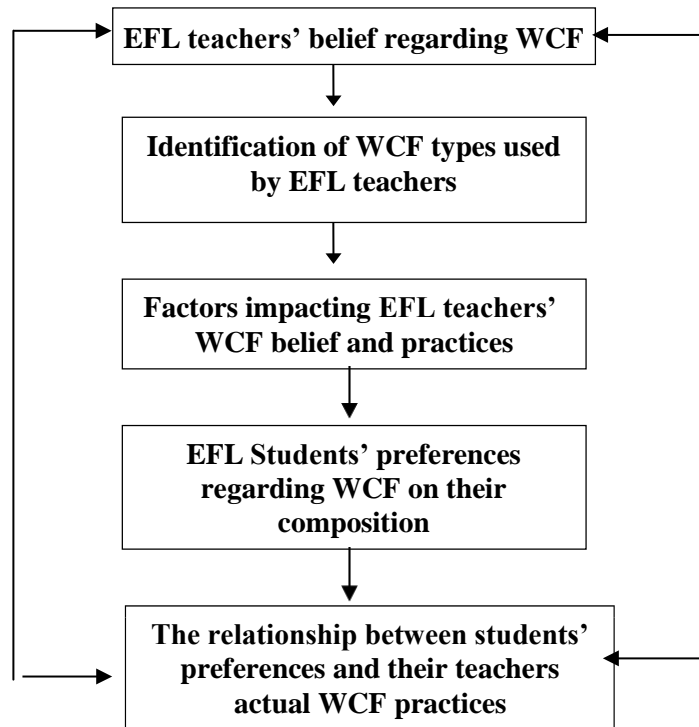
Figure 4.2: The conceptual framework of this study.

The role of EFL writing teachers is improving students' writing accuracy based on their experiences in writing and the course objectives. Thus, giving operative WCF to the students about how well or badly they performed helps them to improve their accuracy in writing. But, according to teachers' experience and beliefs, they may contextualise corrective feedbacks in different ways. Again, these may affect the types (strategies) of WCF which are used by teachers on students' composition. From this point of view, it is important to explore EFL teachers' WCF beliefs on students' writing because teachers' beliefs are important aspects that influence their practice (Corpuz, 2011). In doing this, I was able to get an answer to research question one.

Even though there are different strategies for providing WCF, EFL teachers' choice may be varied according to their stated beliefs. It is also important to find out whether a certain type of teachers'

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CF practice is more helpful than others to improve the accuracy of students' writing. Therefore, the identification of types of WCF used by teachers enabled me to tackle their actual WCF practice. On the other hand, teachers should be considerate of the impact of their WCF practice and strategy used on students' composition. That means, in using the preferred type of corrective feedback on students' composition, teachers may encounter difficulties or problems that hinder their actual feedback practice. The identification of these factors (if any) will answer research question three. It is equally important to consider students' beliefs and preferences regarding WCF on their writing because there might be discrepancies between the teachers' intention and students' interpretation of the feedback. To gain the complete benefits of WCF, teachers should understand their students' beliefs and preferences about the given WCF. As Al Mohammedi (2016:30) describes, the more the teachers consider their students' desires regarding WCF, the more positively they will react to the correction. In doing this, I was enabling to find answers to research questions four and five.

Finally, to engage students in the process writing and to improve their writing accuracy, students' preferences should match with teachers' actual WCF practices because students' feelings are more important than any type of teacher teaching techniques. Again Hyland (2003) suggests that teachers should take into consideration what students want from CF and what they attend to the writing revisions. "Clear, precise and encouraging teacher feedback can absolutely contribute to EFL students' writing improvement. With effective techniques and understanding between teachers and students, it is not far from reach for students to produce a good piece of writing" (Sermsook et al., 2017:47). Therefore, by addressing the extent to which students' preferences correspond with their teachers' actual WCF practices, the last research question was addressed.

4.5   RESEARCH SITE, POPULATION AND SAMPLE

4.5.1   Research Site

Debre Markos (also called Menkorer) is located 305 km from the capital city of Addis Ababa. It is a city in the East Gojjam Zone in the Amhara Region, Ethiopia. According to Esubalew (2006:2), in 1853 Dejazmach Tedla Gualu, who governed Gojjam, found Menkorer, presently known by Debre Markos. He ruled Menkorer for nearly three decades (1853-1881). In 1881 the first church St.Markos the Evangelist was introduced in Menkorer. According to Esubalew (2006), just a year

after and onwards, the town took the name, Debre Markos. Debre Markos town is located in one of the highland areas of the country. For instance, 39 kilometers North-East of Debre Markos, there is a mountain called 'Chokei' with a height of 4413 meters above sea level. This mountain is the source of many tributaries to the Blue Nile River Basin. Around the neighbourhood, there are renowned traditional church schools where 'Geeze' and 'qine' are practised, such as Dima Giorgis, Merto le-Mariam, DebreWork Mariam and Debre Elias. Therefore, the study was conducted at Debre Markos University which is found in Debre Markos town.

Debre Markos University (DMU) is located in the northwestern part of the country at Debre Markos town. DMU started in 2005 as one of the thirteen universities which were established by government of the Federal Democratic Republic of Ethiopia. The DMU is located in the eastern part of the town approximately two kilometres from the central square. It covers an area of over 100 hectares. Although DMU is new, it is going through rapid development. The number of academic programmes at its establishment is eight in one faculty. Currently, there are 34 undergraduate and six graduate programmes in six colleges and one school with 34 departments. The student population, which was 760 at its establishment, has risen to over 17,000. Of this number, about 10,000 are regular and the rest are night and summer students. Currently, DMU has over 700 academic staff. Of this, the majority have a second degree and above.

The DMU was chosen purposely as the university is newly established and there is little research in the area of language in general and writing skills in particular. Thus, it was hoped that this study would contribute to the process of teaching English writing skills in general and providing WCF to students' composition in particular at the university. In addition, as I, the researcher, am a staff member at the university, I enjoy easier access to the department of English and its students as participants than an outsider. I also felt that conducting the study at this university would minimise the social, financial, and time constraints that might hinder the progress of the study.

4.5.2 Population and Sample Participants of the Study

For this qualitative case study, data were collected from EFL writing instructors who were teaching Basic Writing Skills (Enla 1012), Intermediate Writing Skills (EnLa 2043) and Advanced Writing Skills (EnLa 2044) courses for English major undergraduate students at Debre Markos University. These courses have their own objectives. For example, Basic Writing Skills (Enla 1012) aims at

developing students' basic writing skills. It contains sentence-level writing: sentence structure, sentence types, and common sentence errors; paragraph-level writing: paragraph structure, principles of paragraph development (unity, coherence, variety, and economy), paragraph development methods (definition, illustration, classification, cause, effect, comparison and contrast), and basic type of paragraph (expository, narrative, descriptive and argumentative).

Intermediate Writing Skills (Advanced Writing Skills 1) (EnLa 2043) is also designed to improve students' writing skills. In the course, students will be exposed to the skills of organising ideas, drafting and revising texts. The texts include paragraphs and essays which deal with various issues and discourse categories (description, argumentation, exposition and narration) and development of these with strategies like definition, exemplification, process, comparison and contrast and cause and effect. The students will also develop a better understanding of the writing process and master the basic components of multi-paragraph compositions. At this level, the students will learn to gather, select, and organise information to produce effective, coherent, and complex texts in the form of essays, stories, and reports of medium length. The compositions they produce will focus on concrete, abstract, and theoretical topics that include structures ranging from simple to complex.

Besides, Advanced Writing Skills (EnLa 2044) is a higher-level writing course which extends from the preceding course: intermediate Writing Skills. This course focuses on various modes of an advanced level of writing: Argumentation discourse, Narrative discourse and Expository discourse. Furthermore, skills such as summary writing and précis will be reflected. The course is also intended to develop students' skills in critical writing and identification of informal fallacies in argumentation. Besides, through all stages of the course, grammatical and fluency issues will be addressed so that students build up their confidence and awareness about academic writing in general and essay writing skills in particular.

The three EFL writing instructors for the three selected writing courses were involved in the study and identified as Teacher A, Teacher B, and Teacher C. It is also noted that in this study, the term *teacher* is synonymous with lecturer and instructor. Teacher A and Teacher B had a MA degree in teaching English as a Foreign Language (TEFL), and Teacher C had a PhD in TEFL. Their teaching experience ranged from 10 to 24 years. I chose the participants purposively because these EFL instructors have to provide students with corrective feedback on their

paragraphs/essays.

This allowed me to focus on the analysis of written corrective feedback (WCF) which is appropriate for this study. However, all instructors reported that they had not received any special training on how to give WCF. Table 4.1 summarises the background information of the teachers.

Table 4.1: Summary of Teachers' Background Information

Teacher Pseudonym	Age	Qualification	Years of teaching experience	Teaching experience in writing skills (current context)	Previous Training in giving WCF
Teacher A	41	MA in TEFL	14	4	None
Teacher B	45	Ph.D. in TEFL	24	10	None
Teacher C	33	MA in TEFL	10	5	None

The student participants in the present study were BA level students majoring in English at Debre Markos University who were taking the above-mentioned writing skills courses in the 2017/2018 academic year. English majors were selected because the main concern of this study was to examine the beliefs and practices of EFL instructors and their students' preferences regarding WCF. In the English department, only one section in each year of study was enrolled. Thus, the study involved 42 EFL students whose ages ranged between 18-25. All the sample students (except one student from the Advanced Writing Skills course) participated in the focus group interview. The total number of first-year English major students was 29 (all male). Thus, randomly 14 students who took Basic Writing Skills from first-year were involved in the study. The total number of second-year students who took Intermediate Writing Skills (in the first semester) and Advanced Writing Skills (in the second semester) were 28 (4 female and 25 male), and all of them were included (i.e., 14 students were randomly recruited for the Intermediate Writing Skills in the first semester, and the other 14 students were involved for the Advanced Writing Skills in the

second semester). It is important to note that as there were only four female participants in the study, I will not reveal any further information about how sex differences affect the beliefs and preferences of error correction types.

4.6 DATA COLLECTION INSTRUMENTS AND METHODS OF DATA ANALYSIS

4.6.1 Data Collection Instruments

To invetigate EFL writing teachers' beliefs and WCF practices and to what extent their beliefs match with their actual practices in students' writings, and to compare these EFL teachers' practices with their students' preferences regarding WCF, the study employed multiple data collection instruments. It included classroom observation, semi-structured interviews, focus group discussions (FGDs), and document analysis (students' writing samples). As these instruments use open-ended questions, they give the opportunity for participants to answer questions in their own words rather than choose from fixed replies. The methods are also flexible because participants can ask for clarity during the discussion. These instruments, therefore, were utilised because they enabled detailed information for the study, and they had the potential to motivate participants to talk freely about their experiences about the phenomenon under study.

4.6.1.1 Classroom Observation

Observation is a primary source of information in the case study. Data collecting through observation is very accurate. Yin (2011:143) points out that it is reliable as what you see with your own eyes and perceive with your own senses is not filtered by what others might have (self-) reported to you or what the author of some document might have seen. Observation also offers opportunities for the analysis of nonverbal communication (Moriarty, 2011:10). In addition, through classroom observation, it is possible for the researcher to audit the consistency between teachers' stated beliefs and their actual practices (Canh, 2011:108). More specifically, observation allows the direct collection of data in the natural setting.

Bearing in mind the benefits, the contemporary study chose to conduct non-participant observation to examine to what extent EFL teachers' beliefs about WCF match with their actual practices. This

type of observation allows the researcher to gain a more objective view of the reality being investigated without interrupting natural classroom settings. The classroom observations were carried out before conducting interviews with the three EFL writing skill teachers. The reason was that if these teachers were made to respond to the interview prior to the classroom observation sessions, they might attempt to associate what they were teaching with the responses that they had already given in the interview. Consequently, I would not have had the opportunity to observe the real happenings that took place in the actual writing skills classes.

Before the classroom observation, I provided participants with written consent forms in which they were assured that only I would have access to the documents and that they would be given pseudonyms in order to safeguard their privacy. After permission was granted, classes were observed randomly, but the teachers were informed of the recording a day or two before. Besides, they were asked to choose two consecutive classes to be observed to avoid the lack of coherence while analysing the data. The duration of every class ranged from fifty minutes to an hour. Then, each of the three writing teachers was observed during three consecutive classes (six lessons each). To increase the reliability of observational evidence, the lessons observed were videotaped as they happened naturally in the classroom. During the observation sessions, I, as a non-participant observer, sat at the back of the classroom and took notes of each teacher's teaching and learning practice of writing because this might affect his/her WCF practice. Moreover, the notes helped me to examine the extent to which teachers' focus when teaching writing is similar or different from their focus of WCF, and complement the data obtained by feedback analysis of students' papers, teachers' interview and students' FGD.

4.6.1.2   Individual Interviews

After the classroom observation, a semi-structured, individual-based interview with the three EFL academic writing skills teachers in Debre Markos University was conducted. The major purpose of the interview was to examine EFL writing teachers' beliefs and attitudes toward WCF and their actual practices. Participants were asked the interview questions in English; however, they were allowed to give their responses either in English, in Amharic (one of the national languages in Ethiopia) or both in English and in Amharic. The interviews were scheduled at a time which was suitable for the teachers and were conducted in their offices in the University compound. Each interview lasted approximately 45 minutes and was conducted face-to-face to establish trust and

to identify any non-verbal signs that warranted further questioning. Finally, all of the three interviews were audio-recorded and transcribed in full.

Semi-structured interviews were used to collect a rich and significant amount of information that could not be observed directly in classroom observation. Interviewing provides an opportunity for the researcher to understand participants' behaviour in the real context. It can be structured, semi-structured or unstructured. However, a semi-structured interview is particularly well-suited for case study research (Hancock and Algozzine, 2006:40). Semi-structured interviews invite participants to express themselves openly and freely from their own perspectives, not from the perspective of the researcher. Furthermore, conducting semi-structured interviews involves the researcher asking open-ended questions and recording the responses to obtain in-depth, meaningful, and important information from a participant in the study (Corpuz, 2011:55).

The semi-structured interview also helps us to access the minds of research participants to reflect knowledge, values, preferences, attitudes and beliefs (Alzaanin, 2014:55). It also allows informants the freedom to express opinions in their own way (Cohen, 2006). In this manner, a semi-structured interview allows us to gain insight into how participants define and interpret the world from their perspective. In a typical semi-structured interview, the researcher has a list of questions or series of topics they want to cover in the interview, but there is flexibility in how and when the questions are put and how the interviewee can respond (Edwards and Holland, 2013:29). Flexibility in the interview process enables the researcher to seek further clarification of issues from the participants depending on the progress of the interviews (Alzaanin, 2014:55). Therefore, as the interview is interactive in nature (Legard, Keegan and Ward, 2003), the flexible approach helped me to explore all the information regarding EFL writing teachers' WCF beliefs and their actual practices to students' written errors. Considering these strengths, the semi-structured interviews with EFL teachers are based on a list of open-ended flexible questions, and they were designed to gather information about:

1. Teachers' previous experience, training and their views on EFL writing in general.
2. Teachers' beliefs regarding the value they attach to WCF with the view to improving the accuracy of students' writing.

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3. The preference of teachers' WCF types on students' written errors and rationales for their actual practices.

4. Contextual factors that might affect the behaviour of teachers' ways of giving WCF on students' written errors.

4.6.1.3 Focus Group Discussions

Focus Group Discussions (FGDs) were used as another data gathering tool in this study. FGDs were conducted to obtain more in-depth information from participant language students' beliefs and preferences regarding teachers' WCF. The goal of the focus group is to have a free-flowing discussion (Bradley, 2009:92), and it gives participants more opportunity to identify what they have to say. According to Corpuz (2011:64), the use of focus groups enables the researcher to interact directly with the participants of the study to obtain a large and rich amount of data.

As mentioned by Finch and Lewis (2003:197), focus groups are more than a collection of individual interviews, and data are generated by the interaction among group participants. In addition, the authors note that participants' contributions are defined by what they hear others say, and the group is synergistic in the sense that it works together. Also, the group setting aids spontaneity and creates a more naturalistic and socially contextualised environment. FGD provides information about a range of ideas and feelings that individuals have about certain issues as well as illuminating the differences in perspective between groups of individuals (Rabiee 2004:656). It is flexible and information-rich because it allows participants to respond naturally which is not usually achieved when applying another method individually.

Focus groups also allow the researcher to observe and take notes by observing participants' body language and facial expressions. The number of participants in the FGD interview may vary. For instance, Rabiee (2004:656) mentions that the number generally suggested as being manageable is between six and ten participants (large enough to gain a variety of perspectives and small enough not to become fragmented). For Finch and Lewis (2003:172), focus groups involve around six to eight people who meet once for a period of around an hour and a half to two hours. That means smaller groups may minimise the information we get, and larger groups may also limit

participants' chances to participate and to give necessary information. Considering these factors, in this study, I chose to conduct FGD with selected students to obtain more information and a deep understanding of their preferences and opinions towards teacher's WCF practices.

Accordingly, after conducting classroom observations, focus group discussions from the selected first and second-year English major students were employed. Thirteen (14) students who took Intermediate Writing Skills participated in two focus groups at the end of December 2017. Further, fourteen (14) students (in two focus groups respectively) who were taking Basic Writing Skills, and thirteen (13) students who were taking Advanced Writing Skills participated in the FGDs at the end of May 2017. Before the data collection, the participants were asked about their preference for the working language, and they all chose Amharic, which is their L1. I personally also believe that it is more appropriate to use the L1 among people who speak the same mother tongue. Thus, the interviews were conducted in Amharic to ensure that the participants felt comfortable and could say exactly what they meant to say. All the discussions were audio-taped.

The focus group discussions were designed to gather information about:

1. Students' background and experience on learning English foreign language in general and English writing in particular.
2. Students' beliefs about the value of teachers' WCF on the improvement of their writing skills.
3. Students' preferences for the different types of WCF and their rationales.
4. Whether students attend and make   use of their teachers' WCF or   not.

4.6.1.4   Document Analysis

Triangulation provides convergence information that gives credibility to the study. To triangulate and complement the data collected through classroom observations, individual interviews and FGD, document analysis was also employed. In document analysis texts are interpreted to find meaning about the phenomenon under study. According to Bowen (2009:27), document analysis is a systematic procedure for reviewing documents (both printed and electronic material). As Yin (2011) noted documents can give essential data about things not directly observable.

Accordingly, the researcher used document analysis in the form of students' corrected writing papers to identify the kind of feedback provided by those EFL writing teachers and to examine actual WCF practices with their stated beliefs regarding WCF in students' writing. The collected written works reflected only teachers' WCF practice, but not how students edited and revised their texts because the marked papers were collected and photocopied before students made revisions. (Samples of students' corrected papers from the three teachers are included in the Appendices.)

Indeed, from the three EFL writing teachers (with students' permission), 15 corrected papers which were randomly selected from the students were photocopied and a total of 45 texts were gathered. Since students are supposed to write at least above 150 words for each text, I found that the analysis of WCF of 15 samples for each teacher would be sufficient to get insight into their WCF practices. Thereafter, each corrected paper was categorised and coded according to the typologies of written corrective feedbacks which are identified by Ellis (2009). Ellis (2009:98) categorised the various types of WCF into six major categories: Direct CF, Indirect CF (indicating + locating the error and indicating only), Metalinguistic (use of error code and brief grammatical description), Focus of the feedback (focused and unfocused), Electronic and Reformulation. However, Electronic and Reformulation feedback is not common in our context, so they are not included in this study. The current study was, therefore, the first to try Ellis' category of feedback types in the context of teaching EFL in DMU.

4.6.2   Methods of Data Analysis

Qualitative data analysis is not linear in nature. As Dornyie (2007:221) pointed out "qualitative research is iterative, using a nonlinear, 'zigzag' pattern: we move back and forth between data collection, data analysis, and data interpretation depending on the emergent results."The process of data analysis in qualitative research begins during the data collection (Rabiee, 2004). For example, in this research context, I started analysis while listening and transcribing both the audio and video recordings. Thus, inductive data analysis, as suggested by Patton (1990,cited in Mahfoodh, 2011:4) was used in which patterns, themes, and categories of analysis emergeout of the data rather than being imposed on them before data collection and analysis.

A thematic analysis was performed to interpret the information gained from teachers' semi-structured interviews, students' focus group interviews, and teachers' classroom observations including field notes. Next by reading the transcribed data repeatedly, common (dominant) patterns and themes were identified. Then by categorising and coding them based on the research questions and conceptual framework, the interpretations were made thematically. For more information, direct verbatim quotations were included in the analysis. In other words, the validity of the data was established by providing evidence from each instrument in the form of direct quotations. Moreover, to investigate how teachers' beliefs reflected in their actual practices, students' corrected texts were analysed and classified by using the most common type of WCF stated by Ellis (2009). That means, to compare each teacher's WCF practices with his beliefs, each feedback type was identified and coded in the corrected papers.

Findings from all sources were triangulated. For example, classroom observations, teachers' interviews, students' focus group discussions, and students' corrected papers were cross-checked to examine teachers' beliefs with their actual practices and their students' preferences on WCF. Finally, the compared and contrasted data were interpreted and then pedagogical implications and recommendations were provided.

4.6.3   Validity and Reliability

To control the quality of any research validity and reliability are very essential. But, as Dornyei (2007) argued in qualitative research, procedures for attaining validity are different from those used in quantitative approaches. Validity and reliability are conceptualised as trustworthiness, rigour, and quality in the qualitative paradigm (Goalafshani, 2003:604). In qualitative data, validity might be addressed through honesty, depth, richness, and scope of the data achieved, the participants approached and the extent of triangulation or objectivity of the researcher (Adeyemi, 2008:69). Thus, by using triangulation we can lessen bias and increase the researcher's truthfulness of a proposition about some social phenomenon (Bashir, Afzal and Azeem 2008). Through triangulation, we can also increase validity by incorporating numerous perspectives and approaches. When we say triangulation, it includes both method triangulation and data triangulation.

By considering this, triangulation was used as a method of confirming the validity and reliability of the present research. Interviews with EFL teachers, FGDs with English major students, and field notes collected during classroom observations were used in conjunction with EFL teachers' classroom practices and students' corrected artifacts. Moreover, verbatim quotations from teachers' interviews and students' FGDs were included to give more substance to the findings. Besides, this study has been undertaken over a long period to ensure some degree of engagement in the field. Therefore, collecting various types of information through different sources can increase the reliability of the data and the outcomes.

4.6.4   Ethical Considerations

Ethical issues can be specified as one of the basic parts of the research. While studying in any academic setting, the researcher needs to be aware of the ethics beyond his/her research activity. As qualitative researchers emphasise exploring and describing people in their natural settings, their research depends upon a participant's willingness to share his/her experiences. In this study, the ethical guidelines on research ethics promoted by UNISA regarding information, consent, confidentiality, and use of collected data were followed. The researcher also received an ethical clearance certificate from UNISA, the institution that oversees this study.

After an ethical clearance approval letter for the study and permission from Debre Markos University (where I work) were granted, the potential participants (both writing teachers and their students) were informed about the overall aims of this study. Then, consent forms were distributed to the three EFL writing teachers to elicit their consent to take part in audio-recorded, semi-structured interviews, video-recorded classroom observations and to provide copies of the students' corrected compositions. Furthermore, consent forms were distributed to first and second year EFL English major students to elicit their consent to participate in an audio-recorded FGD. The consent also informed the participants that their participation was purely voluntary and they were free to withdraw from the research without any form of penalty. An estimated schedule also informed participants about how much of their time the study would demand. The participant consent forms are provided in the Appendices.

Participants were also assured that their identities were protected at all times and that anonymity would be maintained throughout the study. To safeguard the confidentiality of the participants,

pseudonyms were used in the present study. Finally, I explained that suitable secure storage was being used for all documents and recordings.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1   INTRODUCTION

In this section, a detailed description of the various data collected for the study is presented according to the research questions raised in chapter one. The study sought to examine writing teachers' beliefs and actual practices and their students' preferences of WCF at Debre Markos University. In this section, the data obtained through individual interviews, FGD, classroom observations and document analysis (written artifacts) were transcribed, translated, and analysed. The findings have been discussed in light of previous research as well as extracts from the collected data that are vital to support and illustrate the analysis of the data.

The presentation has five main parts: The first part deals with the EFL writing teachers' beliefs and practices about the teaching of writing and the provision of WCF. The second section attempts to probe EFL teachers' actual WCF practices on students' composition. The third section examines the perceived and actual WCF practices of EFL teachers. The fourth part focuses on the English major students' views on the value of corrective feedback and preferences for different types of WCF to their written errors. The last section discusses the matches and mismatches between teachers' WCF practices and students' preferences. Finally, a conclusion of all the findings has been presented.

5.2   BELIEFS OF THE EFL TEACHERS

This section offers a response to the first research question: What are the beliefs of EFL writing teachers' concerning WCF on students' writing? The three EFL writing teachers from Debre Markos University were asked several questions which were directly or indirectly prompted by their beliefs and experiences regarding WCF. It presents the findings of the interview about EFL teachers' beliefs and practices about EFL writing (section 5.1.1) and EFL teachers' beliefs about WCF (Section 5.1.2).

5.2.1   Teachers' Beliefs and Practices about English Writing Skills

Teacher beliefs will be influenced by external factors, i.e., schoolcontext, as well as internal factors, including teacher attitudes, emotions, and motivativation (Lan and Lam, 2020:5). I also believed that EFL teachers' teaching and learning experience together with the situation in the actual classroom impacts their WCF practices on students' writing. This part is intended to examine the EFL teachers' beliefs towards writing skills and their pedagogical practice on how writing should be taught. Teachers' learning and teaching experiences are the main factors which shape their beliefs, so the way they deal with corrections on students' composition and the teaching methods being employed in the classroom is influenced by their beliefs. Accordingly, I conducted in-depth interviews with these three EFL writing teachers (TA, TB and TC) who were conducting the course Basic Writing Skills, Intermediate Writing Skills and Advanced Writing Skills respectively for the English major students in Debre Markos University. The results of the interviews are presented in the following discussion.

Based on teachers' beliefs' regarding EFL writing skills, the three writing teachers under study have similar attitudes. They believed that writing is a demanding skill to master and writing well is even more difficult. As teachers of EFL writing, these teachers also felt that writing needs more practice and experience than other language skills. Participant teachers also admitted that their students'writing ability is very poor and their compositions are full of linguistic problems. For example, Teacher B mentioned:

> *Writing is a challenging skill.. as it is a productive skill, it needs more attention while writing. ....even students do not adapt writing easily like other skills; they tried to improve after lots of practice. Thus, writing skill needs more practice um...writing is like driving a car. i.e., it needs lots of exercises to improve writing skills. Through practice, writing will be improved.*

Teacher A also disclosed:

> *Writing is the most difficult skill for students. They are afraid of writing in English. Even though we tried to support the theory by practice, still they considered writing as a difficult skill. But, if they practice daily and got feedback from us, they will change their mind… It will be easy for them.*

Teacher C lacked confidence in his students' writing ability, and he believed that his students needed more grammar knowledge. He stated that students' language proficiency is becoming poorer from year to year. As he said,

> *Before two or three years ago, there were students who were at least correctly construct a sentence, but now their ability to write in English is very poor… even they don't recognise the function of parts of speech which are bases for writing. So, before writing a sentence, they should be taught other things (grammar)……. Of course, writing needs more practice. Writing must be learned through writing.*

Especially for EFL/ESL students, teaching and learning writing is a challenging task. The reason for this is that writing involves a lot of practice due to the complexity of its phonological, morphological, semantic and syntactic structures. Thus, EFL/ESL teachers have to think of implementing alternate methods in their classrooms in order to develop students' writing skills (Rao, 2019).

Accordingly, the three writing teachers believed that even though students have been facing problems in acquiring writing skills, they could learn the skill meaningfully through practice. In addition, the participant EFL teachers expressed their beliefs and practices about writing skills. All participants explained that even if writing is as important as other language skills, it is mostly ignored and is not practiced adequately. They believed that writing needs lots of practice and a good learning experience. For instance a Basic Writing Skills teacher, Teacher A said,

> *"Students who have good background experiences and support from families write a good paragraph, but students who have not good learning experience and knowledge in lower-level classes are poor in writing."*

Similarly, an Intermediate Writing Skills teacher, Teacher B claimed that he preferred to write in his first language than English because he has lots of ideas and good experience in his mother tongue. He said:

> *I prefer to write in my first language than the English language because I have input before to compose ideas. … Anyway, the main problem of writing in English is it is a foreign language. We only have access to*

practice in the classroom. Emm… we don't have any chance to exercise writing in English out of the classroom.

As for the importance of practice to improve writing skills, an Advanced Writing Skills teacher, Teacher C asserted *"Writing is developed through writing… It needs more practice than other language skills…. writing must be learned through writing."*

These teachers also admitted that their students' writing ability is very poor and their compositions were full of linguistic errors. The three teachers gave reasons for their students' poor writing performance. For example, Teacher A explained:

> *For me, the main problem of students' poor writing skill is a lack of practice and poor background experience in English writing. Especially in elementary and high school, more attention was given to grammar lessons than writing exercises. … um… the other problem is that students were afraid of writing because they believed that they will make mistakes.*

Teacher B also explained:

> *First, as students stated the English department is not their first choice; secondly, they have poor background knowledge. However, the main problem is that lack of practice, especially in lower-level classes. For example,… in lower-level classes especially, from grade 1-4 there is a free promotion policy because of this without adequate knowledge they promoted to the next grade level ….This made them having a knowledge gap…..therefore, the current educational system has a countless influence on students' poor writing performance.*

Teacher B added, *"Students even didn't write one correct sentence… let alone a paragraph or an essay."* Teacher C further explained that the main factor for students' poor writing performance is a lack of good background experience in English. He said:

> *Especially students are poor in writing skills because they believed that it is a difficult skill than other language skills… they are afraid of writing in English. Even in lower-level classes, writing was overlooked. Hmm… the educational curriculum by itself in the English department has a big problem… for example, before writing paragraph well, students forced to write essays…. so it has to be modified.*

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According to these participant teachers' reports, activities in the textbook especially in lower-level classes were neglected. Moreover, students who have poor background knowledge and little practice in EFL writing feel bored while doing written activities. Due to this writing well is a big challenge. Specifically, these teachers stated that the majority of English major students have poor writing abilities as they considered the skill very difficult. For instance, Teacher A clarified that EFL students find writing the most challenging language skill and his students are also afraid of writing in English. Teacher B further explained that his students do not acquire writing skills easily like other skills. They need lots of practice to develop the skill. Teacher C also felt that writing needs more practice and grammatical knowledge. By supporting Teacher B's idea, Teacher A believed that in a certain paragraph every sentence should be grammatically correct. So, while he is correcting students' paragraphs, his main focus is on grammatical rules. He said, *"When I was giving feedback, I always check whether each sentence was grammatically correct…. I always check every sentence faults*." The analysis of students' texts and data from observation also revealed that the participant teachers in the study focused primarily on the mastery of grammatical aspects rather than contents or organisation.

From the discussion so far, it is fair to say that the EFL writing skill, to which teachers devote less time, is the least developed language skill in Debre Markos University context. This may be due to the language teachers' beliefs and ways of teaching writing. During the interviews, all of the participant EFL writing teachers believed that writing is a more challenging skill than other language skills, and they agreed that accuracy is the most important aspect of writing. However, in my view, writing should not be restricted to writing correct sentences. This concurs with prior studies which revealed that most EFL students face difficulties in acquiring effective academic writing skills as it is a complex process which requires writers to discover thoughts and ideas (Dawit, 2003; Meseret, 2012; Al-Hammadi and Sidek, 2015). Scant writing practice is another emergent cause of students' writing problems in this study. However, the EFL writing teachers under study believed that writing involves some kind of process and is developed through meaningful practice.

The writing teachers were also interviewed about their approaches and methods of writing instruction that they utilise in the teaching of writing in their classes. According to these teachers' reports, writing needs some kind of process and time and effort to produce meaningful texts. Their

responses indicated the common steps they followed while teaching writing. For instance, describing his existing writing instruction practice, Teacher A said,

> *"While I was teaching writing, first I showed them different sample paragraphs. Then, I ordered them to write a paragraph (applying these samples on their own) and I gave them feedback... I tried to show them every error directly.... sometimes, they wrote together and got feedback from each other."*

Teacher B also elucidated:

> *Hmm, as you have seen students have a course module, and in each discourse types, there are enough model paragraphs. For example, if I teach an expository essay, different sample paragraphs are written in different techniques (in the students' module). Therefore, first I ordered them to read each sample paragraph, and then we will discuss it together. To create more interest, I read an additional sample (model) paragraphs that are out of their textbooks.... After all these, I will give them new topics to write their own paragraphs. ...... then they will share ideas and got feedback from their peers.... I also tried to give feedback in each group. Finally, I gave them another topic and they will write their own paragraph individually, then I will take and give feedback and grade.*

Teacher C explained:

> *While students were writing a paragraph, first I showed them model paragraph. After they read the sample paragraph, I ordered them to identify the function of each sentence which means the topic sentence, the body, and the concluding sentences. Hmmm then I ordered them to write their own paragraph individually or in groups. .... i.e. first I ordered them to select a topic(from the lists given), then to write a topic sentence, then to list down supporting points then to organise, reorganise points, finally to reread and edit or check error. After they proofread their work, I told them to write their final paragraph... I always followed these steps.*

It was evident that these teachers started their lessons by giving students an explanation about the daily lesson and samples to apply in their writing. This was followed by assigning students to work in groups or pairs to come up with a draft. Most often, teachers presented sample (model) paragraphs/essays to familiarise students with each discourse type. Finally, they gave corrections

on their work and sometimes they used peer feedback. From the lesson observed, the teachers stressed the students' final draft rather than emphasising the recursive nature of writing to produce a good piece of work.

In their further analysis, the three writing teachers were asked about the approaches that they use for writing instruction. As the data reveals, all teachers believed that they used a process-oriented approach which gives priority to the process of writing over the students' final piece of work. Teacher A stated:

> *I think I use more of the process approach. ... first students are trying to write individually then they will discuss together. ... after they share ideas, they will write a new paragraph, and they try to edit all sentence faults and other grammatical errors. Finally, they will submit for me and I will provide feedback...therefore, I believed that it is more of a process approach.*

In a similar vein, Teacher C believed that as writing is a process with several phases. But while he was teaching writing, he used the same steps as Teacher A: he started his lesson by giving model paragraphs and in the end he gave feedback on students' final work. But, he claimed, *"I support process-oriented approach. I believe that no one can produce a perfect paragraph at once... a paragraph has several steps."*

Teacher B, on the other hand, did not mention the approaches to teaching writing by name but the activities and steps he followed in his writing class were the same as Teacher A and B. This was primarily a product approach that mostly focused on model paragraphs and providing feedback on students' final work. He said:

> *First I let them read the given sample paragraphs…. After that, I gave them a new topic to write their own paragraph based on the given sample paragraphs. Then, they will share ideas with their friends and write together…. Finally, after they got peer feedback, they will write their paragraph individually which I will give feedback and result later.*

According to the above findings, those EFL teachers believed that they followed a process-oriented approach in their writing classroom, but there was no alignment between their instructional approach and the process they implemented in the classroom as their instructions depended on copying and transforming models provided by teachers or textbooks. The observation data also

revealed that writing teachers did not follow the steps in process writing (e.g., using multiple drafts) in the classrooms. Further, writing activities in the students' module were also developed based on the product-oriented approach in which students are motivated to reproduce model texts instead of using their own experiences to express themselves. Therefore, these teachers tend to apply a product- oriented approach because they focused primarily on students' final work rather than the process of how they were produced.

5.2.2   EFL Teachers' Beliefs about WCF

In the following sections, the research questions on writing teacher beliefs about WCF are answered. The findings of the transcribed data from teachers' interviews are presented in light of the main identified aspects of their beliefs about WCF: their beliefs regarding the value of WCF, the sources of WCF, the type of WCF (direct vs. indirect), the focus of WCF (form vs. content), the strategies of WCF (selective vs. comprehensive), and their awareness about students' preferences for WCF.

5.2.2.1   EFL Teachers' Beliefs on the Value of WCF

According to the results of the present study, the three participant teachers regarded the practice of WCF as important. They believe that providing WCF on students' written errors helps them to develop their writing skills. While Teacher A considers feedback as a useful tool for students' writing, Teacher B believed that it helps students to write a correct sentence to improve their writing. Similarly, Teacher C stated that WCF is important and it is part of their learning. These writing teachers generally believed that teachers' feedback can improve the accuracy of students' writing. Teacher A believed that writing a grammatically correct paragraph leads to greater academic success. He said,

> *"Teachers' WCF is very important. If students' paragraphs lack unity, coherence, or completeness, it is important to show them where the mistake is ... especially, errors which distort meaning should be corrected by teachers."*

Teacher B asserted:

> *Teacher WCF is very important… It helped them to know how to write the*
> *correct sentence… currently, I was teaching English major students… but,*
> *they couldn't even write a single correct sentence… so for such kind of*
> *feedback for students is very significant to improve their writing skills.*

As Underwood and Tregidgo (2006) state, giving CF to students about their writing in any form will foster overall grades and improvement in their writing.

Teacher C also holds an array of beliefs about the value of feedback. He said,

> *"WCF is a part of learning. As making an error is obvious, WCF is*
> *important…even if students still made errors, at least they got the courage*
> *to write essays/ paragraphs freely if they got feedback from their teachers."*

These results indicated that all teachers perceived CF as a key that helps students to correct their errors and impacts positively on their writing improvement. Ken (2004:98) concurs that most teachers believe that providing students with effective feedback on their writing is vital as it helps students to correct their own mistakes and become more independent writers, which will in turn train them to become better writers. However, as Lounis (2010) argued CF which students cannot process is purposeless.

Even though participating teachers expressed their agreement about the value of WCF to students' written works, they strongly believed that over-correction has a discouraging effect on students. Thus, teachers preferred to use both positive and negative corrective feedback. They said that positive feedback inspires students to do their best and keep writing more, but heavy criticism on students drafts may demoralise them to revise their work and may affect their attitudes towards writing negatively. Teacher A said,

"Negative feedback discouraged students' interest …we should add positive feedback… feedback should be sandwiched."

Teacher C also asserted,

"No one liked detailed and negative comments. They really discouraged if they got lots of corrections in their writings…even though most of our corrective feedbacks is negative, we should add some positive feedback."

However, Teacher C argued,

"If we gave lots of praising comments to students' writings, students expected a good mark… so that's why I gave them more negative feedback than positive ones…". Similarly, Teacher B said, *"In their final draft I gave them lots of detailed (negative) feedback … because if the feedback is not detailed they always complain about the given mark."*

My observation also revealed that these writing lecturers did not use adequate praise while giving CF in students' texts; they mostly focused on identifying every grammatical error in their writings and giving correct answers. Obviously, if it used discreetly, negative CF is effective as students can learn more from their errors, but if teachers give much more negative feedback than positive, students will find it difficult and become discouraged. In this regard, Hyland (2001) argues that teachers need to use positive comments with care, but a lack of positive comments can affect both students' attitudes to writing and their perception of feedback. Therefore, a balance between positive and negative commentary may prove a better means to improve the quality of students' writing.

5.2.2.2 EFL Teachers' Beliefs about the Source of WCF

Beyond the benefits of providing WCF on students' writing errors, the EFL writing teachers were asked who was the best person to correct errors of students' writing. Although those teachers believed in the significance of peer and self-correction and tried to incorporate it in their writing classrooms, they still perceived that teachers are the main WCF provider on students' compositions.

From my own observation also, their job was primarily to grade and to correct errors on students' work rather than to share the task with anyone else.

According to the collected data, all teachers assumed that peer CF helps students to exchange their ideas. Teacher A said:

> *I always made them in a group to give feedback to their peers... I was conducting research on cooperative learning in my MA study. I think it influenced me positively... that's why I always ordered them after they wrote individually, they should share ideas and correct their errors together.*

In addition, Teacher C believed that although his students would not mind other students' corrections, he used self, peer, or teacher feedback interchangeably. He said, *"I used all sources of feedback: peer, self, and teacher WCF. But, I didn't use them all at the same time."* He further explained that he has his own criteria while providing WCF on students' composition and he used the same criteria while implementing peer/self-correction.

In contrast, Teacher B believed that peer correction is ineffective because his students do not like being corrected by their peers, but he always forced them to do peer and self-correction. He explained:

> *These types of feedbacks (peer and self-corrections) are good... But, in terms of peer feedback students are very poor. They undermine each other... they believed that they are the same level of competence. But, I encouraged them to edit their peers work in the classroom... sometimes I also made them to edit (correct) their work individually (self-correction), but they didn't use it properly...their focus is generally on the result.*

Moreover, during the classroom observation, all three writing teachers tried to engaged students in the process of peer and self-correction, that is, they made students rewrite their work individually first and then they ordered them to get feedback from their peers. In most cases, teachers did not monitor and guide them properly; instead without taking into account their peers' feedback, they collected the edited papers of students to correct themselves (teachers). Observational data also show that Teacher B used peer correction in different ways. First, he let

students write a paragraph individually and then he asked three or four students to go to the front and read their paragraphs to the class. There after, he asked the whole class to correct the errors made by those students.

During peer feedback, students were also reluctant to respond to their peers' work; instead, they gave much more value and weight to their teacher's feedback. They preferred their teacher to correct their papers. During these writing teachers' lessons, the use of peer and self CF was ineffective because they could not replace the teachers' WCF. Yet, as peer and self-correction provide students a chance to engage an alternative reader to evaluate themselves as writers, teachers should train them thoroughly in this practice.

Teacher-student conferencing which is another source of feedback was seldom used in these writing classrooms. Conferencing is a way of responding to students' writing in which a two-way conversation takes place to discuss and deal with written products (Lounis, 2010). One-to-one or whole class conferencing can be achieved by giving students the chance to discuss teachers' feedback to their pieces of writing. It also helps the teachers to see whether students understand their WCF or not.

In this regard, writing teachers in this study indicated that whole-class discussions were rarely used to find out the degree to which students understood their WCF. This kind of discussion was conducted after they returned commented on and graded papers. According to these teachers, although they gave a chance for students to ask about the feedback given on their writings, they often focused on the grades/marks given, not on the teachers' WCF. Teacher A, pointed out, *"After I returned their writings, I asked students whether it was clear or not… if it was not clear, I would give them chance to ask… then I ordered them to rewrite the paragraph based on the given feedback."* Like Teacher A, Teacher B also said that his students' concern was about the given marks not on the method or types of feedback. He said,

> *"Mostly they complained about marks, not about the teaching-learning process or their preferences about feedback types."*

Similarly, Teacher C reported,

> *"After I returned their corrected papers, I requested them to ask questions about the given WCF. But most of them focused only on the given marks and they mostly kept silent."*

These results showed that the writing teachers were not applying face-to-face conferencing with their students appropriately.

My observation also showed that although the three writing teachers mentioned that they hold conferences, almost no face-to-face conferencing about the feedback given to students' writings occurred. Teachers rarely explained to the students the most common errors they had made in their writing. Similarly, students were also not observed asking their teachers about the feedback that teachers had written on their texts and what they felt about the feedback. In addition, teachers consider conferencing only as a monologue in which students' questions are answered. However, conferencing is a collaborative work that creates an opportunity for negotiation and interaction between teachers and students about the given WCF.

5.2.2.3   EFL Teachers' Beliefs about Focus of WCF

When discussing the focus of WCF, the participant teachers have various preferences about the focus on content or form or a combination of both while responding to WCF to students' writings. The writing teachers accepted that their comments on both content and grammar are very useful. However, according to Teacher A and Teacher B, grammar received their greatest attention because they believed that language rules are the most important aspects of writing. They also thought that the students' main problem is writing a correct sentence. Teacher A illustrated this and said,

> *"While I was correcting, first I tried to check the unity of each sentence then I tried to see whether each sentence is correct or not, then I tried to check the coherence; finally I gave feedback."*

But, according to him, his main focus was on grammar. He reported,

"I think I mostly intended to focus on grammar because mostly I gave attention to sentence-level faults, not on content or organisation."

The same sentiment was expressed by Teacher B who said that, while providing feedback to his students, he tried to note both content and grammatical aspects. He said,

"First I tried to read the flow of idea quickly then I will check its coherence finally I will check the grammar."

But, because of his students' poor background knowledge, he focused more on grammar. Mungungu-Shipale (2016:85) also argued that the most important factor guiding the teacher to decide what CF strategy to use is knowledge of the students' background and language level. Teacher B explained,

"*Because of their (students) poor language skill, I mostly focused on grammar because I believed that first students should write the correct sentence (error free sentence)... I also believed that after students improved their grammatical knowledge, it is better to focus on content.*"

This result showed that Teacher A and Teacher B preferred to focus more on form than the other aspects of writings while providing WCF to students' errors in writings.

Conversely, Teacher C reported that, while providing feedback to students' writing, he used his own criteria such as the organisation of their writing, the content of the text, word choice, grammar, and mechanics. According to him, he introduced these elements to his students before they start the course, and they refer to them during peer and self-correction. But, unlike Teacher A and Teacher B, Teacher C acknowledged that most of his feedback on students' essays was focused on content. He said,

"I tried to focus on both content and grammar, but I mostly focused on the content/organisation/ of students' essays ... the general idea of their essays."

Generally, participant teachers had dissimilar beliefs on the focus of their WCF. These show that teachers' beliefs and students' language proficiency determine the focus of WCF on students' error.

5.2.2.4   EFL Teachers' Beliefs on the Amount of WCF

The participants were also asked their beliefs about the strategies used to provide WCF to students' composition. This means they were asked about whether they correct all (comprehensive) or a limited number (selective) errors while providing WCF to students' writing. The comprehensive CF involves teachers correcting all errors, but the selective CF targets specific linguistic features only in a student's text (Corpuz, 2011).

The result showed that the writing teachers seemed to agree upon giving feedback to their students' writing errors compressively by correcting all (most) errors that occurred. This is a common habit used by EFL teachers (Diab, 2006; Hamouda, 2011; Corpuz, 2011). As Teacher A elaborated he liked his previous writing teacher because he corrected every error in his text. Currently, he also applied his former teacher's strategy, that is, he tried to comment on almost all the faults in students' writing. He said,

> *"Yes. I used a comprehensive type of feedback… sometimes I also give lots of comments in a single paper with a red pen… but I may not that much minimise the mark* (grade).*"*

Similarly, Teacher B believed that comprehensive feedback is suitable for his students because he believed that they are now at the level of paragraph writing not at sentence-level writing. Therefore, he corrected every error in their writing. He explained,

> "*It was comprehensive. They are at the level of actual paragraph writing…Thus, I didn't give feedback selectively on specific language points… While providing feedback, I always correct all the errors which were occurred in their writings.*

Teacher C noted that as his students were at the level of essay writing, all errors in their texts should be corrected. He also believed that providing feedback comprehensively helped writing teachers to grade (mark) students' writing easily. He said,

> *"Of course when students were learning sentence-level writing I was correcting errors selectively…,but currently, as they are on essay level writing, I gave comprehensive feedback. Hmm…it is also good to grade them easily."*

However, according to Ferris (2002) unfocused (comprehensive) feedback is time-consuming and both places a burden on teachers and demotivate students (their writing is covered with red). But, contrary to this argument, the three participant writing teachers believed that students engaged in lower-level writing need to be corrected selectively on specific language points. However, as their students were at the level of paragraph writing, they paid more attention to comprehensive/unfocused CF.

5.2.2.5   EFL Teachers' Beliefs about the Type of WCF

This section requested the writing teachers to show whether they employ direct (explicit) CF, indirect (implicit) CF or both when correcting students' work. As mentioned earlier, in direct CF the teacher marks the errors and provides the correct form, but in indirect CF the teacher indicates the errors by underlining, circling, or using codes but does not provide the correct form (Zaman and Azad, 2012).

While participants asked about the type of CF they provided to students' texts, Teacher A said he used both direct and indirect CF. He believed that some grammar faults could be corrected by students if they are indicated indirectly while some errors are difficult to self-correct, so they should be directly corrected by the teacher. He further noted that sometimes he simply underlined the error and at other time, he wrote the correct word. He said,

> *"I mostly used mixed methods. Sometimes, I highlighted or encircled the errors and gave marginal comments at the end, another time; I corrected*

> *the spelling or tense, etc… directly. Therefore, I used both direct and indirect CF."*

Teacher B, on the other hand, explained that because of his students' poor language ability, he used direct CF. He believed that using indirect CF can be appropriate with advanced students, whereas direct CF is more appropriate for low-level students. He explained,

> *"It was direct because of students' proficiency level… they are very weak, so I corrected their errors directly… believing that indirect feedback should be appropriate for advanced students."*

This is also supported by Ferris and Roberts' (2001) study which suggests direct CF for students with low levels of proficiency (i.e., students who are not capable of self-correcting). Although Teacher B believed that he used direct CF, he also mentioned that he sometimes used codes (symbols) while providing feedback to students' writings. According to him, he explained the meanings of each symbol to the class at the beginning of the course. He gave the examples:

> *Circle - the word should be avoided or changed;* ^ *-Insert the correct word; Sp. - spelling error; Dic. – Diction (word choice problem); Gram. – Grammar error, etc."*

Teacher C preferred to give more credit to indirect CF to indicate errors in students' writing by underlining, circling or using codes (symbols). In addition, he used marginal comments with the intention of independent learning. He explained,

> *"If it was a spelling error, I wrote Sp. ,and if there was other type of error, I underlined or circled… I may also write subject-verb agreement errors etc… therefore, I used indirect type of feedback."*

Teacher C left the error to the students to correct by themselves. More importantly, he believed that indirect feedback encouraged students' self-editing skills, and helped them to ask questions because the feedback is not directly provided. He said,

> *"Indirect feedback encourages students to self-editing/correction… they sometimes asked me questions because their WCF was indirect."*

According to Al Mohammed (2016), indirect CF improves students self-editing skills and it saves teachers' time compared with the direct technique.

Generally, these EFL writing teachers elucidated that their students' language proficiency and the types of errors they made determined whether to use direct CF, indirect CF or both.

5.2.2.6   EFL Teachers' Beliefs about Students' WCF Preferences

Teacher WCF is a necessary component in EFL/ESL writing instruction. Thus, strategies should be carefully and consistently designed (Ferris, 2004). Knowing students' preferences and how they perceive teachers' WCF informs teachers what WCF philosophies and practices may be agreed on or misinterpreted by students. As Ferris (2003) explains, being aware of students' perceptions about teacher CF helps them to evaluate their feedback efficacy and to gain a better understanding of students' needs.

In this regard, all participating writing teachers acknowledged the effectiveness of WCF and include the value of peer and teacher feedback. But they never ask students about preferences for feedback. For instance, Teacher A believed that his students will learn from his WCF, but he admitted that he never asked them their feedback preference. He said,

> *"I never did that… I always ordered them to edit their writing based on the given WCF, but I didn't ask them which type of WCF they preferred."*

Teacher C also did not ask his students' about their preferences. He simply corrected their errors by using his own criteria. He said,

> *"I never asked them this kind of question… just I provide feedback based on the errors they made …, but I gave them a chance to ask questions if it was not clear* (the WCF)*."*

However, Teacher B stated that he gave an opportunity for his students to ask about the general teaching-learning process and their type of WCF preference, but his students' mostly complained

about the mark he gave on their writing not on the type/ways of WCF. Therefore, he gave feedback based on the errors they made in their writings. Teacher B explained,

> "I gave feedback based on their errors in their writing because their main problem is writing the correct sentence... even students didn't complain about the given WCF... they complained about the given result."

Although what students prefer does not match their teachers' WCF practices, students' reactions should be carefully considered against the background of their teacher's opinions and performance. From my observations, all three writing teachers sometimes tried to help students by providing both oral and written feedback during class by going from student to student while they were writing. But, after they returned their corrected peppers, teachers kept asking students for clarification about the feedback they had written on their writing, not about the type and ways of feedback they preferred. Therefore, writing teachers should acknowledge their students' views and expectations because these play a key role in the efficacy of their corrective feedback practices.

5.3 EFL TEACHERS' PRACTICES REGARDING WCF

Teachers' WCF is an inherent and powerful tool in EFL writing instruction. In the curent study, the three participant writing teachers play the most important role in the delivery of WCF. Therefore, to investigate the most common ways of WCF implemented by these teachers, the second research question which asks about the actual WCF practices used by writing teachers in response to students' writing is scrutinised. To determine these teachers' WCF practices, I collected randomly 45 students' marked papers (15 corrected papers from each writing teacher). Each corrected paper was categorised and coded in the typologies of WCF options, such as Direct CF, Indirect CF, Metalinguistic CF and Focus of the feedback (focused and unfocused). During the WCF analysis, feedback points were identified, categorised and counted. According to Lee (2009:14), a feedback point can be an error corrected/underlined/ or a written comment that constitutes a meaningful unit.

The participant teachers' WCF practices are presented in the form of a table followed by an explanation using excerpts from students' corrected papers. In doing so, first, their practices

regarding the source of WCF are described. Second, their WCF focuses are discussed. Then, teachers' error correction strategies (the amount of WCF) are analysed. Finally, their actual practices about the types of corrected errors are presented.

5.3.1   Teachers' Practices about the Source of WCF

Text analysis conducted on student's marked papers displayed that teachers were the main source of WCF. It was found that the participant teachers preferred to lead the classroom discussion while providing oral/written CF to their students. But they sometimes implemented peer/group feedback in their classroom. For instance, in the following discussion among Teacher A and his students showed how the teacher led the class and how he made them comment on each other's writing. (In the transcripts, 'SS' refers to students in general, while 'S1', 'S2', 'S3' etc. refers to a particular student, and brackets ( ) refers to my field notes).

Teacher A: Have you read the paragraph?

SS: Yes

Teacher A: Let me read to you the sample definition paragraph. (He read the sample paragraph loudly to the class and then he explained the idea of the paragraph).

Teacher A: Ok… now, what term is defined?

SS: Empathy

Teacher A: Good! Which sentence gives the definition?

SS: The first sentence.

Teacher A: Good. Which sentence explains something about the term?

SS: (Students murmuring together)

Teacher A: Ok. Except for the definition paragraph, the rest of the sentences (details) explain the term Empathy.

Teacher A: … Ok… now on a piece of paper write a definition paragraph on one of the following topics. (He writes the topics on the blackboard: cheating, plagiarism, heroism, success, learning, and entrepreneur). He also reminds them to follow the process writing techniques).

SS: (They were writing their paragraph silently).

Teacher A: If you've finished, please raise your hand. (When students raised their hands, he went there and he tried to give feedback. Here as I observed some of the students' corrected papers; the teacher had corrected different kinds of errors, i.e., he corrected students' errors comprehensively. He corrected and gave WCF to five students' paragraphs. After that he ordered students to do peer correction).

Teacher A: … While giving WCF to your friends, first you have to check whether the given term was defined or not, and then check whether the sentences are correct or have faults… ok?

SS: O…k.

Similarly, the following discussion among Teacher C and his students exemplifies how he asked students to exchange their papers to give CF on each other's writing and how he gave guidelines on how they should do this.

Teacher C: … So this is the structure of a descriptive essay… ok, I think we do have homework, is that?

SS: Yes

Teacher C: Ok, before I collect your essay, please be a group of five and see your friend's essay and give feedback.

SS: (They were engaged in their groups and tried to give feedback on their friend's essay)

Teacher C: What are the elements that are used to evaluate one's writing?

SS: (Keep silent)

Teacher C: Ok, you should check the content (whether it is adequate, relevant, etc…)

Teacher C: What are the other elements?

SS: Organisation of the essay

Teacher C: Yes, organisation of the essay. Here you can see its special organisation, importance order or chronological order in addition to its structure (introduction, body and conclusion).

Teacher C: The other element you are going to look for is the choice of words, i.e., when we write a descriptive essay, we have to use different words (adjectives) to describe how something feels, smells, tastes, etc…so as your topic is how to describe your colleagues, you have to focus on choosing words that are adjectives.

Teacher C: Ok, what other elements…?

SS: Grammar.

Teacher C: Yes. You are going to see the sentences whether they are grammatically correct or not to convey your intended message.

Teacher C: Ok, what other elements should you use to evaluate your friend's essay?

SS: Mechanics.

Teacher C: Yes. Mechanics….. Thus, based on these five basic elements, try to evaluate (comment) your colleagues' essays. Ok…I'll give you 10 minutes.

SS: (Students exchanged their essays and tried to correct them based on the stated elements. The teacher went round to each group but not to interfere).

Teacher B took a different approach; instead of implementing self and peer feedback, he intended to engage all students in the process of WCF. In doing so, Teacher A asked students to read out their paragraphs in front of the class (one by one). Thereafter, all the other students were asked to give feedback (correction) on it. The following dialogue among Teacher B and his students illustrates this further.

Teacher B: Ok, previously we have learned about expository discourse, specifically writing expository discourse by using definition methods. Is that?

SS: Yes

Teacher B: Ok, today we are going to see how to develop an expository paragraph by giving examples…Hmm… by giving lots of examples. We can just write a paragraph. But, before this, I think I gave you homework? I hope you have done it (He had told them to write an expository paragraph about 'blood circulation')

SS: Yes

Teacher B: Ok. Hmm…as you have done it in a group, please as usual in each group one student should read the paragraph in front of the class… then we will give comments.

S: (One student from the first group stood up and read the paragraph loudly to the class. Then, the teacher asked the rest of the students to comment on it orally. After the student read and got feedback, he submitted the paper to the teacher for a further comment and grade).

Teacher B: Ok. Very Good. Next.

Moreover, from my observations, these writing teachers did not deliver immediate WCF to students' writing, possibly due to large class sizes and time restrictions. In general, from the classroom observation, I saw that none of the writing teachers used self-correction in their writing classes; they relied primarily on teacher CF. Although they sometimes used peer feedback, it played a complementary role and did not substitute for teacher WCF. None of the participant writing teachers monitored students while they were providing CF to their friends' work.

5.3.2   Teachers' Practices about the Focus of WCF

To identify participant teachers' WCF focuses, the feedback points on learner's texts were divided into two main aspects of writing: Form and Content. According to Grami (2010) form feedback (surface-level errors) can be described as the type of WCF concerned with accuracy in students' writing. This includes comments about errors in grammar, vocabulary (lexis), morphemes, syntax and spelling. Content feedback (also known as meaning-related feedback) addresses issues like ideas, organisation, rhetoric, cohesion, and paragraphing. The results of students' corrected papers as tabulated in Table 5.1 demonstrate that the three teachers provided a large number of WCF points. For the three writing teachers, language forms were the main area of interest over content. As shown in Table 5.1 below, 1033 of teachers' WCF covered errors related to language form and 127 of comments were about content.

Table 5.1: Focus of Teachers' WCF Practices

Participant	Focus of teachers' WCF practices		Total WCF
	Form Feedback	Content Feedback	
Teacher A	331	9	340
Teacher B	303	14	317
Teacher C	400	104	504
Total	1033	127	1161

With regard to an example from Table 5.1 above, Teacher A provided much more WCF on language form (331) than content (9). Teacher B also paid a similar amount on form feedback (303) in comparison with attention to content (14). Teacher C spent 400 of WCF on language form, while only 104 of his WCF was about content. It should be noted that Teacher C made many written comments on several different language aspects, which may have reduced the number of WCF points that he gave. Additionally, language form errors were predominantly corrected directly, and errors related to content were mostly corrected indirectly. If possible, teacher WCF endeavoured to cover all aspects of language points in the students' texts, but participant teachers gave little attention to errors related to content and organisation.

Table 5.2 Teachers' WCF in the Form Marginal Notes

Participant	End notes		Total WCF
	Form WCF	**Content WCF**	
Teacher A	24	9	33
Teacher B	2	14	16
Teacher C	57	104	161
Total	83	127	210

Table 5.2 summarises the written comments given by the writing teachers in the form of marginal or endnotes or both types simultaneously. From the total of 210 written comments, 127 was mainly on issues relating to the content (e.g., Not well organised; What is your specific goal? Improve your handwriting; It lacks coherence, etc…) and 83 was focused on language form (e.g., faulty agreement and grammar problems, fragments and spelling errors, full of faulty sentences etc.). Teacher A mainly provided comments at the end of students' texts which focused on language form (24) rather than content (9). Conversely, Teacher B and Teacher C gave most of their written commentary on content (14 and 104 respectively) rather than language form.

In most cases, these teachers gave written comments in the form of asking clarification like: What does "you" refer to? Does it refer to an individual task? Not clear! …etc, or in the form of questions : Which is the thesis statement ? Do all sentences describe one idea? What does it mean? Title? They made comments in the form of advice/suggestion, such as 'You should rewrite it by correcting the faults'; 'Revise the above sentences'; 'Don't start with broad points'; 'The content is not strong'. Moreover, they mostly used written commentary to give information in the form of criticism, such as, Not well-organised; You didn't use correct sentences that can convey ideas to support your point, Wordy! It is out of your topic; The sentences you have used here fail to achieve the purpose of your paragraph. Although positive WCF has a great impact on students' confidence and motivation, the analysis of students' texts revealed predominantly negative CF.

Surprisingly, I did not observe any positive written comments on the 45 marked papers which would have motivated students for a job well done. The only positive feedback which was given by Teacher B was combined with criticism: "Your essay is full of nice ideas, but your grammar and organization of the text makes it to be less attractive." Participant teachers reported that their students' writing was very poor and this compelled them to give mostly negative comments. However, too much negative feedback may make students feel bad about writing. The papers which were corrected by teachers were full of red marks which discourage students as it is arduous to correct every single error. This concurs with Jamomm's (2016) view that writing teachers are mostly concerned with students' written errors despite their belief in the effectiveness of positive comment. Thus, we can say that the participant writing teachers do not understand the effect of providing positive WCF to motivate students while learning writing skills.

5.3.3 Teachers' Practices regarding the Amount of WCF

Regarding the number of errors corrected by participant teachers, findings in Table 5.3 show that all the three writing teachers responded to their students' writing errors in a comprehensive (unfocused) way by correcting all (or most) of the errors they noticed. This clearly reflected that the teachers' WCF approach was not focused (selective) because they did not select specific error types for correction in students' work.

Table 5.3 shows the Amount and Type of WCF that each teacher has provided. Findings are presented in terms of the frequency of occurrences of feedback points by each teacher.

Table 5.3:Teachers' practices regarding the Type and Amount of WCF

Participant	Direct CF	Indirect CF		Metalinguistic CF		Amount of CF		Total number of WCF
		Indicating + locating	Indicating only	Use of error code	Brief grammatical descriptions	Focused (selective)	Unfocused (comprehensive)	
Teacher A	38	262	-	8	-	-		308
Teacher B	160	135	-	5	-	-		300
Teacher C	34	279	-	30	-	-		343
Total	232	676		43				951

Although the writing teachers did not seem selective by correcting only some typical errors in students' writings, there were also times where errors were overlooked. Many errors were not corrected in their papers which were poorly developed. The interview data revealed that students' poor language ability was a dominant factor while teachers were deciding on the amount and type of WCF. Below are examples that illustrate instances in which teachers did not deliver sufficient WCF for several errors. But, as Alkhatib (2015) argues, we do not know whether these errors were left uncorrected because the teachers decided not to correct them or the errors were not noticed by them.

My Educational Back Graund

In the past decads I war elementary students. At that time my learning teaching praccess (is) very backwarded. Because my attitude among learning is (pirmistek) the school cari... view. by itself is very thau en ging. & the learning mechanism is mostly teacher oriented and such alike factors are facin... me during the past few years.

After passing those challenges I joind at Debre markos university and currently Iam a first year foregin langugae and ature callage (department) students. This collage is my second choice. Iam interesting upon it. Because most courses that we hav... en require timely skills even if the universities administrat... is very hard. Learning at debre markos university is very h... Because there is a shortage 7 time which infiuencing aur studi... In addation to this Learning and teaching program is very chau... ing aur studing habits. Because most courses that we have 1... are afternan. This leads tirdness and Law attention 7 the st... among the afternon caurces.

Generally my back ward educational back graund affect m... nt learning teaching procers. The factors that I hold from el... y level are developing until the moment. For example whe... at elementary level Iam not studing until the examinatio... is arreved. This habit is un avadible until the universty level... to this reason my back ward educational background affect... learning praccess.

Figure 5.1: Teacher A's Sample Corrected Paper

As demonstrated in Figure 5.1 above, Teacher A corrected some of the errors directly by substituting the correct form (eg. *Joined instead of 'joind'; Debre Markos instead of 'debre markos'; departement instead of 'collage';* and by adding the necessary article, like *'a '*) and indirectly by underling or encircling the word(s). However, as Teacher A followed the unfocused type of error correction approach, he did not correct several instances of misspelling, fragments, tenses, punctuation, and coherence errors in Figure 5.4: Sample corrected paper. For example, the following errors were left uncorrected: *My Educational Back Graund,; In the past decades I was elementary students; Because my attitude among learning is pisimistek; After passing those*

challenge <u>I joind</u> at <u>debere markos</u> <u>university</u>… But, <u>I am interesting upon</u> it; Because <u>there is a</u> shortage of time which <u>influencing our studying</u>; In addition to this, learning and teaching program <u>is very challenging our studying habits</u>; when I was at elementary level <u>I am not studding.</u>

Similarly, Teacher B and C who chiefly adopted the comprehensive WCF method neither corrected most of the errors nor left suggestions for students to correct by themselves in the following Figure 5.2 and Figure 5.3 sample corrected papers respectively.
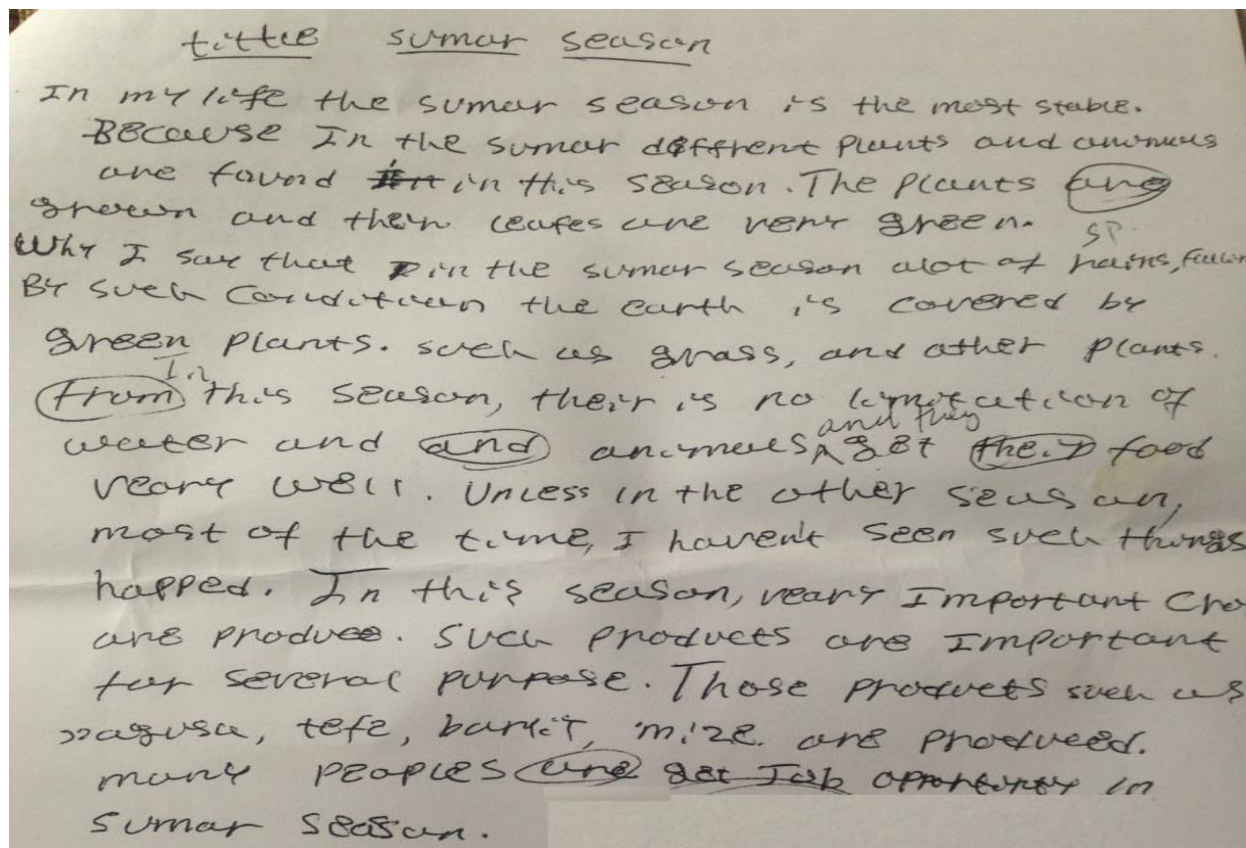
Figure 5.2: Teacher B's sample corrected paper

In Figure 5.2, Teacher B did not correct any of the following spelling, capitalization, punctuation, tense, subject-verb agreement, word choice, and cohesion errors: "*tittle sumar season; in my life the sumar season is the most stable.; Because In the sumar…; The plants are grown and they leafes are very green.; in sumar season a lot of rains falling.; In this season their is no limitation of water…; In this season, veary Important crops are produce.; Many peoples are get Job opportinty in sumar season…*"

The effect of Water Pollution

Water Pollution is a serious problem in the world. it is the Changes of quality of water by different Chemical that has a harmful effect on any living things then drinks or uses. There are several effect for water pollution amoung those human health, Ecosystems, and Death of animals.

The first effect of water pollution is Human health this may be atake or local river. In Countrys that have poor Screening and Purification pratices. People often get water borne disease out breaks Such as cholera and tuber Coluses. In developed Countries even where there are better Purification methods. People still Suffer from the health effect of water pollution

The Second effect of water pollution is Ecosystems Nutrient polluti an from stream often flow down hill and even bodies. The Effect is that it breds algae growth and Causes. the growth of many more water gainsms. The algae attack effect fish and other aquatic animals by absorbing and reducing their oxgen Supply.

The Third effect of water pollution is Death of animals including water animals die when water is poissned for various reasons. other animals are Stressed and their populations are endangured water Pollution Cause a lot of damage and deaths of many animals.

To Summup water pollution is a serious health problems that lead tous damage and environment this effects are very dangerous beacuse person and animals are drink in this water person and animals are dead sike. So it drink a pure water person are it get Clover and Claning the water pur.

Figure 5.3: Teacher C's sample corrected paper

Similarly, as indicated by Figure 5.3, Teacher C provided WCF indirectly by underling the words/phrases and he wrote written comments with regard to some errors on the student's text (*e.g., Not start with a broad point; Why did you write on this topic? it is not related),* but he did not provide any kind of feedback for the following language form errors:

water pollution is a serious problem; it is the changes of quality of water; the growth of many more water gainsms…; The algae attack effect fish and other equatic animals…; The third effect of water pollution is Death of animals including water animals die…; . ather animals are stressed and their polutions are endangered.; this effects are…; so it drink a pure water person…etc.

5.3.4   Teachers' Practices about the Types of WCF

When dealing with the explicitness of writing teachers' feedback, as Table 5.3 above revealed, the three writing teachers delivered a large amount of WCF by using direct or indirect CF techniques. In rare cases, they used metalinguistic CF in the form of error codes/symbols to provide hints for the errors made by students (like Sp., for spelling errors; art., for articles; question mark (?) for an unclear idea, and insertion symbols (^) to show the omission of a word(s) in students texts). As illustrated in Table 5.3 above, the total amount of indirect CF (676) delivered by the writing teachers is greater than the total amount of direct CF (232) and metalinguistic CF (43). In the case of direct CF, teachers provided the correct form of the errors by crossing out unnecessary words/phrases and by inserting the missing ones. On the other hand, in indirect CF, teachers were underlining or encircling the errors without actually correcting them.

However, there were variations among the writing teachers, as Table 5.3 shows. The first-year Basic Writing Skills teacher, Teacher A, and the second-year Advanced Writing Skills teacher, Teacher C, tended to use predominantly indirect CF (267& 279 respectively). These teachers indicated the students' errors by underling, encircling or using arrows to show omissions in students' work. But, Teacher B, the second-year Intermediate Writing Skills teacher, had a pronounced preference for both direct (160) and indirect (135) types of CF. He gave direct feedback by deleting, substituting, or adding the correct form of the language.

The teacher participants' implicit or explicit manner of WCF on students' work is further reflected in the following figures.
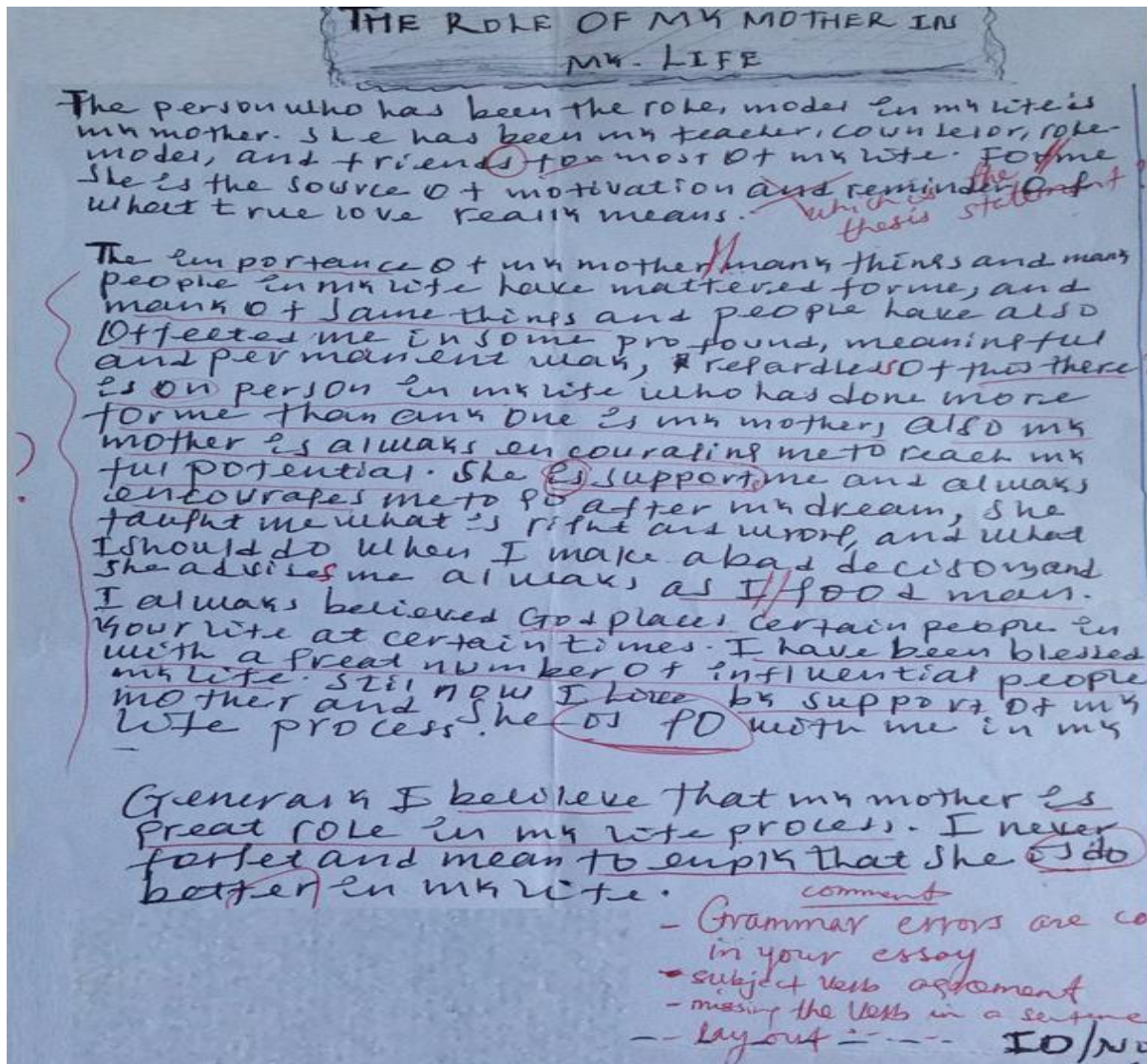
Figure 5.4: Teacher A's sample corrected paper

Figure 5.4 indicates that errors were mostly corrected indirectly by highlighting and encircling words/phrases without providing accurate forms. These underlined or encircled words/phrases were mainly on repeated language errors, like spelling, subject-verb agreement, preposition, or to show a space between words. In Figure 5.4 Teacher A also gave very little direct CF in response to students' errors. For example, he directly provided the correct form to the following spelling, subject-verb agreement and preposition errors (*regardles---- regardles**s**, she support--- support**s**, she advice--- advise**s**, people my life---people **in** my life*) and he also directly crossed out the word *and* (~~and~~) in the text.

Figure 5.5: Teacher B's sample corrected paper

 Figure 5.5 shows that direct WCF (providing the correct form) was the most common type of WCF used in Teacher B's corrected papers. Most of these directly corrected errors dealt with spelling, punctuation, preposition, tense, agreement, and word choice. In the above Figure 5.5, errors were corrected by substituting (changing) or adding the correct form, such as: *very hard---- high, farmer--- farmers, had--- do, such---a lot, which----when , like elementary--- at a different level, the rest--- took rest, employment----employees, .and----And, condition---- conditions.* In

addition, Teacher B added words/phrases/ by using cursors (^) *e.g., ^it is, ^most, ^ it is also time, ^ have been done.*

Figure 5.6: Teacher C's sample corrected paper

As illustrated in Figure 5.6 below, Teacher C gave WCF by underlining, circling, and using symbols/codes (like spl. for the word *'Titorial'*) and several question marks (?) throughout the corrected paper. He also gave lots of marginal and endnote comments on both form and content errors. For example he wrote that *fragment, tense, disagreement, choice of words are very poor, use of passive voice problem, not clear, not a well-constructed topic, what does it mean?* Thus, responses to errors in student's papers were not provided directly by correcting words or by deleting/ changing/ the incorrect ones. This is a clear reflection that Teacher C provides WCF to students' work indirectly.

Generally, the analysis of the teachers' WCF revealed that they gave much more consideration to grammar errors than content/organisation of the text. Furthermore, both direct and indirect WCF types were used by all writing teachers, but indirect CF in the form of underlining/encircling faults was more used commonly used than direct CF. Concerning the amount/number of responses to students' written errors, teachers followed the comprehensive WCF by addressing a range of errors that occurred. In addition, all teachers made some marginal and endnote comments on students' written texts. Most written comments were on content errors and they were mostly negative feedback for lack of clarity or confusion.

5.4 TEACHERS' BELIEFS IN COMPARISON WITH THEIR PRACTICES

In this section the teachers' WCF beliefs in relation to their actual practices will be discussed in a bid to answer the third research question: Are teachers' beliefs about WCF congruent/incongruent with their actual practices? The facts from the participant EFL teachers' interviews, classroom observation, and analysis of students' corrected papers demonstrate that these teachers believed WCF to be a crucial device to improve students' accuracy in writing and the teachers' beliefs concerning the value of WCF in EFL context is clearly reflected in their practices. However, some marked mismatches between the beliefs and practice of different WCF techniques were observed. Thus, in the following section congruency/incongruency between participant teachers' beliefs and practices in the source of WCF, the focus of WCF, the type of WCF, the amount of WCF and factors impacting on the practices of their corrective feedback beliefs will be discussed.

5.4.1 EFL Teachers' Beliefs and Practices about the Source of WCF

As for the agent of error correction, the data analysis showed all teachers thought that peer CF helps students to exchange their ideas simply and develop writing skills. For example, Teacher A said that he always makes his students give feedback to their peers in a group, and Teacher B also argued that, although his students do not like being corrected by their peers, he always forced them to do peer/self-correction. Similarly, although his students did not mind other students' correction, Teacher C also said he used self and peer correction.

In practice, the classroom observation and the text analysis conducted on student's marked papers indicated that, although the participant teachers understood the significance of peer/self-correction and they tried to incorporate it in the writing classrooms, teachers did not monitor nor guide the activities properly. Instead, without taking into account the peers' feedback, they collected the papers and corrected (graded) them. Thus, teachers were the main source of the WCF provided. They believed that their job is correcting errors and giving grades for students' written work. Thus, the analysis revealed a complex picture of the match or mismatch between teachers' beliefs and practices about the source of WCF. Some match/mismatch was found regarding who was the best person to correct errors in students' writing.

5.4.2 EFL Teachers' Beliefs and Practices about the Focus of WCF

As for the focus of teachers' corrective feedback, all three participant writing teachers believed that their comments on both content and grammar were very useful. However, Teacher A and Teacher B gave grammar their highest attention because they understood grammar to be the key aspect of writing in English. Teacher C, on the other hand, said that his WCF on students' essays was mostly focused on content.

The results of the study show that the beliefs of Teacher A and Teacher B were greatly congruent with their actual practices. As shown in the previous section (section 5.2.2; Table 5.1), Teacher A and Teacher B gave much more WCF on grammar (331 & 303 respectively). However, Teacher C's practices were incongruent with his beliefs regarding the focus of WCF because he gave little

feedback (104) on errors related to content. Therefore, teachers' beliefs and practices concerning the focus of teachers' CF were not consistent.

5.4.3   EFL teachers' Beliefs and Practices about the Amount of WCF

Concerning the question whether the participant teachers attempted to correct all errors or if they focused on specific error patterns, the data indicated that they did not correct students' errors selectively on specific language items. Instead, they corrected errors in a comprehensive (unfocused) way. Further, participants believed that correcting all students' written errors was their responsibility. In practice, congruence was established between teachers' beliefs and practices about the amount of WCF in students' written texts. Although a few errors were overlooked, all teachers tried to correct all (or most) errors in students' texts. Therefore, teachers' beliefs were greatly aligned with their actual practices in relation to the number of corrections made in response to students' errors.

Conversely, all teachers believed that over-correction in students' pieces of writing has a discouraging impact on students' attitudes towards English writing, and they appreciated the value of positive WCF for students' writing improvement. However, their beliefs were incongruent with their actual practices because none used praising comments in students' corrected papers. This result did not align with what teachers believed about negative versus positive WCF.

5.4.4   EFL Teachers' Beliefs and Practices about the Type of WCF

When it comes to the type of WCF, the total amount of indirect CF (676) delivered by all writing teachers is greater than the total amount of direct CF (232). Yet, there were variations among these teachers' beliefs and actual practices. For instance, Teacher A believed that some grammar errors could be corrected by students (indirectly), and some errors are difficult for self-correction (should be corrected directly). Teacher A, therefore, maintained that he used a mixture of both direct and indirect CF. But the result of text analysis showed that Teacher A used predominantly indirect CF (262) for students' errors. Similarly, Teacher B believed that because of his students' poor language ability, he used more direct CF. For him, indirect CF is appropriate for advanced students. However, the text analysis showed he used almost equal amounts of direct

(160) and indirect CF (135) to students' written errors. In contrast, Teacher C assumed that errors must be left for students to correct by themselves. He also believed that the indirect type of feedback encouraged students' self-editing skills. As his practices revealed, his students' written errors were corrected indirectly (279). Thus, his belief was highly congruent with his practices concerning the type of WCF.

In sum, some teachers' beliefs were revealed in the actual practices, but other beliefs were not. The findings verified that all writing teachers' beliefs and practices concerning the amount of WCF were congruent. However, some discrepancies were also found among teachers concerning who should provide WCF to students' work and on the type (explicitness) of WCF. However, there wasa remarkable incongruence among them regarding the focus of WCF and the positive versus negative WCF. Though these teachers believed that they used more encouraging comments, they did not provide positive remarks in the analysis of students' texts.

Table 5.4 summarises the beliefs and practices of the participating EFL writing teachers in their students' texts.

Table 5.4: Beliefs and practices of the participating EFL writing teachers in their students' texts

Teachers' WCF Type		Teacher A	Teacher B	Teacher C
Focus of WCF (Form vs. content)	**Belief**	Focused on grammar because of students' poor writing skills.	Focused on grammar because students should first write the correct sentence.	Mostly focused on the general idea/content/ of students' essay.
	Practice	Much more WCF on Language Form errors.	Much more WCF on Language Form errors.	Much more WCF on Language Form errors.

Type of WCF (direct vs. indirect)	Belief	Used both direct and indirect CF.	Used direct CF because of students' poor proficiency level.	More credit to indirect CF because it encourages students' self-editing.
	Practice	Provided mainly indirect WCF.	Provided approximately both direct and indirect WCF.	Provided mainly indirect WCF.
Amount of WCF (comprehensive vs. selective)	Belief	Corrected almost all students' written errors.	Comprehensive feedback is suitable for his students.	All errors in students' texts should be corrected b/c they are at the level of essay writing.
	Practice	Predominantly adopted comprehensive (un focused) WCF.	Predominantly adopted comprehensive(un focused) WCF.	Predominantly adopted comprehensive (unfocused) WCF.
Source of WCF (peer, self and teacher CF)	Belief	Used peer CF always b/c students should share ideas.	Always forced them to do peer/self-correction although they disliked being corrected by peers.	Used all sources (peer, self and teacher) of WCF interchangeably.
	Practice	Sometimes implemented peer/group CF as a complimentary tool.	Sometimes implemented peer/group CF as a complimentary tool.	Sometimes implemented peer/group CF as a complimentary tool.
Positive Vs. negative WCF	Belief	Negative CF discouraged students' interest… we should add positive feedback.	Used lots of negative CF to minimise students' complaints.	Used positive CF b/c no one liked detailed negative CF.

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	Practice	They didn't provide any positive and encouraging commentaries in students' texts.	They didn't provide any positive and encouraging commentaries in students' texts.	They didn't provide any positive and encouraging commentaries in students' texts.

5.4.5 Factors Impacting on Teachers' WCF Practices

Writing teachers provide WCF to draw students' attention to errors and to develop their writing ability. During the process, teachers are also expected to make students revise their work several times through multiple drafts. As Purnawarman (2011) notes, providing WCF on students'writing reduces the errors on grammatical items and has a long-term effect in a new draft. But, although participant writing teachers believed in the usefulness of multiple drafts, certain influential factors deterred them from applying their beliefs in practice, such as, time allocated to their writing classes, the number of students per class, teachers' workload and students' low proficiency in English. These factors prevented teachers from providing WCF effectively in spite of their beliefs about WCF because the bigger the class size, the greater the demand on teacher workload and on the WCF process. Thus, different factors determined the focus and the type of WCF used by the writing teachers. Lee (2009) concurs that although teachers recognise the benefit of process writing, they ask students to do only one-shot writing.

Teacher A, for instance, understood the usefulness of multiple drafts, but the short time available for writing lessons and the number of sections he had hindered him from applying this approach. He said, "*Before the final draft, I need students to write two or three times but because of time, I may test them after they practiced once* (first draft)." Teacher A also admitted that he was not very effective in providing WCF because of his students' poor background knowledge. Similarly, Teacher B mentioned EFL students' poor language proficiency as the main barrier to providing effective WCF. He said:

> *For me the main problem is students' poor* (language) *background…*
> *because of their poor writing skills, I spent lots of time to provide effective*
> *WCF…time is also another big problem. The other problem is teachers'*

load… because one teacher may teach writing for three or four sections…these are a big challenge.

Students' poor writing ability is also another factor that hinders teachers' WCF practice. This was painfully indicated by Teacher C. He said:

> *Students' poor writing skill is a big problem… even they can't write one correct sentence… …although they got repeated WCF, they have not that much change in their writings. Even, I made them to write again and again based on the given WCF… but, it was really discouraging…the other problem is … students' belief that they consider English writing skills as a difficult subject.*

Teacher C also added that, in addition to time and class size, he spent lots of time covering the syllabus (as contained in the course guide book).

To make WCF effective and to enhance students' writing accuracy, the writing teachers suggested that the number of sections per student and workload per teacher should be limited. Teacher C added as a solution that course coverage should not be compulsory. He said, *"The department should allow us to work on students' gap rather than rush on to cover the course."* Therefore, time, class size, and students' low level of language proficiency are common contextual factors that frame the writing teachers' WCF behaviour. The workload was another stressful and overwhelming factor for writing teachers. In my view, the students' compositions which were included in the study were full of errors and therefore, writing teachers were discouraged and encountered the dilemma of which errors to correct and which ones to ignore. As Asres (2014) argues, "The more grammar errors students commit in their writings, the more teacher CF interventions are required."

5.5 EFL STUDENTS' BELIEFS AND PREFERENCES TOWARDS WCF

Investigating students' beliefs and preferences towards WCF help teachers to embrace their philosophies and respond according to students' needs. As Hattie and Timperley (2007) stated, the way students perceive CF will have a significant impact on learning. EFL teachers should consider students' preference for WCF because the more the teachers consider their students' desires

regarding WCF, the more positively they will react to the correction (Al Mohammedi, 2016:30). Based on these assumptions, I decided to investigate students' views and preferences towards the different aspects of WCF in the EFL context.

Therefore, this section of the thesis addresses the third and the fourth research questions which deal with beliefs and preferences of EFL students for writing teachers' WCF practices. Forty-one (41) first and second-year English major students who were taking Basic, Intermediate and Advanced Writing Skills participated in the FGD to gather data about their attitudes towards EFL writing skills, beliefs about the importance of WCF, and preferences about the sources of WCF, the focus of WCF, the amount of WCF, the type of WCF, and finally the difficulties they encountered during the feedback process.

Note that the following acronyms have been used to specify the examples from students' participating in the FGD: S1, S2, S3, etc…= student 1, student 2, student 3 etc.; G1, G2, = Group 1, Group 2; BW= Basic Writing Skills; IW = Intermediate Writing Skills; and AW = Advanced Writing Skills.

5.5.1   EFL Students' Beliefs about English Writing Skills

Writing is one of the four language skills which involves students in the learning process, and it creates a communication channel between the writer and the reader. However, for ESL/EFL students' writing has been seen as the most challenging skill. As such, it is necessary to understand what beliefs students hold about EFL writing skills. According to the FGD results, all students in this specific study had a similar attitude towards EFL writing. Although all Ethiopian students had been learning English for at least 12 years throughout their primary and secondary schooling, they did not feel confident in English writing skills. The participant students reported that they faced difficulties and challenges while learning English writing skills. They also believed that writing is a more difficult skill than other skills.

Both senior and junior students generally rate their level of language proficiency as adequate and poor. They specifically believed that writing in English is significantly different from writing in

their L1. When asked why most participants gave reasons which are mainly related to their poor experiences of English language teaching, the students answered as follows:

> *Eh…we didn't have a good experience in lower-level classes about English writing skills… our teachers do not give focus on writing like other skills… so, when I came to university, writing in English is very difficult. I didn't have a base in lower classes …even here our Basic writing teacher is not also supported us.* (S1, G1, BW)

> *I believe that writing is a basic language skill, but in lower classes, we learned about the only conjunction… teachers didn't give focus on writing skills. We didn't learn it like other skills……so, writing skills is very difficult for me.* (S4, G2, BW)

> *It makes writing skills more difficult than other skills is because we didn't have any practice before. As far as I remember in lower classes, we only write formal letter after that until grade 12 we only focused on grammar…. We learned lots of grammar points. But, if we have been learned and practiced before, it would have been easy now. (*S6, G1, IW)

In fact, in the Ethiopian context, the traditional view of language teaching is still reflected as the classroom is mainly dominated by the teaching of grammar.

> *For me, writing is more difficult than other skills. For example, while we are speaking, it doesn't matter about the grammatical errors, but writing is formal, it should be grammatically correct…. Thus, this makes writing more difficult than other skills.* (S3 G2, AW)

The findings were supported by Tangpempoon's (2008:1) argument that stated writing is the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organisations, appropriate language use or specific lexicon with which they want to communicate to their readers. Nevertheless, writing can be improved through continuous practice. Participant students also believed that through practice, they will improve their English writing skills. For example, S1, G2, AW stated:

> *I believed that writing is a difficult skill, but after I took and learned writing skill courses, I improved my writing skill. For example, when I write a paragraph before, I made lots of errors, but currently, I can write a better paragraph… but, still writing skill needs more practice than other skills.*

Similarly, S2, G1 from BW asserted, *"To improve our writing skills, it is better to practice more than learning lots of theories… we cannot improve our writing skills only by reading."* More importantly, some students believed that to improve their writing skills, they should have an interest in writing well was mentioned by S1 G1, IW below.

> *First, we should have an interest. If we don't have an interest, whatever methods the teacher used, we cannot be a good writer...second, the teacher didn't consider our proficiency level while teaching and giving feedback to our writings….this doesn't motivate us to write more.*

In addition, a student from Basic Writing Skills said,

> "*As writing is one of the basic language skills, it needs good and experienced teacher...our current writing teacher didn't have such kind of quality… he didn't allow us to practise more"* (S3 G1, BW).

Hyland (2003) concurs that the ability to teach writing is central to the expertise of a well-trained language teacher. Thus, teaching writing is a necessary albeit challenging task for teachers. It requires them not only to enable students to produce written texts depending on memorisation and imitation of model texts but also to develop the students' ability to write for real-life situations (Jamoom, 2016:23).

Overall, due to its complexity, all participant first and second-year students were uncertain about their English proficiency in general and writing skills in particular because of the lack of practice of the target language in their previous learning. However, all of them strongly believed that the only method to improve their writing in English is vigorous practice and clear guidance and support from their EFL teachers. As Alshahraini (2014:101) indicates, one common strategy to help students improve their writing is the provision of feedback. Students' writing skills could be mastered if teachers give effective WCF to the students (Rajagopal, 2015).

5.5.2   EFL Students' Beliefs about the Value of WCF

Students' beliefs and preferences play a major role in the effectiveness of WCF practice. As Buffa (2016) states learners bring their own beliefs and perceptions regarding not only the language itself but also the teaching practice into the classrooms. Thus, to understand how students feel about and respond to teacher WCF, the third research question of the study asked English major students' beliefs about the value of WCF. To address this research question, data gathered via FGD with English major students from the first and second year were analysed.

In their discussion, several ideas were exchanged about the value and effectiveness of teachers' WCF in their written work. Results show that all participant students (41) held a very positive attitude towards teachers' WCF. Students believed that teachers' WCF is important to identify recurring errors as well as avoiding them in future writing. For instance, S3 G1 from BW stated,

> *"It* (WCF) *is very important especially when we write (practice) the first draft, but our teacher gave WCF in the final draft. So, we made lots of mistakes."*

S1, G1 from BW A asserted:

> *Yes… teacher WCF is very important. For example, if students got WCF for their errors, they will develop their writing skills. But, if they didn't get WCF from their teachers, they would not know whether they are right or wrong…. Thus, teacher WCF helped students to improve their writing skills.*

A student (S2, G2, AW) added,

> *"Teacher WCF is very important because based on the given feedback; we can revise and correct the paragraph."*

Similarly, S9 from IW strongly argued,

> *"Yes! As much as possible I tried to not repeat my previous error after I got WCF; my writing skill also improved from time to time... thus the teacher WCF is very necessary for me."*

Many students remarked that although they believed in the helpfulness of teachers' WCF, they are more concerned about the grade (result) than the comments written by teachers in their piece of work. One-second year student (S3, G2, AW) said,

> *"Although teachers' WCF is important, we didn't use it properly... we mostly focused on the result, not to the feedback given."*

Similarly, S8 from IW argued:

> *"Hmm...first I see the result then I will check the errors I made, but if the teacher gave us comments in the first draft, we will not make lots of errors on the final draft because we can revise properly our errors."*

A first-year student (S1, G1, BW) also said,

> *"First I see the result then the comment* (WCF)*... as we would like to get a good result and grade our focus is first to the result not to the teacher comment".*

The research shows that participant students put more value on results than on teachers' WCF because writing teachers frequently wrote negative WCF on their final drafts which did not motivate them to revise the work. Thus, especially advanced students preferred teacher feedback in first draft before they submitted the final version. According to research (Zamel, 1985; Ferris, 1995; Jamoom, 2016), providing feedback only on the students' final draft is ineffective as students care more about the grades than teachers' CF.

According to the findings, most participant students emphasised teachers' positive CF more than criticism. They believed that encouraging comments will enhance their confidence to write more. But, many corrections in writings demotivate them and affect them negatively while writing another text. According to students, their teachers most frequently provided negative corrections which were very discouraging and reduced their interest. S5, G2, AW said,

> *"When we got lots of negative feedback, we became upset and discouraged... we are not motivated to write for another time."*

Another student (S2 G1 BW) added,

> *"I became discouraged. But, if the teacher starts from the positive CF and then gives negative comments on some of my errors, I became happy".*

Conversely, a few students believed that negative CF encouraged them to try harder the next time. One student (S12, IW) believed that

> *"The teacher gave me lots of negative feedback because I made lots of errors… so, negative feedback is not discouraging for me."*

Similarly, a first-year student *(*S7, G1, BW) said,

> *"I'm also happy… I'll not discourage* (by the teacher's negative feedback) *because it indicates that I made lots of errors… it helps me to learn from errors…it helps me to not repeat the same error."*

Thus, EFL teachers should be aware of students' preferences in order to provide appropriate WCF which students will engage with effectively because positive evaluative WCF inspires positive feelings in most student participants (Mahfoodh, 2011:5).

In general, it can be inferred that all students have a positive attitude towards teachers' WCF. They believed that it helped them to identify the strengths and weaknesses of their writing skill. According to student participants, WCF allows them to revise their errors before writing the next paragraph/essay. This is consistent with current research findings (Lee, 2004; Amrhein and Nassaji, 2010; Hamouda, 2011; Corpuz, 2011; Mahfoodh, 2011; Asres, 2014; Alkhatib, 2015; Jamoom, 2016) which maintain that students appreciate and value receiving WCF from teachers and they are more concerned to improve their writing in the future than the immediate goal of passing the exam. The students in this study also believed that positive feedback and earlyteacher WCF helped them to do better and improve their future writing skills. Conversely, students assumed that negative feedback demotivated them to revise their texts and it cultivated an adverse

attitude towards writing. Thus, it can be accepted that feedback plays a fundamental role in students' learning processes and in the development of their writing (Jamoom, 2016:213).

5.5.3   EFL Students' Preferences about the Source of WCF

In terms of the EFL students' preferences for feedback sources, they were asked to justify their choice. The vast majority of the participants (36 of 41) strongly believed that teacher WCF is more important than peer/self-correction. They argued that their peers are not as knowledgeable as teachers to identify and correct errors. They also said that they do not trust each other because their peers may lack appropriate experience and thus may not be the right person to provide feedback on the written texts. Therefore, students believed that receiving feedback from low proficient and inexperienced peers is useless.

S5 G2 from BW stated,

> *"I only know my error if my teacher told me… I don't believe my friend's correction because they may not correctly identify the errors. Thus teacher feedback is better than peer feedback."*

S4 G1 from IW also believed,

> *"I think corrective feedback should be given by teachers. I don't believe that peers' CF is correct…they (peers) may not see each and every error."*

Another student argued with conviction,

> *For me, teacher WCF is better than peers because the teacher has better knowledge and experience than students. Besides, when the teacher gives feedback, he has his own criteria. …. when the students provide feedback, they only see spelling and simple transitional words, but the teacher concerned about content, organisation, punctuation, etc…I don't see the feedback of peers as correct correction because they may not be better than me. Thus, to improve my writing skill, teachers CF is needed, but we mostly relate the teacher CF with results.*

This is similar to Hamouda (2011), Alkhatib (2015) and Jamoom's (2016) findings that students appreciate teacher feedback more than peer feedback because they feel less confident about their peers' language ability to comment on their work.

Only a small minority of participants (5) believed that peer feedback enables them to exchange ideas and share their writing problems freely. One student (S7, G2 BW) explained its benefit by saying, *"Peer CF is good because we can discuss freely and identify each error easily with our friends."* S1, G1 from AW said, *"In my opinion, peer correction is good because they told (show) me my error face to face."* Another student (S6, G2 AW) reported,*"For me, peer correction is better because when my friend gives me correction, he tries to correct and locate each and every error, but my teacher locates the errors only by underling or encircling… so, I prefer peer correction."* In a similar vein, one student (S7, G1 IW) with a dilemma said, *"Peer feedback is good, but we don't trust each other… but if we trust each other, peer feedback is better than teachers' CF."*

As indicated above, most students (36) believed that it is writing teachers responsibility to correct errors in written texts because students doubt their peers' language ability and experience. Students' beliefs may likely be influenced by their teachers' ways of providing feedback. As Lee (2004:302) states, if students' English teachers have marked their errors comprehensively and done the corrections throughout their language learning experience, students may feel that this is the right practice and that it is the teacher's job to correct errors. But peer-feedback can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties (Rollinson, 2005:25). Moreover, peer feedback decreases the distance between the writer and the evaluator.

5.5.4   EFL Students' Preferences about the Focus of WCF

With respect to students' preferences for the focus of CF, 30 students were in agreement that teachers' CF should focus more on grammar than content/organisation. They believed that correction on their grammatical errors was crucial to increase grammatical accuracy while

writing. participans also explained their wish to receive CF on form rather than content. For example, (S4 BW G1) stated,

> ”Of course I may have the problem of word choice … but most of the time I have a problem of tense, so it is better to have CF on grammar. I would like to get CF in each of my grammar errors.”

Another student from BW G2 also explained:

> I think teachers should give feedback deeply on grammar … most of the time content doesn’t have any problem but the teacher mostly gave us general comments and corrections on content errors. It is better to be on grammar because we don’t have enough knowledge and experience about writing skills… . In my view, if one person is grammatically correct, there is no that much problem with his/her content.

Similarly, Intermediate and Advanced Skills students added:

> As we are English major students and English is a foreign language for us, the teacher should give us more attention to grammatical errors. ...we may forget punctuations, spellings or even tenses. So he should better give us CF for these points. (S4 IW G1)

> I prefer to get CF more on grammar. If I know more grammar points, I can write a paragraph in English easily. So, the teacher should give us correction more on grammar… even after we graduate, we may become an English teacher… so we must have grammar knowledge. (S1 AW G2)

Conversely, a very small number of advanced students (3) want to receive CF mainly on content and organisation. These students felt that well organised ideas are the most important aspect of written work. Two students expressed themselves as follows:

> For me I’d like to get CF on content/organisation because if the text is grammatically correct but its idea is not well organised, the messages will not be transmitted correctly. Thus, first its structure should be corrected, and then the grammar comes next. (S3 AW G2)

> I prefer to have CF more on content errors than grammar because we do have some previous knowledge and experiences on grammar aspects. So,

> *as my writings should have good idea flows and transfer the right*
> *messages, I need CF on content.* (S4 AW G2)

A few students (8) wanted both grammar and content errors to be corrected by their teachers. They believed that writing texts should be well-organised and grammatically correct. The following comments reflect this view.

> *I preferred to get feedback on all my errors. For example, when I write a*
> *paragraph, I would like to get feedback on my grammar and word usage …*
> *If he* (the teacher) *gave me feedback on these aspects…I can write a good*
> *paragraph.* (S7 BW G1)

> *For me it's better to get CF on both language aspects (grammar and*
> *content)...I think that if I get CF for all my errors, I will not repeat it in the*
> *future.* (S10 IW G1)

This minority view among participants is substantiated by Alkhatib's (2015) research findings that most students preferred their teachers to address both grammar and content aspects.

Findings indicated that most participants preferred teachers' WCF to be given on grammar. The students felt that grammar plays a major role in their writing accuracy. Most participants mentioned that in the previous language learning experiences, English teachers often gave the most consideration to grammar lessons. Previous studies (Hamouda, 2011; Amrhein and Nassaji, 2010; Al Shahrani, 2013; Chen et al., 2016) also indicate that most EFL students prefer their teachers' CF focus more on grammar than content. However, this contradicts the findings of Jamoom (2016) that most students preferred t teachers' WCF to focus on content more than the other aspects of writing. In this study, findings indicated that participant students still believed in the traditional view of language learning and believed that knowing the language means knowing grammatical and lexical language aspects.

5.5.5   EFL Students' Preferences about the Amount of WCF

Students were also requested to indicate their preferences towards the amount of CF in their writing (i.e., whether they preferred comprehensive CF or selective CF). Many students (35) showed a strong preference for more comprehensive CF than selective CF. They wanted every error in

the writings corrected comprehensively by the teacher. Their common reason for this choice was that comprehensive correction helped them to identify errors easily and to avoid repeating the same errors in later writings.

Participants explained their reasons as follows:

> *I prefer the teacher to give me CF to all my errors. If he corrects all my errors, I will write the next paragraph by correcting each error, but if he gives me correction only to some of my errors, I believed that the rest of my writings are correct, so I may not improve my writing.* (S3 AW G2)

> *I like to get CF from my teacher to all my errors… not general comment I need rather specific comments between lines for each error that I made.* (S1 BW G1)

> *As other students maintained, our teacher's feedback was mainly on punctuation, capitalization and diction ...but it is better to give us feedback for every error that we made to improve our writings.* (S8 IW G1)

According to the results obtained, we can say that most of the students are dependent on teachers because as Lee (2005:7) states, they want to produce error free writing and they are also interested having teachers to correct all errors. In particular, unfocused (comprehensive) CF has the advantage of addressing a range of errors (Ellis, 2009), so while it might not be as effective in assisting learners to acquire specific features as focused CF in the short term, it may prove superior in the long run. Similarly, Bitchener et al., (2005) maintains that focused CF is preferable especially with lower proficiency level students.

Only a few students (6) tend to feel discouraged when they are excessively corrected. Students preferred teachers to correct major errors or a limited number of language aspects in theirwritings; they wished to discover only some errors on their own. This finding is consistent with Lee's (2005) study which found that, when a composition is full of errors and when students are marked comprehensively, error correction is overwhelming. Students who firmly agreed with a selective (focused) type of CF elaborated as follows:

Another thing is that it is not good to receive CF on each of the specific errors. For example, once my teacher substituted the word 'should' by 'could'… thus when the teacher gave us CF, it was better to focus on major errors. (S6 IW G1)

I need my teacher to correct some of my errors. Then I will correct the rest of my errors by myself. (S2 AW G2)

I'd like to get CF on some of my errors, but if I get a lot of CF on every error that I made, I will be discouraged. Thus, I need teacher's corrective feedback on some of my error only. (S4 AW G1)

According to Diab (2005) and Hamouda (2011), it is impossible for the writing teachers to correct each error that students make in their writings; it is better to select the major ones and leave the rest for students to be correct by themselves.

5.5.6   EFL Students' Preferences about the Types of WCF

Under this section, students were asked about preferences on the type of teachers' WCF on their writings. The most preferred type among participant students was direct WCF (37). They required explicit CF (the correct form) on their grammatical or content errors. They believed that indirect CF is difficult to identify and edit errors in subsequent writings. They have various reasons for preference and expressed themselves as follows.

It is better to get direct CF than underlining/circling the error. For example, in my previous paragraph, the teacher underlined the word 'beautiful', but still I don't understand why it was underlined. Thus, if possible it is better to discuss about the feedback after we received the corrected paper because we can learn from our mistake. (S1 BW G2)

Corrective feedbacks from our teachers should be clear… it has to be directly corrected. That means if it is tense or spelling errors the teacher should correct them directly by saying spelling or tense error. (S3 IW G1)

For me it is better to get direct CF for my writings because most of the time our teacher gave us feedback by underlining or encircling the errors and by writing lots of final notes like there are lots of grammar, content or organisation problems etc…because of this, it was difficult to identify each error, but if it was direct CF, we can easily identify our errors. (S2 AW G1)

However, a few advanced students (4) preferred teachers to provide indirect CF in their writings. These students needed some type of independence while editing their work. They stated the following reasons:

> *For me direct CF means like spoon-feeding it makes students depend on their teacher, so it is better to be indirectly corrected because it gives the chance to the students to correct their error by themselves.*(S1 AW G2).

> *I prefer indirect CF because if the errors are directly corrected, we can correct easily no need for referencing… but, if the WCF is indirect, it needs us further reading and referencing. Thus, indirect CF is good.* (S6 AW G2)

These students believed that indirect CF encourages them to figure out errors independently. Ferris (2004) explains that indirect CF makes students independent and has long-term effects on the accuracy of their writing. One final student (S2, AW G2) suggested an alternative, saying,

> *"Teachers should give CF based on students proficiency level … for example, if a student is poor like me it is better to give direct CF, but if a student is good* (outstanding) *it is better to give indirect CF"*.

This finding concurs with Karim (2013) who found that both direct CF and indirect CF have the potential to improve accuracy in writing. It was generally found that almost all students showed higher preferences for teachers' direct CF than indirect CF because they believed that this type of feedback shows exactly what they did wrong in their writing.

5.5.7   Difficulties Encountered by EFL Students while Dealing with WCF

Although all participant students regarded teachers' WCF as an important device for revising and improving writing accuracy, most students faced difficulties in comprehending some of teachers' WCF. The result shows that the main problem of students that hindered revision of their papers in particular and writing skills improvement in general is the negative attitude towards English writing skills. They were less confident about their writing skills. They believed that writing in English is the most difficult and complex skill to master. Rushid (2012) concurs that as writing needs both technical accuracy and artistic fluency, it is the most complex skill.

However, in a positive vein, the participant students assumed that their writing skills would develop through practice and good support and relationships with teachers.

The other most common problem that most students faced was the difficulty of understanding teachers' WCF. According to them, they did not have any opportunity for face-to-face conferencing and discussion about the preferences about the type of feedbacks in their writings. Thus, they repeatedly faced difficulties in understanding of teachers' indirect WCF. Mahfoodh (2011:8) also says, "Sometimes the teacher did not state the written comments clearly, which lead to students' negative reactions. Teachers' wording of their written feedback was found to be one of the most important factors that influenced the students' affective reactions and perceptions of their teachers' written feedback." Thus, to avoid miscommunication, teachers should first explain feedback provision and have discussions with students. This idea is strengthened by Ken (2004), who reports that teachers should promote class discussions and encourage students to read and ask questions about the feedback given. Chen (2012:36) also claims that the most apparent advantage of teacher-student conferences is the immediacy they allow for discussion, negotiation, and clarification of writing texts.

Another recurring problem that impedes students from revising their writings was receiving lots of negative CF in a single draft from teachers. Some students claimed that most of their teachers' WCF were negative which reduced motivation to revise their work. Hamouda (2011) stresses that positive comments motivate students in rewriting better versions. Lack of writing multiple drafts, late WCF from teachers, and shortage of time allocation for the course were other factors which discourage students to improve writing skills.They believed that writing   multiple drafts and early response from teachers helped students to avoid repeating the same errors in the future.

Apart from this, when students asked whether they used their teachers' WCF or not, all participants said that although they gave foremost attention to the given grade/result, they read over and revised their work very often. This contradicts Ferris's (2006) findings that indicate students do not incorporate their teachers' feedback on their revised assessments. However, these students tried to handle teachers' WCF by asking more clarification from their teachers, their peers and by

frequently re-reading the given CF. The following excerpts are some of the recurrent responses of students about difficulties while comprehending their teachers' WCF:

I would like to say writing skill is difficult. While we were in lower-class, our teachers didn't teach us how to write a paragraph in English. ...I started writing a paragraph after I joined this university... For me, writing is difficult because I didn't have any experience. (S4 AW G1)

We didn't give focus on writing before... maybe in lower classes, we may write one paragraph in a year... thus currently writing in English is difficult for me...I am not good at writing. (S3 IW G1)

I thought that English means knowing grammatical rules... thus writing is not only difficult it is very difficult. (S9 IW G1)

Sometimes the teacher WCF was not clear... he only underlined the errors while correcting our papers, and then it will be difficult to understand. (S1 AW G2)

Most of the time the teacher gave me WCF by saying, "what do you mean? what does X mean? is it a correct form? is it a correct thesis statement etc..." so, it is difficult to understand and identify the error. (S2 AW G1)

It is not encouraging to write more if all corrective feedbacks are negative...so, the teacher should better start from positive feedback. (S3 AW G2)

I would like to say that when our teachers gave feedback, they had better start from positive to negative... then we will be encouraged to write more. (S2 AW G1)

Writing needs more practice, but currently we do have only 3 hours per week... if we get extra time for practice, we will improve our writing skills. (S7 AW G2)

The teacher should have a good relationship with his students. If we have a positive relationship with our teacher, we can ask questions freely and we will have an interest in the subject. (S7 BW G1)

Teacher WCF is very necessary...but we didn't get an early/immediate WCF. We mostly write a new paragraph before we got feedback on the previously written paragraph... but if we got CF before we write another/new paragraph, we will learn from our mistakes... the other thing is that writing needs more time, so it is better to allocate more time. (S1 BW G2)

Secondly, the teacher didn't consider our proficiency level and interest while teaching writing and providing corrective feedback, thus we are not motivated to write. (S1 IW G1)

Yes (We use teacher WCF). *For instance, our first essay is quite different from our current witting... i.e., because of the given WCF, it is far better and improved. ... the teacher WCF helped us more.* (S11 IW G1)

It is evident that students faced different problems while dealing with teachers' WCF. These difficulties provide valuable insight for teachers of writing to help their students about how they handle the given correction. In this regard, Hamouda (2011) says that it is necessary to understand learners' preferences about corrections. Otherwise, "any type of feedback that does not take the crucial variable of motivation into consideration is perhaps doomed to fail" (Guenette, 2007:44). To minimise students' difficulties while dealing with the feedback and to increase productivity, Jamoom (20016) suggests a classroom discussion between teachers and students in which teachers can explain the ways of providing feedback, and students will get a chance to ask questions about the different aspects of feedback.

5.6 EFL TEACHERS' WCF PRACTICES VERSUS THEIR STUDENTS' PREFERENCES

This study aimed to explore the beliefs and practices of EFL teachers and English major students' preferences about WCF in the context of Debre Markos University, Ethiopia. In the previous sections, the results of the first four research questions were discussed. In this section, the last major research question: to what extent do EFL writing teachers' WCF practices align with their students' preferences is discussed. Results of the analysis revealed matches as well as discrepancies among writing teachers' actual WCF practices and students' preferences in different aspects of WCF.

Concerning the significance of effective WCF on students' writings, both teachers and students seem to be in agreement. They believed that WCF is essential to improve the accuracy of writings. All participant students believed that teachers' WCF is important to identify the recurring errors and not to repeat them in their future writing. Similarly, writing teachers believed that

providing WCF on students' writing is part of learning and it helps students to improve their writing skills. This finding is not surprising because as Aridah, Atmowardoyo and Salija (2017:119) said, "It cannot be denied that feedback, especially teachers' WCF play a vital role in helping students correct their mistakes, which will in turn improve the quality of their writing performance." This implies that students are scaffolded by teachers to revise their work. As Lee (2007:239) puts it, WCF to students' errors used as Vygotsky's ZPD gives less skilled students support and guidance on their writing and the revising process is facilitated by a more knowledgeable expert, their teacher. Here the process of acquiring new knowledge begins, but teachers should understand when to give WCF for students' errors and when to refrain.

As for the written types of commentary, almost all students placed more value on teachers' positive and encouraging comments than negative criticism. According to students, writing teachers mostly provided them with negative CF which was very discouraging and reduced their interest to write another text. Conversely, teachers believed that positive comments encourage students to revise their work, but in practice, they predominantly provided negative written comments to give information about students' errors. This indicates that their actual practices are not reflected in their own beliefs and their students' preferences. Therefore, to engage students effectively in the process of WCF, teachers should understand students' preferences and provide both negative and positive commentaries to their errors. Mahfoodh (2011:5) also argues that positively evaluative WCF inspired positive feelings in most student participants.

Regarding who should correct errors in students' writings, the vast majority of students preferred to get WCF from teachers than self/peers. They believed that peers are not as knowledgeable as teachers to identify and correct their errors. Likewise, their teachers predominantly correct students' written errors by themselves. They applied peer correction rarely. This finding endorses Lee's (2004) finding that, "Although teachers were aware of the importance of asking students to take on the responsibility of error location and correction, in reality, the teachers are doing the work for the students." This indicates how the traditional teacher-centered approach is dominant in this university context. However, Maarof, Yamat and LiLi (2011:29) suggest both peer and teacher feedback can play an important and complementary role in enhancing the acquisition of students' writing skills. Therefore, as peer feedback is effective to

improve students' writing skills and they get the advantage of reading others' written work and evaluating their own ability to write with respect to their peers, teachers should implement it by making students feel comfortable and encouraging them to trust each other.

On the other hand, conferencing, which is another source of feedback provision, was seldom used by the participant teachers. Although Yang (2006) argues that conferencing supports writing teachers to better understand students' needs and makes WCF more relevant, all teachers rarely conducted individual or whole class conferencing with their students because of workload and time constraints. In this regard, students' preferences and their teachers' actual practices were incongruent because the majority of students preferred to have face-to-face discussions after they got WCF on writing texts. It is also evident that WCF combined with teacher-student conferencing improves students' understanding of their teachers' comments as they get a chance to ask for clarification (Clark, 2007; Tarek, 2015). Thus, to discover the students' level of understanding about the feedback given and to avoid miscommunication between them, teachers should conference with students.

Concerning the focus of WCF, the finding is aligned with previous research (Hamouda, 2011; Amrhein and Nassaji, 2010; Al Shahrani, 2013 and Chen et al., 2016) that most students wish to receive WCF on language form errors rather than on content or organisation. They believed that correction on their grammatical errors is a key to increase the accuracy of writing. This also reflects the traditional view of language learning that knowing the language means knowing grammatical and lexical language aspects. This is contrary to the findings of Lee (2007) and Jamoom (2016) who found that students preferred to have more comments on the content of their writing than other aspects of writing. But, students improve their writing when both content and form feedback is given (Fathman and Whalley, 1990; Underwood and Tregidgo, 2006). Similar to students' preferences on types of error correction, teachers gave more attention to errors related to language form than content or organisation on students' writings because of students' poor background knowledge. This finding is supported by Mungungu-Shipale (2016:85) who said that the most important factor guiding the teacher's decision on what CF strategy to use is knowledge of the students' background and language level.

When it comes to the extent of WCF, there was a match between what students' preferred and what EFL teachers did. Although a great number of participant students believed that getting WCF on every error is discouraging, they preferred each error in their writings should be corrected comprehensively because they understood that this kind of correction helped more to identify each error easily and avoid making the same kind of errors in later writing. Similarly, Lee (2005) found out that as students want to produce error-free writing, they wish writing teachers to correct all errors. Although Sheen (2007) argued that focused CF may better allow writers to concentrate more on problematical features, all participant EFL writing teachers were not selective while correcting students' papers; they rather addressed most errors comprehensively. These teachers thought that students had problems in identifying and correcting errors by themselves. This is a common practice used by EFL/ESL writing teachers (Diab, 2005; Hamouda, 2011; Corpuz, 2011; Alkhatib, 2015). However, as Anderson (2010) asserts, focused (selective) CF reduces confusion and cognitive overload of students, and unfocused (comprehensive) CF is superior in the long run. Besides, selective error feedback on several patterns of error is more beneficial than comprehensive error treatment, on account that the later is exhausting and overwhelming to both students and teachers (Said and Ei Mouzrati, 2018: 237).

On the other hand, a large incongruency was found between students' preferences and their teachers' practices regarding the explicitness of WCF in students' texts. Almost all students need direct correction from writing teachers by correcting words or by deleting/changing incorrect language usage. They believed that indirect CF is difficult to identify and to edit errors in later writings. On the contrary, the three writing teachers provided a large number of WCF indirectly by underlining or encircling the errors in students' work. They believed that errors should be left for students to correct by themselves, so teachers predominantly used an implicit type of CF. Al Mohammed (2016) also said that indirect CF develops students' self-editing abilities and saves teachers' time compared with the direct method. Nonetheless, to improve the accuracy of students' writing, teachers should use both direct and indirect CF (Karim, 2013).

Overall, there are several correspondences as well as variances between students' preferences and their writing teachers' actual WCF practices. Both students and teachers agreed on the significance of WCF, the source of WCF, the focus of WCF and the amount/extent of WCF on students' texts. Nevertheless, most students' preferences about the type of commentaries (positive/negative),

conferencing, and on the type of WCF (direct/indirect) in their writings were contrary to their teachers' actual practices. It is clear that teachers were not aware of some of participant students'

preferences regarding different aspects of WCF. But knowing students' feelings and preferences about the feedback given is very important. Rayment (2006) argues that feedback is an essential element in assessment for learning, so teachers should be clear, fair and concise when giving feedback in order not to damage the students' self-esteem. Furthermore, awareness of students' opinions about the feedback given helps teachers assess their feedback's effectiveness and to gain a better understanding of students' desires (Ferris, 2003). Therefore, to enhance students' involvement in the revision process and to improve EFL writing accuracy, teachers should understand what students prefer and how they perceive their WCF practices.

Table 5.5 summarises the majority of students' preferences and their teachers' practices regarding WCF.

Table 5.5: Summary of Students' Preferences and Teachers' WCF practices

WCF Aspects	Teachers' WCF Practices	Students' WCF Preferences
Source of WCF	They predominantly used teacher WCF.	They preferred to have teacher WCF than peers.
Conferencing	They rarely do whole-class discussions (conferencing).	They always wish to have face-to-face discussion about the given WCF.
Focus of WCF	They provided a considerable amount of WCF on language form (grammar) errors.	The majority preferred WCF on grammar rather than content/organisation.
Amount of WCF	They attempted to correct all errors comprehensively.	They wish teachers' WCF addresses all their errors.
Type of WCF	They provided mainly indirect/implicit WCF.	They preferred to have direct/explicit WCF for their errors.
Written commentary type(Positive/Negative)	They did not provide any positive/encouraging comments.	They need more positive and encouraging comments.

CHAPTER 6

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND DIRECTIONS FOR FUTURE RESEARCH

6.1   INTRODUCTION

As it was mentioned earlier, the main objective of this study was to examine EFL writing teachers' beliefs and practices, and their students' preferences concerning WCF in the courses Basic and Advanced Writing Skills. The study was conducted in the Department of English, College of Social Science and Humanities, Debre Markos University. The following research questions were addressed in this study: What are the beliefs of EFL writing teachers with regard to WCF? What are the WCF practices of EFL writing teachers in response to students' compositions? Are EFL writing teachers' beliefs about WCF congruent with their actual practices? What are the EFL students' beliefs about the importance of WCF to improve their writings? What type of writing teachers' WCF do students prefer? Are EFL writing teachers' actual WCF practices congruent with their students' preferences? Three EFL writing teachers who taught writing skill courses and forty-two B.A level students majoring in English at the aforementioned University were selected as a purposeful sample. In order to collect the necessary data, multiple instruments were used: classroom observation, semi-structured interviews, focus group discussions (FGDs), and document analysis. Based on the findings of the study, the research questions are answered as follows:

6.2   SUMMARY OF KEY FINDINGS

In Ethiopia, English functions as a foreign language rather than a L2, and students in this context are totally restricted to the classrooms for language practice. Therefore, they do not make significant progress in the English language ability. Particularly, for the participant students in this study, writing meaningful and grammatically correct sentences is challenging. The three writing teachers who participated in the study also believed that writing is a difficult skill to master and writing well is a formidable challenge. During the interviews, the three participant writing teachers agreed that EFL students' writing ability is very poor and their compositions lack accuracy because of their poor background knowledge and little practice. Both teachers

and students in this study admitted that writing can be developed through meaningful and continuous practice.

Classroom observation indicated that the participant teachers put aside little time for writing skills practice. This may be due to their beliefs and ways of teaching writing. Participants said in interviews that they followed the process approach, which is recursive and which encourages students to take responsibility for their writing. However, from the lessons observed, teachers tend to apply a product-oriented approach because they emphasise students' final drafts (instead of using multiple drafts) for grading as opposed to the process approach. Thus, there is a mismatch between teachers' beliefs and the actual instructional approaches in the classroom as their instruction depends primarily on copying and transforming models provided by teachers or by the textbooks.

Teachers' WCF is therefore a fundamental element in language learning generally and in learning to write particularly. It provides information about the students' strengths and weaknesses and increases the focus on the subject they are writing about. That means teachers can activate their students' potential by scaffolding with their ZPDs.

In response to the first research quetion regarding the value of WCF on the quality of students' writing improvement, participant teachers strongly believed that providing effective WCF on students' work helps them to correct errors and improve their writing. From a pedagogic perspective, positive WCF fosters students' motivation to revise their work. However, participant writing teachers gave much more negative CF to students' written errors which discouraged them.

Other than the benefits of giving WCF on students' composition, the writing teachers were asked about the different sources of WCF. Though they believed in the importance of peer and self-correction, they rarely incorporate it in the writing classrooms. They perceived that they are the main WCF provider/source to correct students' writing errors. Thus, peer and self-correction in the writing classes were not effective as it cannot replace the teachers' WCF. Similarly, teacher-student conferencing, which is another source of feedback provision, was rarely conducted by the participant teachers in their writing classrooms. But this type of conferencing with students helps

the teachers to ascertain the level at which students understood their WCF practices.

As far as the second research question was concerened, all participant teachers agreed that WCF on all aspects of students' texts is very useful, but in practice language forms were the main area of interest rather than content/organisation. These teachers stated that their students' poor writing skills made them focused more on grammar. They also believed that students should first write a correct sentence. Furthermore, regarding the number of errors to be corrected in students' texts, the writing teachers tried to correct students' written errors in a comprehensive (unfocused) way by correcting all or most of the errors that they noticed. They were not selective in correcting specific errors in the text. Naturally a few errors were overlooked in students' texts by teachers. In addition, all teachers used some marginal or endnote comments which were typically negative for students with poor writing construction.

When dealing with the explicitness of writing teachers' WCF, all used both direct and indirect WCF, but instead of correcting errors by crossing out an unnecessary word /phrase and inserting the correct one, they gave more credit to indirect CF in the form underlining/encircling the errors in students' texts. In relation to this, errors related to language form were predominantly corrected directly; errors related to content were mostly corrected indirectly by writing teachers. The EFL writing teachers generally mentioned that students' level of proficiency and their error types in their compositions led them to choose type of WCF.

The third research question in this study was whether EFL writing techers' beliefs about WCF congerent with their actual practices or not. Both matches and mismatches were found between teachers' beliefs and actual classroom practices. For instance, their beliefs and practices on the value of feedback provision, the amount of WCF on students' texts, and the source of WCF were congruent. But, remarkable incongruence was found on the explicitness of WCF, the focus of WCF, positive versus negative WCF and the implementation of teacher-student conferencing. Nonetheless, according to these participant teachers, different contextual factors like workload, allocated time to the course, class size, and students' poor language proficiency prevent them from enacting their WCF beliefs in practice.

With regard to the research question four which probes about EFL students' beliefs about the value of WCF to improve their writings, like teachers, all participant students believed that writing is a challenging skill to master, but they strongly believed that it will improve through practice and support from their teachers. Students also have a positive attitude towards teachers' WCF for the improvement of their writing accuracy. According to the findings, most students believed that encouraging comments will enhance their confidence to write more, and they emphasised teachers' positive CF more than criticism. In terms of feedback sources, these students believed that their peers are not as knowledgeable as teachers; thus they preferred to have WCF from teachers.

In the fifth research question, students were asked about their WCF preferences. Most of participant students were in agreement that correction of grammatical errors might be more crucial to increase writing accuracy. Thus, they preferred teachers' feedback to focus more on grammar than content or organisation. Moreover, many students showed a strong preference for comprehensive CF rather than selective CF because they believed that the former helped them to identify each and every error easily and avoid making the same errors in later writing. It was also found that almost all participant students preferred to have direct CF rather than indirect CF because they experienced difficulty understanding the given feedback when revising their writing. These participant students also mentioned major factors which hinder improving the accuracy of their writing skills. These were negative attitudes towards English writing skills, difficulties of understanding teachers' indirect CF, receiving lots of negative CF, lack of writing multiple drafts and time allocated to the writing instructions.

The last research question verified that several matches and mismatches between writing teachers' actual practices and their students' preferences regarding WCF. There were also noticeable discrepancies between teachers' beliefs and their own practices. Both teachers and students were agreed to a great degree on the importance of WCF, the source of WCF(teachers WCF), the focus of WCF and the amount of WCF on students' texts. Yet they differed on the type of WCF (direct/indirect), the type of commentary (positive/negative) and the use of teacher-student conferencing. This implies that teachers were not aware of some of their students' WCF preferences regarding their writing errors. Students benefit less from error correction if they did not get what they prefer. Thus, to provide effective WCF and to improve students' writing

ability, EFL writing teachers should be flexible and knowledgeable about students' beliefs, reactions, and preferences to their WCF.

6.3   PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

Language teachers' WCF creates a good interaction between the writer and the WCF provider. It also assists students to correct their errors and revise their work properly. As seen in this study, both participant teachers and their students believed that WCF is an essential tool for the improvement of students' writing accuracy. However, discrepancies between writing teachers' WCF practices and their students' preferences create misunderstanding and frustration. This particular study indicated many inconsistencies between teachers' beliefs, actual feedback practices as well as their students' preferences regarding WCF. For instance, participant writing teachers were provided lots of indirect and negative corrective feedback comprehensively to students' writing, but their students found it difficult to understand these kinds of feedback as they preferred to have direct and positive CF from their teachers. Therefore, as the writing teachers spend considerable time providing constructive feedback and fixing students' errors for the improvement of English writing skills, it would profit them to use appropriate writing approaches which give students ample practice.

It was also shown that most students faced difficulties when dealing with teachers' WCF. This may be because of their low level of proficiency and poor background experience, but to enhance these students' motivation and to make them engage in the revision of their drafts, teachers should better give a clear explanation about their responding behaviour and consider their students' needs. Besides, students who received feedback on positive aspects of their writings are motivated to produce better writing in their next writing task (Rajagopal, 2015).

In accordance with the teaching of writing, there should be an intervention stage where students revise their writing after they have received WCF on first draft. This intervention also gives time for teachers to recheck students' writing improvement. However, teachers in this study provided WCF only on students' final work. This kind of WCF has little effect on the improvement of students' writing skills as it does not allow them enough time for revision. Although this kind of process may require a great commitment and increases work overload for teachers, they should be flexible and conduct teacher-student conferencing (face-to-face discussions) to get to know

their students' needs and to engage them appropriately in the process of WCF. Generally, based on the results of the study, the following recommendations are put forward:

- As writing skills has a recursive nature, teachers should use an approach that gives an opportunity for students to revise their writing through multiple drafts after they have received corrections from their teachers or peers. However, the study shows that writing teachers concentrated   more on the final product of students' work, which does not assist them in giving feedback at different stages. Thus, for the benefit of students' writing improvement, teachers should use appropriate writing approach which has different phases for multi drafting process and involve students in peer-correction and self-editing.

- Both Teachers and students consider writing teacher as the sole source of WCF provision. So, as all sources of feedback have different advantages to the improvement of students writing accuracy, teachers should be familiar with other sources of corrective feedback strategies and make students aware of their uses by creating clear guidance and favorable environment. In particular, they should inspire a positive attitude towards self-correction and receiving peer feedback among students as they facilitate cooperative learning and make them autonomous to correct their own mistakes.

- The study indicated that teachers predominantly used unfocused (comprehensive) CF than focused (selective) CF when correcting students' work but this kind of correction is frustrating for students and exhausting for teachers. Teachers should identify linguistic items which students use frequently in error or language structures which students have learned recently. They should avoid reacting to all aspects of errors at a time in a single student's draft because the aforementioned type of WCF (selective) sharpens students' focus on dealing with the given feedback.

- Both teachers and students believed that grammar knowledge is more important than content/organisation. Especially, teachers believed that any good piece of writing should be grammatically correct. Although, students' linguistic abilities play significant role in determining the appropriate language items, writing teachers

should balance and provide WCF with a clear purpose to improve the accuracy of students' writing skills.

- Both direct and indirect corrective feedbacks have the potential to improve students' writing accuracy. However, almost all participant students preferred more explicit (direct) CF than implicit (indirect) CF because it explicitly demonstrates the correction of the errors in their writing. Therefore, by considering their students' proficiency level and the type of errors made, it is recommended that teachers use both types to make students more independent and enable them to self-correct their errors. In a similar vein, some participant students faced difficulties in reading their teachers' written comments and indirect CF as it requires their effort when revising their drafts. Thus, at the beginning of the writing lessons, teachers should give clear guidelines about their responding behaviour.

- The study also indicated that writing teachers provided predominantly negative CF when giving information about students' errors. However, to improve their students' writing performance and to engage them effectively in the process of WCF, teachers should provide both negative and positive feedback. Aside from CF, to inform students about their general writing skill performance, teachers should use clear and legible written comments which can be understood by every student.

- It was shown that were some discrepancies between teachers' WCF practices and students' preferences on certain strategies of WCF. As the feedback that students cannot process is meaningless, teachers need to be aware of their students' preferences and the different types of WCF that can be suitable for the varied levels of student's language proficiency. Teachers should also implement face-to-face conferencing (one-to-one or whole-class discussions) with their   students as it gives an opportunity for students to ask for and receive a clear explanation about the given WCF. Teacher-student conferencing also helps teachers to provide the necessary scaffolding to see how students understand their feedback and its effect on their subsequent drafts.

- The study has shown that most of the participant teachers WCF practices were not consistent with their beliefs. Apart from their academic studies, these teachers had not undergone any specific training about the provision of WCF. Thus, they should equip themselves with the modern philosophy and provision of WCF. Besides, educational experts and curriculum developers should design additional in-service training or workshops for language teachers about how and when each type of WCF strategy can be applied to improve the quality of students' writing ability. The training will help EFL writing teachers to create a student-centered atmosphere by providing successful corrective feedback to students with different proficiency levels. Likewise, training that focuses on the purpose of different WCF strategies is needed for EFL students to benefit from the WCF.

6.4   LIMITATION OF THE STUDY

Although the findings drawn from this study may provide a better insight about EFL writing teachers' feedback practices, challenges and their students' preferences about WCF, I acknowledge a few limitations of the study. First, as this study is a case study with a small number of participants from one Ethiopian university, the results cannot be generalised. Another limitation of the study is that participant students were from the English department, but they were not at the same level. Thus, this may have had its own effect on teachers' WCF focus and students' preferences. Similarly, participant students' language proficiency and its effect on WCF preferences were not considered in the study.

Finally, it was difficult to observe the teachers' actual problems that they faced while providing WCF to students' writing because these teachers usually correct students' work at home. However, to validate and to meet the credibility of this qualitative study, I used methodological triangulation through the implementation of multiple methods of data collection.

6.5   DIRECTIONS FOR FURTHER RESEARCH

Since the current study examined EFL teachers' WCF beliefs, practices and their students' preferences about WCF in only one university, the results cannot be generalised to other

universities in Ethiopia. Thus, further studies engaging larger numbers of participants in different university contexts may be needed to achieve greater depth and make the result more representative and reliable. Further research should also investigate the nature and effects of other skills and sources of WCF like peer and teacher–student conferencing for the development of students' writing skills because the current study was focused only on teachers' WCF. In addition, participant students in the current study were not at the same educational level, and this may affect teachers' WCF practices. Further longitudinal studies are needed to obtain a clearer picture of EFL writingteachers' beliefs and their actual WCF practices and to determine the relationship between students' language proficiency level and their preference of WCF.

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Annexure 1: Interview Guide for Instructors

Gender: Male_____Female_____

Qualification: _____

Area of Specialization: _____

Year of teaching experience:_____

1. Can you tell me about your language learning experience in general?

2. Can you tell me your writing experiences in your first and foreign languages?

3. Do you think writing in a foreign language is different from writing in your native language? Did these experiences influence how you teach writing?

4. Do you think writing is difficult than other language skills? Why/why not?

5. In your experience, what kind of feedback did you perceive as the most beneficial you to receive from your teacher? Why?

6. Do you believe that your past experience of getting feedback have influenced the way you give feedback to students?

7. Have you received any previous training on written corrective feedback?

8. What type of approach do you follow in teaching the writing skills?

9. Do you believe that teachers' WCF can help students improve their writing accuracy? Why?

10. Do you believe that your students have the ability to detect and correct their own errors in their writing? What do you think of the role of peer feedback?

11. How do you provide WCF to your students writing? Do you respond differently to rough drafts and final drafts? Why?

12. Do you mark errors selectively or comprehensively? Why?

13. Do you mark errors directly or indirectly? Why?

14. In which type of errors do you tend to focus on while you give feedback? (Grammar or content) why?

15. Do you ask your students about their preference with regard to how much or which type(s) of corrective feedback should be given? Why/why not?

16. Do you have any conferencing sessions? (one-to-one or whole class discussion about the WCF)

17. Generally, what are the major difficulties/challenges you encounter in give feedback to students' writings? How do you handle them?

Annexure 2: Focus Group Discussion Guide for Students

Gender: Male_____Female _____

Your field of study\Major: _____

Year of study: _____

Age: _____

(How would you rate yourself as a writer in English? Excellent? Good? Adequate? Poor?)

1. Can you tell me about your English language learning experience in general?

2. Do you think writing in a foreign language is different from writing in your native language? How?

3. Do you think writing is difficult than other language skills? Why/why not?

4.   Do you believe that teachers' written feedback (WCF) can help you to improve your writing skills?

5. Does your writing teacher encourage commenting on your friends' written work? Which feedback is more helpful, teacher or peer? Why?

6. Which kind of feedback did you get mostly from your teacher?(focused on Grammar/ content)

7. Do you always agree with the teacher corrections in your composition? If you don't understand your teacher written feedback, how do you normally do?

8. In your opinion which kind of teachers' WCF is more effective to improve your writing skill? (focused more on content or grammatical errors) why?

9. Do you prefer your teacher provides the correction in your writing directly or indirectly? Why?

10. Does your teacher uses marking codes and symbols while giving feedback in your composition? Did he/she explain before?

11. Do you feel discouraged if your teacher makes many corrections on your composition? Why?

12. Do you want to get feedback on all your errors or do you want to get feedback on some of the errors? Can you explain the reasons why you choose selective or comprehensive feedback?

13. Which one do you care more, your teacher's commentaries or marks?

14. What do you do after receiving the feedback on your writing? Do they have any use to you when you revised/ write a new composition?

15. Do you have any conferencing sessions? (one-to-one or whole class discussion about the comments)

Annexure 3: Document Analysis Checklist

Teachers Strategies for providing WCF	Description
1. Direct CF	
2. Indirect CF a) *Indicating + locating* *the error* b) *Indicating only*	
3. Metalinguistic a) *Use of error code* b) *Brief grammatical description*	
4. The focus of the feedback a) *Focused (selective) CF* b) *Unfocused (comprehensive) CF*	

1. *Interview with a Basic Writing Skills Course Instructor (TA)*

('I' stands for the interviewer and 'TA', 'TB' and 'TC' refer to the three participant instructors).

I: First of all, I would like to thank you for your time for this interview.

TA: No problem. It is my pleasure!

I: Ok … the main objective of this research is to investigate the beliefs and practices of EFL writing instructors and their students' preferences about written corrective feedback (WCF). But, before we discuss about the writing course and your ways of WCF, hmm… let me ask you a few general questions.

TA: Okay, good.

I: Please, tell me about your educational status?

TA: MA in TEFL

I: you're Age?

TA: 41

I: How long have you been teaching English?

TA: Almost 12 years.

I: Good. Now let me proceed to the next questions which are related to your English learning experience. Ok… can you tell me about the learning and teaching process of your previous English learning experiences? Is there any English teacher(s) who can be regarded as your role model? If so please tell me.

TA: well …. We have been started learning English as a subject from grade 3. In my elementary education levels, there was a teacher named Mr. Bantayehu Nigatu. I am not sure whether he is alive or not. But, he was really a nice teacher not only for me but also for many students. He was my role model. He taught us very well… I remember that we were trying to imitate his speech to be like him. Ehmmm…, at a junior level, I met also a teacher called Wolde Geriyma Fisha. He was our beloved English teacher. He taught us in grade 7 and 8. I think he was the one who influenced me a lot in my academic campaign still now. He was a nice role model for me and my friends too.

I: Is he alive now?

TA: Yes, still he is teaching English. Mr. W/Geriyma Fisha was our best role model. I like the English subject because of him.

I:-Well… Is there any particular reason why you or your friends like this teacher more?

TA: Yes. He was teaching the language by using clear and easy words. His accent was also amazing. Even, when we made mistakes, he didn't penalize us he rather motivates us to correct our errors. He has always a smiling face. It was really funny for us to attend his classes. In addition, he always gave us homework and checked it diligently. His feedback was mostly positive. That is why we love teacher W/Geriyma. By the way, there was another teacher who taught me English at high school levels (9-12). His name was Mr. Girmay Admasu, but he passed away now.

I: Oh! Amazingly, you remember most of your English teachers.

TA: Yes! I remember my teachers very well. Teacher Girmay Admasu was very active, and we have also followed him attentively. As we prepared ourselves for the national exam, he helped us a lot. But, my interest was more in chemistry and Biology than English at that time.

I: Oh …..really were you interested in natural science?

TA: hahaha… yes! But, the result from the national Exam was not good enough because of this I have joined Gonder Teachers College in English department. By the way, I asked them to give me chance to join in Natural science departments, but they did not offer the chance. During my stay at Gonder Teachers College, there was also a nice teacher his name was Mr. Zerihun Mekonnen. He was both an English teacher and department head. Currently, he is an instructor at Bahir Dar University (BDU).

I: Oh… I know Mr. Zerihun. He is still there in BDU. Ok. Now let's talk about your teaching experience especially the teaching of EFL writing courses. Hmmm… for how many years have you taught writing courses?

TA: Well, a Basic writing skills course is a common course for all freshman students in Ethiopian Universities. So, I am teaching this course for several years. And fortunately, I worked my MA thesis around writing skills which is entitled "Cooperative learning in teaching writing".

I: Good. Go ahead, please?

TA: Emm… I have taught a Basic writing course for more than two years and Advanced writing skills for a semester.

I. Ok… when we teach writing courses, it is obvious that we evaluate our students and give them written corrective feedback (WCF) for their writings. So, have you ever taken any training about WCF? About ways or methods of WCF... etc.

TA: Well to be honest I do not have any certificate specifically about ways of giving WCF. But, I have taken different trainings on English language improvement. I was also a trainer. But, during the training, I have gained some general knowledge about the provision of feedback. For example, while giving feedback, we have to use the sandwich method which means not only negative but also positive feedbacks should be included to motivate students and to develop their writing skill.

I: Good. The other thing how do you see the English writing skills? Is that different from other language skills? Do you think that it is difficult or easy than other skills? What about your students' attitude while teaching them the skills?

TA: Hmm… for me, I prefer to teach writing than other language skills. For example, instead of teaching Communicative English skill, I preferred to teach Basic/Advanced writing skills. But, writing is difficult for students. They are afraid of writing in English although we thought them the skill starting from sentence-level writing then paragraph and essay writing. They considered the skill very difficult. But, if they practice the skill repeatedly and we give them appropriate WCF, the skill will be easy for them.

I . Hmm… as a writing teacher what is your role especially to change students' attitudes who believed that writing is difficult and improve their writing skill?

 TA. Yes. My major role as a writing teacher is motivating students to have interest in the skill. And, while I was teaching writing, first I showed them different model paragraphs. Then, I ordered them to write a paragraph and I gave them comment (feedback). I tried to correct every error including sentence faults in their paragraphs. I also show them directly how they correct their errors. Besides, I order them to discuss their individual work in a group so that they can identify their faults and exchange ideas.

I. Ok… that means you have used peer correction…

TA. Yes. There was peer correction. By arranging them one to five, they mostly correct their writings. As I have told you earlier my MA thesis was on cooperative learning. So I think that influenced me so much. That is why most of the time after they write individually, I also let them check in their groups.

I: Okay… good. While you were teaching the writing skill courses which kind of approach is mostly followed? What I mean is that was that process-oriented or product-oriented approach?

TA: Well, I think I use more of process oriented approach. First, students write their paragraph individually and then discuss on it in a group. After they shared their ideas, they will amend and again write the paragraphs and check all grammatical and content errors. After this, I will read and give them feedback. Thus, as they mostly do activities together, it is more of process-oriented.

I. Okay it's good. The other thing … do you give them feedback on their first draft before they write the final one for assessment (grade)?

TA: Yes definitely. Before they write a final paragraph, I ordered them to write two or three paragraphs and then I gave them feedback. After they practiced, they will write a final paragraph which will be graded. But, if they directly write the final paragraph without practicing, they will not be effective. Thus, first I will make them practice with different topics.

I: Hmm…how about the title in their first and second draft writings? Do students write the first draft and the final paragraph with the same topic? I mean are they going to write a final paragraph on the title that you have given them feedback before?

TA: Ehmmm… the criteria that I used to give feedback are the same whether in their first or final drafts. i.e., in both types of writing, I tried to see the correctness of each sentence (sentence faults), its unity and coherence. But, the topic on the practice (first) stage and on the final draft is different.

I: - In your experience which kind of feedback did you perceive as the most useful to receive from your teacher? Why?

TA: In my undergraduate (BA degree) level study, there was a teacher named Mekonnen Hunde who taught us Intermediate writing skills. What I remembered that most of the time he orders us to write a paragraph, and surprisingly the next day he returned those paragraphs with constrictive feedback. He used a pencil to write comments and correct errors. He gave us correction for each of our errors. He also wrote the type of errors briefly. I really like his ways of feedback provision. For example, if the error is a fragment, he wrote in brackets "it lacks subject or verb".

I: Ok. So do you think that teacher's feedback (WCF) is necessary to develop students' writing skills?

TA: Yes. Teachers' WCF is very important. For example, students' paragraphs may lack unity, coherence or completeness, thus teachers should give appropriate correction for their errors to

improve their writings. Of course, we can leave some minor errors, but errors that can distort meanings should be corrected by the teachers. Thus, teachers WCF is very important.

I: Ok. Do you believe that your past experience of getting WCF from teachers have influenced the way you give feedback to students now?

TA: Yes of course! Especially, my former writing teacher Mr. Mekonnen's ways of feedback provision had influenced me very much for my current feedback practice. For example, after I read my students' paper, I will not just leave by circling or underlining their faults I also write the type of error briefly.

I: Do you think this kind of feedback provision is useful for students' writing ability?

TA: Yes! I think so because based on the given WCF they will easily realize their errors and strength, and the feedback helped them while writing another paragraph.

I: Good… in your opinion which type of WCF is good or effective for the improvement of students writing ability?

TA: Emmm …. I don't think there is only one effective method. But, based on my previous experience a sandwich way of feedback provision is good to improve students writing. That means although students made errors, we should start from the positive feedback and then correct every error (negative feedback). But, if all the feedbacks given are negative, students may not be motivated to write again.

I: Okay… how about your practice now? How you provide WCF to your students?

TA: Ehmm…for example, in my students' paragraph, first I tried to see each sentence in a single paragraph has unity (talks about the same idea), then I will check every sentence is grammatically correct. Finally, I will see its coherences and give them WCF.

I: Ok… what about your WCF strategy? Is that comprehensive or selective? i.e., while providing WCF do you focus only on some grammatical points or you generally correct all errors which can be found in students' texts?

TA: No no…! I give feedback comprehensively on all students' written errors.

I: Thus, you used a comprehensive (unfocused) way of WCF?

TA: Yes! It is comprehensive. Of course, I may give lots of negative feedbacks in a red pen, but I may not deduct the result that much… even most of the time, I gave good results for those who have got lots of WCF.

I: Hahaaa… it may be the idea of those paragraphs are good although they have errors…

TA: Hahaha…may be…

I. Okay…while providing WCF to students did you focus more on grammatical errors or content errors or both?

TA: Ehmmm… most of the time, my focus was on sentence-level faults, so I think it was more of grammar. I did not give more focus to content.

I: Why do you focus more on grammatical errors? Is it students' preference or because of their writing problems?

TA: I never ask students whether they prefer WCF more on their grammar or content errors. But, I gave feedback more on grammatical errors because of their writing problems. And while providing feedback, mostly I tried to check every sentence in the paragraph is free from error. That is why I give more attention to grammar.

I: Well… don't you think these lots of negative feedback will discourage students? As you focused on grammatical errors, it may be lots of corrective feedbacks in their writings. Thus, students may be discouraged.

TA: Hmmm… yes. Most of the time, students were worried when they saw their papers corrected with a red pen and got lots of negative feedback. But, I am not thinking like that. Although the text has lots of negative feedback, the result is not less than 7 or 8 out of 10%. Thus, they will relax after they saw their results.

I. Okay… good. As you told me that you were focusing more on grammar errors than content, but what about your feedback type? Do you mark errors directly by correcting the errors or do you underline or encircle the errors indirectly?

TA. … mostly it was mixed because sometimes I underlined or encircled the error and gave them marginal comments, and another time I directly correct spelling or grammar errors directly. Thus, I have used both error correction types.

I. Ok. Good… do you think that students will use the given feedback properly while writing another text?

TA. Hmmm… yes. After I returned the corrected paper, I asked them to ask any unclear questions related to the feedback. Then, based on the given feedback, I ordered them to rewrite the text again.

I. Therefore, you believed that they used the given WCF properly. By the way, have you asked them their preferences about the feedback type?

TA. Yes. I think they used the given feedback, but I never checked or asked them their feedback preferences.

I . Ok. But why students make errors while writing English paragraphs? What is their source of errors?

TA. As for me, it is because of their poor background experience. Some students who have good family support have good writing ability, but most of them who did not have enough experiences have poor writing ability. Especially, at elementary or high school level more focus was given to grammar lessons this is also another problem for students' poor writing. In addition to this, students believed that they may be make errors, so they are afraid of writing in English.

I. Good. You believed that WCF is very important to improve students writing skills, so for the improvement of your current students' writing ability which kind of WCF is appropriate?

TA. First, I advised them to write freely about what is in their mind without afraid of making errors. Then, I ordered them to check the flow of ideas and its grammatical structure in their paragraphs. After this, they will share their ideas with their friends. Finally, I will give WCF by checking the sentence faults, unity and coherence of their paragraphs. Besides, I will give chances to the students to ask questions if the comments are not clear. But, paragraphs which are written in groups are better than individual writings.

I.   Good. Do you ask your students about their preferences concerning to how much or which type(s) of corrective feedback should be given?

TA. No, I never asked them. I always ordered them to correct (revise) their paragraphs based on the given WCF.

I.   Ok… very good. Generally while you are teaching writing skills, what kind of difficulties/challenges/ have you encountered? Especially, major problems that hindered you from applying your beliefs into practice?

TA. Hmmm… for stance, before the final draft, I need students to practice by writing two or three times, but because of time constraints, I may test them directly without practice by their first draft. Therefore, time is the first big problem. The other thing is that as it will be difficult to correct or give WCF in lots of texts, I did not let students to write texts as needed. In addition to this, because of shortage of time mostly students write paragraphs in a group, but it will be good if they write individually and got feedback. Number of students is also another factor to provide appropriate

feedback for each student because one teacher may teach writing for three or four sections this is a big challenge. It is also difficult to evaluate their improvement.

I . Okay. In your opinion how to improve students' writing ability in general and how to make them use teachers' WCF in particular?

TA. Oh… to make the given WCF effective and to enhance students' writing accuracy, first, the number of students per class should be limited. Second, only one writing course is enough for one teacher to teach the skill properly. For example, last summer I used only one Advanced writing skills course, and I got a chance to check and give feedback to every students' essay. Even I tried to see their writing improvements and I managed them properly because it was only one section.

I. Good. One last question, do you think that your ways of WCF provision to students' texts was effective? (to the course Basic writing skills).

TA. I don't think so because my students did not have good writing experiences. Besides, the above mentioned reasons were also a big challenge to provide effective WCF and improve students writing accuracy. Thus, although I tried all my best to help students in their writings, I was not that much effective as it was needed a lot from teachers.

I: Very good. I want to give you chance if you have any additional information that you want to add about the writing skills or WCF?

TA: Hmm… ok… I believed that while we are teaching writing skills, it is better to use a process-oriented approach because this approach gives time for students to practice more and to share ideas with their friends freely. Generally, it helps students to improve their writing ability. So, in my opinion a process-oriented method is more essential than a product oriented method.

I: Thank you very much indeed!

TA: Thank you very much!

2.   Interview with an Intermediate Writing Skills Course Instructor (TB)

I: First of all, I would like to thank you for your time for this interview. As I told you before the main objective of this research is to investigate the beliefs and practices of EFL writing instructors and their students' preferences about written corrective feedback (WCF). But, before we discuss about the main research questions, let me ask you a few general questions. Hmm… please feel free to respond. This information will remain confidential and your name will not be mentioned.

I. Ok… What is your qualification?

TB: Ph.D in TEFL

I. How long have you been teaching English?

TB: Emmm… for almost 13 years.

I. Ok, how about your English language learning experience? Particularly related to writing skills…

TB: As far as I remembered I learned writing as a course after I joined University. Before the University that much attention was not given to writing skills. The first writing course that we have learned at University was Sophomore (Basic writing skills). We did not learn the curse effectively because we only wrote two or three paragraphs, and then the teacher gave us some feedback. Intermediate writing skill is the other course that we have learned at the University. We didn't practice much on this course too. I remember we conducted a min-research. But, we did not practice it frequently. We tried to practice to improve the skill by ourselves.

I. Ok…

TB: Hmm… unfortunately when I start teaching, students were learning via plasma TV. And, the role of the teacher was not more than 5 minutes, thus it was difficult to give activities for practice to improve students' writings.

I. Good. Is there any writing teacher that you remember as a role model either in your mother tongue or in a foreign language?

TB: …Yes. When I was learning at Bahir Dar University, there was an Amharic writing teacher named Mr. Marew. I still remembered him very well. We have been writing more than ten paragraphs. He also gave us appropriate corrective feedback. Thanks to him I have learned a lot and developed my writing skill in the Amharic language (my mother tongue) than English. As for English writing, there was an English Composition course teacher, but he taught us not more than three or four days in a semester. Even, he never gave us well-written feedback in our writings. He simply graded us without enough practice. Generally, I don't think that I have gained enough knowledge of English writing skills. I tried to improve my writing ability by myself.

I. So do you think there is a difference between first language writing and foreign language writing?

TB: Yes. First of all, writing means putting our ideas which are already in our mind into the paper. It is programmed in our minds. i.e., while we are writing in our first language, we have already

input, so we can get ideas easily to compose in a certain topic. For example, I myself preferred to write in Amharic than English. Anyways, the main problem with poor writing ability is because English is a foreign language to us. We don't have the opportunity to practice the skill out of the classroom. Out of the class, there is no favorable environment to practice the skill. This is not only the problem of writing skills, but it has also a great influence on other skills.

I . Do you think these experiences influence (positively or negatively) how you teach writing now?

TB. Emm… yes, but positively. Mr. Marew my Amharic writing teacher has a great impact on my life. He helped me a lot to know the fundamentals of writing skills. Here… I liked him not because he is my native language teacher, but he was a very talented teacher and used a good teaching methodology.

I . Thus, you believed that this teacher has an impact on your ways of teaching writing?

TB: Yes! Exactly I am using Mr. Marew's teaching methodology while teaching writing. When he taught us writing he explained everything in detail. He also read our texts and gave us clear feedback. He always returned the corrected papers the next day. These all make me a good writer, and because of him I was very interested in literature, but as literature has no much job opportunity, I have learned TEFL.

I . Ok…Do you think EFL writing is difficult than other language skills? Why/why not?

TB. Hmm… yes. As it is a production skill, it needs great concentration to write meaningfully. It is also difficult for our students than the other skills. As it is a difficult skill, students improve it through time. It needs more practice than other skills. Writing means like driving a car. It needs more practice and experience. It will also improve through lots of processes.

I . Ok. Again let me take you back to your former experiences. What type of WCF did you receive mostly from your writing teachers?

TB. Most of the time teachers were focused on grammatical errors. Sometimes they were tried to see our language uses and sentence faults.

I . Okay. What was your preference? I mean at that movement did you want to get WCF on your grammar or content errors?

TB. Oh… I really needed to get teacher corrective feedback into two methods. First, I preferred my teachers to see my flow of ideas (content) and then my grammatical errors.

I.   Ok…

TB. … But, according to my experience, all my writing teachers focused more on grammatical errors while providing WCF in our texts. They did not give attention to content. I think their main objective was to enable students to write a correct error free sentence. Thus, unfortunately, I did not have a teacher that focuses on content in my experience.

I . Good. What about you? In which type of errors do you tend to focus on while you give WCF (Grammar or content)?

TB. Hmm… while providing feedback to students' composition, I tried to see both content and grammatical errors. First, I tried to scan students' composition based on the given discourse type. Then, I will check the coherence and the flow of ideas in their text. Finally, by checking their grammatical errors, I will give feedback.

I. Well. The other thing, what type of writing approaches did you follows while teaching the current writing skills? Is it a process or product oriented?

TB. Hmmm… as you have seen in the classroom, students have their own course modules. For every discourse types, there are different model paragraphs and essays in the module. For example, if our topic is about expository discourse, there are lots of sample paragraphs in different techniques. Thus, I let them read each example. Then, we will discuss about it. Besides, to motivate them to write more, I will show them additional examples out of the module. After these all, I will give them a new topic for practice. Then, I will let them to write together and give feedback to each group (peer feedback). I will also go round in each group and give feedback. Finally, I'll give them a new topic to write an essay individually, and then I will give them feedback and grade (result). But, when I returned the corrected papers, I gave them chance to ask questions if there is unclear WCF and then we will discuss together.

I . Okay. Have you ever told your students about your WCF type before you apply it to students' writings? i.e., have you told them whether you use direct or indirect or some codes, etc…

TB. Yes. Before we start the course, I told them my ways of WCF provision. For example, if I encircled the error means you should change the word, if I used curser between words means you should insert the correct word, Sp. means spelling error, Gram. means grammar error, Dic. means diction(word choice error), …etc. so, I was writing these and other error codes on the blackboard and they were coped them.

I. By the way, have you received any previous training on written corrective feedback?

TB. No. I did not take any specific training about feedback (WCF) before, but I provide feedback to students based on the experiences that I got while learning my BA, MA and Ph.D.

I . Good… Do you believe that teachers' written corrective feedback (WCF) can help students improve their writing skills? Why?

TB. Oh… yes. I believed that teachers WCF is very very important for students writing improvement. As I mentioned before if students got feedback in different ways like using symbols, they can easily identify their errors. WCF will also help them to write another paragraph correctly. Especially, although these students are English major students, their writings are very poor. Even you may not get one single correct sentence. It is really discouraging. Thus, for these kinds of students teachers' WCF is mandatory to improve their writing accuracy.

I . Well… in your opinion why these students are poor in English writing skills?

TB. Hmm…first as students said the English department is not their first choice. Second, their English learning experiences were not good. Especially, starting from their lower-level classes, they had no enough practices on all skills in including writing. For instance, at the elementary level (1-4), there is a policy called free promotion, so this policy creates a great knowledge gap as students pass from class to class without acquiring the necessary knowledge. Therefore, for students' poor performance, the current educational policy has great impact.

I . Thus, you believed that teachers' WCF is an important component for the accuracy of students writing skills?

TB. Exactly. It is very important because students who do not write correct sentences need their teacher's WCF.

I . Hmm… what do you say about self/peer corrective feedback?

TB. Both self and peer CF is good. But, students are poor in peer correction. They disregard each other. They did not trust each other. I tried to encourage them to use peer CF. I also even make them edit their papers in a group. For concerning self CF, I ordered them to edit their texts by using the given feedback. But, mostly they did not use it properly. They always complain about the given grade (result) rather than the teacher WCF.

I. Is the WCF given to students' first draft and final draft (the text which is submitted for grading) is the same?

TB. It is different. The WCF that I give in their first draft is not that much detailed like the final one because as I am going to give grade in the final draft, the WCF is more detailed.

I . Haha ha…don't you think that this kind of different WCF can confuse students? What if they took it as if you gave them many (detailed) comments on the final draft to deduct their result?

TB. Oh…ha.ha.ha.… I never thought of it in that way. But, as they always complain about the result, I check their text in detail.

I . Ok good. What about your WCF strategy? Is that comprehensive or selective? i.e., while providing WCF, do you focus only on some grammatical points or do you generally correct all errors which can be found in students' texts?

TB. No… it was comprehensive. Hmm… because they have already learned about sentence-level faults and other grammar points from the previous writing course, so as they are on the actual writing level now, I am not going to focus on specific language points selectively. I would rather check and give WCF to all errors which are found in their papers.

I. What about your feedback type? Do you mark errors directly by correcting the errors or do you underline or encircle the errors indirectly?

TB. Ok… it was direct. You know why? It is because of students' language capability. They have poor writing skills because of this I correct and give WCF to all errors directly. I believe that indirect CF is more appropriate for advanced students.

I. Well… while providing WCF to students' texts did you focus more on grammatical errors or content errors?

TB. Hmmm… because of their poor language proficiency, I mostly focused on grammar. Besides, I personally believed that students should first write a correct sentence. Especially, students should get corrections on the main grammar points. It is also preferable to focus on content errors after students improve their grammar knowledge.

I . That means you did not provide WCF on content errors.

TB. No. I didn't mean like that. What I want to say is that I give more focus on students' grammar errors than content.

I. Ok. By the way, have you ever asked your students WCF preferences?

TB. Yes. I asked them about the general teaching learning process and the given WCF practices, but they mostly asked me about the result not the feedback given. Even, they did not tell me their feedback preferences.

I. That means you simply provide WCF based on students' written errors.

TB. Yes. I provide feedback based on the errors that are made in their texts. The main problem is lack of writing a correct sentence. Thus, basically, I provided feedback on grammatical errors. Students also agreed with the given feedback, but they always complain about their results.

I . Well… Generally, while you are teaching writing skills, what kind of difficulties/challenges/ have you encountered? Especially, major problems that hindered you to develop students writing accuracy?

TB. Hmmm… for me, the main problem that hindered me from applying my beliefs into practice is the students' poor background experiences. They cannot write a single well-articulated (correct sentence) let alone paragraph or essay. So, it takes too much time to read and give WCF to students' texts.

I . Ok. What else?

TB. Hmmm… the other main factor is time. Reading and give for every student's error is really needs more time and patience. The other thing is the number of students' per class, but it good if students' number is not more than 20. Teachers load is also another challenge because a teacher may teach three or four sections. It means he/she works a minimum of twelve credit hours per week. So, this is a big problem.

I . Well… by the way which kind of strategy have you tried to use at least to minimize the above mentioned factors?

TB. Hmm… at least to minimize students' errors in their texts, we tried to revise the previous lessons. For example, we discuss mostly about different types of faulty sentences in order to minimize their sentence level errors. Besides, I use extra makeup classes as the given credited hours per week is not enough.

I.   If you don't have additional ideas, thank you so much.

TB. Thank you.

3.   _Interview with an Advanced Writing Skills Course Instructor (TC)_

I. First of all, I would like to thank you for your time in this interview. The main objective of this research is to investigate the beliefs and practices of EFL writing instructors and their students' preferences about written corrective feedback (WCF). Ok…, so before we discuss about the main

research questions, let me ask you a few general questions. Hmm… please feel free to respond. Ok, let's start with your qualification.

TC. Ok… I have an MA in TEFL

I. How long have you been teaching English?

TC. Hmm… around 7 years.

I. By the way, how old are you?

TC. 32

I . Now, please tell me about your English learning experiences, and if there are also teachers who can be considered as your role model please tell me about them too?

TC. Ok, when I was at the elementary level, there was a female English teacher. She was a role model for me. Most of the time, she taught us by using different teaching aids. She taught us by using action words in practice. She also motivated and rewarded us while we imitate and rehearse different words and dialogs. Hmm…during my junior education time, in grades 7-8, there was a teacher called Mr. Miniyichil. He was a very good teacher. Especially, while he was teaching reading skills, first he taught us key terms which may hinder us to read the texts (pre-reading stage). So, we were good at reading. Hmmm…when I was high school level /grades 9-12/, there was also a teacher named Mr. Maru. He was a very resourceful man. He taught us grammar with context. I met him at University while I was attending my MA class. He was my senior. Now he is a college teacher. So, these were some of my role models in my education campaign. When I joined university (it was Bahir Dar), I have also got good teachers. For example Mr. Abdu, Dr. Seyoum, Dr. Zewedu, Mr. Assefa …etc. Still, I have a good relationship with them.

I . Good. How long have you been teaching writing skills courses at the university level?

TC. Hmm...almost 5 years.

I . Ok. As a writing skills teacher, how students should learn this skill?

TC. Well… Now a day, students' English language proficiency is getting poor and poor. Students who were joining University before two or three years ago were relatively better at least they can construct a correct sentence. But, currently, student's language skill especially their writing is very poor. Even, the course College writing which was given before was better than this one. For example, Basic writing starts from a sentence, but as students have poor language proficiency, they should first learn about parts of speech which are very essential for writing. Students did not know

even its functions. Uh…of course, writing can develop through lots of practices. It needs more practice than other skills. Besides, writing must be learned through writing.

I. Good. So, how do you teach Advanced Writing Skills for your students now?

TC. Hmm…to be honest, I do not think that I have made my students' good writer or equipped them with the necessary writing skill because the course module itself didn't allow them to practice the skill effectively. For example, the module starts by asking the question "what is a sentence?" instead of letting them write a sentence. But, I asked them what a sentence means after they practiced writing a sentence as they have already learned the theory of sentence and paragraph writing at the preparatory level.

I. Ok. Which one is a better approach for you while teaching the current writing course? i.e., is it process or product-oriented?

TC. I preferred to use the process approach. I personally believed that no one can produce a perfect paragraph at once. Besides, writing itself is a process as it has several steps to follow. Thus, when students write an essay /paragraph/, first, I show them one model paragraph and let them read and understand every part and its function such as the topic sentence, body and conclusion. After this, I will let them write their own text in a group or individually. But, before they write, first, they will select the topic, and then they will write the topic sentence. After this, they will write supportive details. Finally, after they organize and re-read their texts, they will write the final draft. I always follow these steps. But, frankly speaking, I am not satisfied while they are writing in a group because I believe that all of them might not be involved or participated in it. Hmm…the writing might be a result of a few students' efforts.

I. Hmm...what about WCF? Do you simply let your students write in a group only or do you make them give feedback to their friends?

TC. Regarding WCF, I use all methods. Peer, self and teacher WCF. But, I didn't use all the feedback methods at a time.

I. Good! Now tell me your previous experiences concerning WCF. From your experience which kind of WCF is good for students?

TC. In general, I believed that feedback is very necessary. But, when I was a student, I did not like to see lots of comments on my paper corrected with a red pen because I thought that I am not good at writing. As there was a competition among students, I feel bad as I thought that I will score less. But, the given feedback showed me I should practice a lot to be a good writer.

I. Well, what was your teacher's focus area while providing you feedback on your writings? And what was your preference?

TC. Actually, they are related to each other, but it was mainly focused on grammar. I also believed that there is no such problem wtih the content if the grammatical structure of the paper is correct. When I was a student, I don't have that much problem with content, the given feedbacks were also mainly on tense, spelling, word choice, etc. I also preferred to get the teacher's corrective feedback on language forms /grammar/, and I have used it properly while writing another text.

I . So, do you think that teacher WCF is very important for students?

TC. Yes indeed. As making error is a common practice, giving feedback is always necessary. I also believe that feedback is a part of the teaching and learning process.

I . Okay. Do you think that you are influenced by your former teachers' ways of WCF provision in your current practice?

TC. Of course. Currently, I am using the same ways of feedback provision techniques while giving WCF to my students. Hmm.., but previously, I did not give focus to content(organization) errors, but now as I understand that it is one of the basic components of writing, I give comments on content errors.

I . So, you provided feedback on both grammar and content errors of students.

TC. Yes. To develop students writing skills, teachers' CF is important. The given feedback will enable students to express their ideas in a correct way. Even, CF helps them to use the proper language outside the classroom.

I . Good. To which area did you give more focus while providing WCF?

TC. Well… basically, I have my own criteria when I provide feedback to students' writing. Based on different scholars' thoughts, I use the following five elements to feedback provision. Such as Organization, the content of the text, choice of words/vocabulary usage/, grammar and mechanics /punctuation and capitalization/. I always use these criteria when I give feedback. I also ordered students to use these criteria in their peer or self-correction.

I. Have you discussed with your students about these criteria before you start this writing course?

TC. Yes! We already discuss about it at the beginning of the course. And, if I use symbols, I always write marginal comments.

I . Hmm… did you give them feedback for their first draft before they write the final one?

TC. Yes. Most of the time, I took their first draft and returned with WCF.

I . Ohh! That means students will amend their drafts based on the given feedback and then submit the final one for grading.

TC. Oh no…the criterion that I use to comment on both their first and final draft is the same, but the topic is different. But, if there is a difficulty concerning the feedback in the corrected papers, we always discuss it in the classroom. Sometimes, I also let them read their essay in the classroom and got comments.

I. Good. What about your WCF strategy? Is that comprehensive or selective? i.e., while providing WCF, do you focus only on some grammatical points or do you generally correct all errors which can be found in students' texts?

TC. Yah… when I taught them sentence level writings, I was focused because I only give feedback to sentence faults. But, as they are writing essays now, I give WCF comprehensively. This also helps us to grade them easily (haha…).

I. Good. In which type of errors do you tend to focus on while you give WCF (Grammar or content)?

TC. Well, I try to see both grammar and content errors, But, I mostly check their general ideas, so I think I emphasize more on content. Actually, grammar makes the texts have a good flow of ideas.

I . Do you think that students will be discouraged when they got lots of corrective /negative/ feedback in their texts?

TC. Certainly! No one likes more details and lots of WCF. They really worried about it. They may even dislike the subject itself. Let me tell you one simple example. One day, I ordered them to write an essay, and I provided them WCF to all errors which were found in their essays. After I returned the corrected paper, I asked them based on the criteria to give a result out of 10%. You know what? They said, "We will give 0/10 because it has lots of errors". Finally, they understand how far they are poor in writing skills.

I . Okay. So, if negative feedback is discouraging for students. What do you think about the teacher's WCF?

TC. Although I provided more negative WCF to my students, it is also good including positive feedback (praise). But, if I gave them lots of positive CF in their texts, students will expect a good result. So, mostly I gave them negative CF more than the positive one.

I. Have they been asked you if the given WCF was not clear for them?

TC. Yes, for example, mostly I use question marks, and they also asked me its meanings.

I . Well…do you have any conferencing sessions with your students? It may be one-to-one or whole class discussion about the given comments (WCF)?

TC. Hmmm… after I returned their corrected papers, I asked them about the given WCF. But, as their focus is on the result, they mostly did not ask questions.

I . what about you? Do you believe that your students easily understand the given feedback?

TC. Yes, although they sometimes made the same error, I believed that the give CF was clear because they already know the criteria that I used while providing feedback for them.

I . By the way, how was the students' language proficiency?

TC. Hmm… their language ability is different from one department to another department. For example, students who are learning in the department of Health (Medicine), have better language ability. But, when we come to English department students although they are language students they are not that much good. They do not have good English language capability.

I.   Ok, why students are poor in English in general? And, why they make lots of errors in their writings?

TC. I think the first problem is students did not have good background knowledge in English. The other thing, most of the students considered writing as a very difficult skill than other language skills. Of course, writing skills was not given attention in lower level grades. Thus, they do have lots of gaps while writing in English. The curriculum is also another factor for their failure. It needs revision. For example, before they write a correct paragraph, they pass to writing an essay. Therefore, contents in the course should be arranged correctly.

I . Do you think students use the given WCF while writing another text?

TC. Hum… not that much because they mostly made the same errors in a new text. But, sometimes they use it properly. I think they forget the given correction…but, when I returned their corrected paper, I always told them to see first the given WCF.

I . So, which kind of WCF is needed for students who are poor in English writing skills?

TC. In my opinion, for such kind poor students teachers should give WCF on their sentence level writing. If students can write a correct sentence, it will be easy for them to write a paragraph/essay. Besides, it is good also to check and provide feedback for their content errors.

I.   Do you ask your students about their preferences with regard to how much or which type of WCF they preferred to get from you?

TC. No. I never asked them. I simply provide feedback based on the criteria that I mentioned before. But, I give them chance to ask if there is something that is not clear in the WCF.

I . What about your feedback type? Do you mark errors directly by correcting the errors or do you underline or encircle the errors indirectly?

TC. Hum… what I did is that … if the error is spelling, I said sp. And, I also underline or encircled other errors in their text. Besides, I write the type of errors like subject-verb agreement, fragment, tense …etc. thus, I use an indirect type of feedback.

I.   How indirect WCF helps students?

TC. Indirect CF encourages self-correction. But, I think they asked me questions because the feedback is indirect.

I . Hum… have you told them before your ways of feedback provisions like symbols or codes and other details before?

TC. I didn't let them know intentionally, but after giving them the WCF, I give them a brief explanation for the symbols and other details when they ask me.

I . But, if the given WCF was not clear for students, they may make the same type of error in the next writing.

TC. Hum… to minimize such kinds of confusion, I try to avoid using abbreviations like instead of saying Sp. I write in a complete form 'spelling error' and at the end by listing all their errors, I give general comments.

I . ok, generally, what kind of major difficulties/challenges/ that you encountered while teaching writing? and providing feedback to students' texts?

TC. Uh… as I mentioned before students came to University even without knowing writing a correct sentence in English. Even as they do not know the function of parts of speech, they made lots of errors. Even, they did not know the number of words in a single sentence. The other problem is that students consider English in general and the writing skill in particular is a difficult subject. They totally believed that they can't write in English…

I . What about at your side? What are the factors that hindered you from not to give constructive feedback to improve students' writing ability?

TC. Ok… one of the major factors that hindered me from providing WCF and teaching students in my own ways is time. The course has also its own guidebook, so we are only focused to cover

the contents. We do not have time to add other elements out of the content. So, most of the time, we advised them to read on their own

I . What about class size?

TC. Of course, class size is the other factor. Actually, we can manage this problem by making them work together. But, since cooperative learning is not well explained for students, I don't think it is effective, but it might decrease workloads.

I . Did you believe that you were effective in your ways of feedback provision? Do you think your students also improve their writing skills?

TC. Uh… that was the main problem! I didn't observe that much observable change or improvement in students' writing. Even, I let them write again based on the feedback given, but it was really discouraging.

I . Did you mean no progress at all?

TC. No! I do not say there is no improvement at all… there was a little improvement, but not that much as needed. For example, at the beginning of the course, they were afraid of writing essays or paragraphs, but now at least they are free to write in English. So, I believed that this is the result of the teacher's WCF. Besides, they are trying to write in English out of the class by themselves. This is also a good improvement for them. Thus, if we do have time and provided them with appropriate feedback, they will have more improvement in their writings. In addition, in writing courses, more focus should be given to practice than theory.

I . Thank you very much. If you do have additional points concerning the skill of writing or on the provision of WCF, let me give you the chance.

TC. Mainly, the problems were mentioned earlier. But, in general, to improve students writing skills and to fill their language gaps, covering the course content should not be mandatory. It is good if the department allows us to work more on students' weaknesses starting with sentence-level writing.

I: Thank you very much!

TC. You're welcome.

Annexure 5: Focus Group Discussion with Students

1. *Sample FGD with TA students (Amharic Version)*

('I' stands for 'Interviewer', and 'S' or 'SS' referes to student/students)

I. በቅድሚያ ለውይይቱ (FGD) ፍቃደኛ ስለሆናችሁ ከልብ አመሰግናለሁ፡፡ የጥናቱ ዋና አላማ የሚያተኩረው በ EFL wirting skills ዙሪያ እና በመምህራን ግብረመልስ (written corrective feedback (WCF)) አሰጣጥ ላይ ነው፡፡ በተጨማሪም ተማሪው በ መምህራን ግብረመልስ ዙርያ ስላላቸው አመለካከት ና ፍላጎት (beliefs and preferences) ላይ ያተኩራል፡፡ እሽ... በቅድሚያ ስለራሳችሁ የተወሰኑ general ጥያቄዎችን እጠይቃችኋለሁ፡፡እእ...year of study?

SS: (መጀመሪያ አመት, major English)

I: እንግሊዝኛ ለስንት ዓመት ተምራችኋል?

SS: (13 አመት ማለት ነው)

I: How would you rate yourself as a writer in English?

SS: (most of them rate themselves between good and adequate)

I: እድሜ?

SS: (they are between19-22)

I: ፆታ

SS: ወንድ (all seven participant students were male)

I:- እሽ አስኪ አሁን ደግሞ ስለ እንግሊዝኛ ትምህርት የቀድሞ ልምዳችሁን ልጠይቃችሁ ፡፡ ለመሆኑ ታች ክላስ እያላችሁ (elementary or highschool) እንግሊዝኛን ትምህርት ትወዱት ነበር? የምታስታውሱትስ መምህር ወይም የኔ ሮል ሞዴል ነበር የምትሉት መምህርስ ነበር?እስኪ አንድ ባንድ ንገሩኝ

S1:- እ..እ... ታች ክላስ እያለሁ እኔ ጥፉ ተማሪ ነበርኩ፡፡ ፍላጎቱም ነበረኝ፡፡ አሁን ግን እንደበፊቱ ፍላጎት የለኝም፡፡ ትምህርቴም በጣም ይለያያል፡፡ ልማንኛዋም በህይወቴ የማረሳት አንድ ሴት መምህር ነበረች ፡፡ እ...እ በእንግሊዝኛ ድራማ ታሰራን ነበር፡፡ በተለይ speaking ላይ focus ታደርግ ነበር፡፡ Emm..... እትየ ጥፉ አለም ትባላለች፡፡እኔም ጎበዝ ነበርኩ፡፡በተለይ ከ1-10ኛ ክፍል ጎበዝ የምባል ተማሪ ነበርኩ፡፡ በተለይ ለEnglish ትምህርት interest ነበረኝ፡፡11 እና 12 ስገባ ግን እ እ.... ያጋጠመኝ መምህር ብዙም ጥፉ አልነበረም፡፡ትምህርቱም ከበድ ያለ ነው፡፡እእ ......ከዚያ በኋላ ለእንግሊዝኛ ትምህርት ያለኝ ትኩረትም ቀነሰ፡፡

I:- እሽ አንተስ?

S2:- እ እ ... በትክክል ለመናገር የትምህርት አሰጣጡ ታች ክላስ እና እዚህ በጣም የተለያየ ነው፡፡ To tell you the truth በፊት ጥፉ ጥፉ መምህራን ስለነበሩኝ ለእንግሊዝኛ ትምህርት ፍላጎት ነበረኝ፡፡ነገር ግን አሁን እዚህ ዲፓርትመንት ከገባሁ በእርግጥ ገና የመጀመሪያ አመት ተማሪ ነኝ ግን ብዙም የጨመርኩት ነገር የለም፡፡ታች ክላስ ግን ለምሳሌ እ ..እ ....አቶ ፀድቁ

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የሚባል *መምህር* የelementary ክላስ *መምህሬ* ነበረ:: Grammar ና Spoken በደንብ ነበር ያስተማረን :: ፕራክቲስ ያስደርገንም ነበር:: እዚህ ግን ለምሳሌ Basic writing *መምህሬን* ብወስድ አብዛኛውን ጊዜ ስህተት ስንሰራ ይሳደባል እንጂ አያበረታታንም:: በሳምንት ውስጥ ማስተማር ያለበትን ክፍለጊዜም አይጠቀመም::አይመጣም::discourage ነው የሚያደርገን:: አሁን በ English writing skills መሰረታዊ የሆነ knowledge አለን ብዩ አላስብም::

I:- እሽ ጥሩ ነው:: ነገር ግን አሁን ስለበፊቱ ልምዳችሁን ንገረኝ::ወዲሃ አሁን ስላለው writing course አስጣጥ እንመጣበታለን እሽ?

S3:- እሽ::እኔ elementary ተማሪ እያለሁ ጥሩ *መምህር* ነበረኝ::ስሙን አላስታውሰውም:: በደንብ ነበር የሚያስተምረን::ለእኛንዳንዱ ተማሪ እንዲሳሳተፍ እድል ይሰጥ ነበር:: እ እ … ያደንቀንም(appreciate) ያደርግን ነበር:: እንግሊዝኛ መናገር ያለማምደን ነበር

S4:- እሽ እኔም እሱ እንዳሉት 1-8 እያለሁ እንግሊዝኛ ደህና እምከር ነበር:: እ …. ከዘ ዘጠነኛ (9ኛ) ክፍል በኋላ ብዙም ጥሩ *መምህር* አላጋጠመኝም:: ከዘ ….12 ክፍል ላይ *መምህራችን* more focus የሚያደርገው spoken ላይ ነበር::ሌሎች skills ላይ ብዙም አልተማርንም:: እ …እ . እዚህም ከመጣሁ በኋላ ወደ ዲፓርትመንት የገባሁት ያለፍላጎቴ ነው:: ደስተኛ አይደለሁም::

I:- እሽ:: አንተስ?ያለህ Experience ምን ይመስል ነበር?

S5:- እ …. ታች 5ኛ ክፍል እያለሁ አቶ ግርማቸው ደዴሳ የሚባል *መምህር* ነበረኝ::እሱ በጣም ያበረታታን ነበር:: በየዒዜው አዳዲስ የእንግሊዝኛ word ያስተምረን ነበር::ከዚያ በኋላም 9ኛ ክፍል ሴት *መምህር* ነበረችን ::እ...እ… ጥሩ *መምህር* አልነበረችም::…በቃ ከዚያ በኋላ ትምህርቱ አስጠላኝ::በተለይ ከ10ኛ ክፍል በኋላ ቤዝ አልነበረኝም …

I:- እሽ ለምን ነበር *መምህርቷ* ያስጠላችህ(ለትምህርቱ ፍላጎት ያጣኸው)

S5:- በደንብ አታስተምረንም ነበር:: አመመኝ እያለች በተከታታይ ሁለት እና ሶስት ሳምንት ትቀራለች:: ከዚያ በኋላም እ …. 11ኛ ክፍል ጥሩ *መምህር* ቢያጋጥመኝም እኔ ግን አይገባኛም ብየ ስለማስብ ብዙ ጊዜ ክላሰ አልገባም ነበር::አንዴ ጭንቅላቴን ስላሳመንኩት(እየሳቀ…).

S6:- እኔ elementary ክላስ ላይ በጣም ጎበዝ *መምህር* ነበረኝ እ….አቶ ጤናው ይባላል::ክፍል ውስጥ እያንዳንዳችንን እያስወጣ ያለማምደን ነበር:: እኔም ከሁሉ ትምህርት የበለጠ እንግሊዝኛን እውደው ነበር::እሱን ብቻ ብግር ደስ ይለኝ ነበር::high school ስገባም ብዙም ጥሩ *መምህር* ባያጋጥመኝም በሬሴ ጥረት እንግሊዝኛን በደንብ አነበው ነበር::አሁን ግን እ…. እዚህ ከመጣሁ በኋላ *መምህራን* ለተማሪዎች ያላቸው አመለካከት የወረደ ነው::በራሳችን መጣር እንዳለብን ነው የተረዳሁት ለተማሪዎች ያላቸው አመለካከት የወረደ ነው::በራሳችን መጣር እንዳለብን ነው የተረዳሁት:: *መምህራን* ብዙም እየተረዱን አይደለም::

I:- እሺ:: ጥሩነው:: የአንተስ ልምድ ምን ይመስላል?

S7:- እሺ::እኔ ከ1-4 አንድ *መምህር* ነበር የሚያስተምረን::ብዙም አያስተምርም ነበር::መፅሀፍ ነበረን *መምህሩም* ክፍል ይገባና መፃፍ ላይ ያለውን እራሱ ያነብልናል::እኔ ብዙም አያገባኝም ነበር::A B C Dን መለየት እንኳ ይከብደኝ ነበር:: 5ኛ ክፍል ስገባ ግን *መምህርት*(እትየ) እናት የምትባል *መምህር* ገጠመችኝ:: እ … የቤት ስራ ተከታትላ ነበር የምታሰራን::ጥሩ ናት

የቤት ስራ ያልሰራ ትቀጣለች።። ስለዚህ በደንብ ነበር የምሰራው።።ከ90% በላይ ነበር ያመጣሁት።።ከዛ 6ኛ ክፍል ስገባ careless መምህር ገጠመኝ።። በደንብ አያስተምረንም ነበር።።እ …. ከዚያ የማስታውሰው 9ኛ ክፍል ስገባ አቶ አያሌው የሚባል ሽማግሌ መምህር ነበረኝ።። እ … እሱ በደንብ ነበር የሚያስተምረን።። ሁሉንም ተማሪ ጥያቄ ይጠይቃል፤ በተለይ grammar በደንብ ነው ያስተማረን።።ከዚያ ክፍል በኃላ ግን careles መምህር ነው ያጋጠመኝ።። በተለይ አብዛኛው መምህራን እርስ በርስ በግፍጥ ተነጋገሩ (ተወያዩ) ይሉ ስለነበር አይመቸኝም ነበር።።ጥዋ ነበር የምወጣው።።ክላሱን በደንብ አቴንድ አላደረግሁም ነበር።።እዚህ ዩኒቨርሲያም መጥቸም እንግሊዝኛ ዲፓርትመንት ለመግባት አላሰብኩም ነበር።።ምርጫዬም አልነበረም።።እ እ …ግዴታ ነው የገባሁት።። አሁንም ፍላጎት የለኝም ግድ ስለሆነብኝ ነው እንጂ።። እ እ …አሁንም ቢሆን በራሳችን ጥረት ነው እንጂ መምህራን ብዙም እረዱን አይደለም።።ለምሳሌ :- writing መምህር ጥያቄ ስንጠይቀው ይበሳጫል።። አብዛኛውን ጊዜ "are you deaf ?" ይለናል።። ስለዚህ እሱን ከመጠየቅ ጓደኞቻችን ብንጠየቅ ይቀለናል።።

I:- እሺ ….. እ ጥሩ ነው።። ከሞላ ጎደል አጠቃላይ በእንግሊዝኛ ትምህርት የነበራችሁን Back ground experience ለማየት ሞክረናል።።እ …አሁን ደግሞ specifically ወደ writing skills እንምባና writing skillን እንዴት ታዩታላችሁ? ከሌሎች እስኪሎች የተለየ ነው ብላችሁ ታስባላችሁ?እንዴትስ ነው መማር ያለብን ብላችሁ የምታስቡ ምክንያቱም በቀጣይ ሌሎችን የwriting ኮርሶችን ትወስዳላችሁ like intermidate and advanced skills.

S1:- እ እ…..እዚህ ላይ መናገር የምፈልገው basic writing skills ጥሩ ትምህርት ነው።።በደንብ መማር ብንችል ኖሮ በደንብ መስራት የሚቻል subject ነበር።።ለምሳሌ economics department ይህን course (basic writing skills) common course ስለሆን ይወስዱታል።።እ …እና መምህሩ ጥሩ ስለሆነ ከ 60 ው ከ50በላይ ነውያገኘነት ።።

I:- እ… እሺ ።። ማለት የፈለግከው ጥሩ መምህር ከተገኘ እንደማንኛውም skill መስራት ይቻላል።።ከባድ አይደለም እያልክ ነው አይደል።።

S1:- እ …እ አዎ ግን።። writing skill ከታች ጥሩ experience የለንም እንደሌላው skill ለ writing skill focus አይሰጠውም ነበር።። ስለዚህ እዚህ ዩኒቨርስቲ ስመጣ በጣም ከብዶኛል።።ከታች ክላሶ ቤዝ የለኝም። መምህሩም ቢሆን እየደገፈን ስለልሆን ከብዶኛል።።

I:- ስለዚህ writing skills እንዴት መማር አለብን ብለህ ነው የምታስበው?

S1:- መምህሩ ያልገባንን እየደጋገመ ቢሰራልን።።ጥያቄዎችን እንድንወያይበት ቢያደርግ።።የሚከበብ references ቢሰጠን።። እ… ጥሩ ይሆን ነበር።።

I:- ጥሩ ….. እሺ አንተስ?

S2:- እ …ባጠቃላይ basic writing guidance ያስፈልገዋል።።ለምሳሌ:- sentence fault (faulty sentence) ስንማር subject ወይም verb ከጎደለው fragment ይሆናል ብሎ ነው አስተምሮን ያለፈው …. ነገር ግን subject ምንድነው? Verb ምንድነው? የሚለውን የማያውቅ አለ።።ስለዚህ ከቲዎሪ ይልቅ በተግባር የተደገፈ ቢሆን writing ጥሩ ነው።።በማንበብ ብቻ writing አይሻሻልም።።

I:- ስለዚህ writing skills ን ለማሻሻል ምን ያስፈልጋል?

S2:- እ …. Practice ያስፈልጋል፡፡ ways of writing መማር ነበረብን፡፡በቂ ልምምድ/practice አላደረግንም፡፡ መምህሩጋርም positive relationships አልነበረንም፡፡

I:- ok, ሌላስ?

S3:- እ …እ ያው writing skill ወሳኝና አይቀሬ የሆነ skill ነው፡፡ እስካሁን የተማርነው content ለምሳሌ ካለ conjunctions ,sentence fault ,paragraph writing etc የያዘ ስለሆነ በማንበብ ብቻ የሚሻሻል አይደለም፡፡writing skill ጥሩ መምህር ያስፈልገዋል፤careless ያልሆነ፡፡ እ …አሁን ያለው መምህር ብዙም practice እንድናደርግ አያረዳንም፡፡ እ.. እኔ መፃፍ በጣም ነው የምወደው ነገር ግን ዩኒቨርስቲ ስመጣ የጠበኩትን ያህል practice እያደረግን አይደለም፡፡

I:- እሽ …..እ …እ አንተስ?

S4:- Basic writing skills ለኛ በተለይ ለሚጂኖር ተማሪዎች በጣም ወሳኝ ትምህርት ነው፡፡writing skills basic የሆነ practice እና interest ይፈልጋል፡፡ነገር ግን መምህራን እየረዱን አይደለም፡፡ በተለይ writing ላይ የሚመደበው መምህር ልምድ ያለው ቢሆን ጥሩ ነው፡፡ማለትም ከተሰጠን module ውጭ ሌላ ተጨማሪ exercise ቢሰጠን፡፡ነገር ግን አሁን መጽሃፍ ላይ ያለውን sample ብቻ ነው የምንጠቀመው paragraph ስንፅፍ፡፡ ስለዚህ መምህሩ ተጨማሪ examples እያሳየን practice እንድናደርግ ቢደርግ፡ እ እ … ነገር ግን አሁን የሚያስተምረን መምህር ዲፓርትመንት ሄድም ስለሆነ በተመደበለት ጊዜ እያስተማረን አይደለም፡፡

I:- ስለዚህ ተጨማሪ ጊዜ ያስፈልገዋል፡፡የጊዜ እጥረት አጋጥሞናል ነው የምትሉኝ፡፡

SS: (all):- yes, writing በጣም ጊዜ ይፈልጋል practice ለማድረግ፡፡

I:- እሽ፡፡ እ … ሌላው paragraph እንደምትጽፉ ነግራችሁኛል፡፡ለመሆኑ መምህሩ paragraph ከመፃፋችሁ በፊት ምን እንድታደርጉ ያዛችኋል፡፡…….እ ….ማለቴ የምትከተሉት የተለየ steps አለ?

S5 :- እ ….paragraph እንፅፍ ነበር፡፡መምህሩ በቂ ባይሆንም paragraph ስንፅፍ መጀመሪያ individually እንፅፍና ከዛ እርስ በርስ ተቀያይረን (peer-correction) check ወይም correct እንድናደርግ ያደርገን ነበር፡፡

I:- እሽ፡፡ከመፃፋችሁ በፊትስ መጀመሪያ ሞዴሎችን ምሳሌዎችን ያሳያችሁ ነበር?ወይስ በቀጥታ በተሰጣችሁ ርዕስ በራሳችሁ ነው የምትፅፉት?

S6:- እ…ቪ መጀመሪያ structure of a paragraph and some model paragraphs አሳይቶናል፡፡ከዚያ በኃላ ነው እንድንፅፍ የምንደረገው ፡፡ግን በቂ አልነበረም፡፡ለምሳሌ በሳምንት የተሰጠው ክሬዲት hour 3 ቢሆንም እኛ ግን የምንገናኘው አንድ ቀን (ሁለት ፔሬድ) ብቻ ነው፡፡ስለዚህ በቂ ልምምድ አላደረግንም፡፡

I:- ጥሩ፡፡ሌላስ?

S7:- እሺ፡፡ እ ማለት paragraph ስንፅፍ መጀመሪያ instruction module ላይ አለ፡፡paragraph ከመፃፋችን በፊት sample (model) paragraphs አሉ፡፡እ….እሱን በማየት ሌላ ተመሳሳይ structure ያለው paragraph እንፅፋለን፡፡ከመምህሩ ውጭ ግን ተጨማሪ model(ምሳሌ) አላየንም፡፡

I:- ok

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S1:- ሌላው body እና conclusion miss ያደረገ paragraph ተሰጦን topic sentenceን በማየት እንድናሟላ ተደርገን እናውቃለን::

I:- ok…. ሌላም First draft ላይ corrective feedback from teachers ወይም from your peers ተስጥቷችሁ ያውቃል? ከዚያ በተሰጣቹህ feedback መሰረት አስተካከላችሁ final draft በመፃፍ ለማርክ እንድታስረከቡ ተደርጋችሁ ታውቃላችሁ?

S2:-እ…… እናውቅም:: ለውጤት ከሆነ ፅሁፍን ነው የምናስረክበው:: (correction) ተሰጥቶ ውጤት ተሰጦ ይመልስልናል::በእርግጥ ከመፃፋችን በፊት sample paragraph ያነብልናልወይም መፅሀፍ ላይ ሞዴሉን እንድናየው እንደረጋለን::

I:- ስለዚህ final draft (product) ላይ ነው teacher written comment (WCF) የሚሰጣችሁ?

SS. (All students)→ Yes

S4:- እ ….ለዛ ነው ብዙ ስህተት የምንሰራው::በእርግጥ faulty sentence ተምረናል::ነገር ግን ብዙ ስህተት ነው የምንሰራው ምክንያቱም ልምድ ስለሌለን:: ሌላው use of comma, Punctuations, grammer points ላይ በደንብ ስላልተማርን Paragreph ስንጽፍ ብዙ ስህተት እንሰራለን::

I → ሌሎችስ ምን ትላላችሁ?

S5 → እ….. ከሱ ጋር ተመሳሳይ ነው:: first draft የሚባል ነገር የለም:: directly final draft ላይ ጽፈን እንሰጣለን ከዚያ ውጤት ተሰጥቶ ይመለስልናል::

I – Revision የሚባል ነገር የለም? First draft ላይስ መምህሩ WCF ሰጣችሁ ሪቫይዝ አድርጋችሁ አታቁም?

S6 → yes! እንደዛ ነው የሚያያደርገው final draft ላይ ነው እርማት ሚሰጠን::

S 7 → እ….እ አንዴ ብቻ Pargreph በገሩኝ ጽፈን comment አድርጎን ከዚያ ደግመን እንድንጽፈው አድርጎናል::

I → Ok …to improve your writing skills ከመምህሩ feedback ማግኘት እና Practice ማድረግ ጥሩ ነው ብላችሁ ታስባላችሁ ?

S1 → በጣም በጣም ነው የሚጠቅም ስህተት መስራት እኮ የመማር ምልክት ነው:: የተሳሳትኩትን correct አድርጎ ከሰጠኝ በፍጹም አልረሳውም:: በደነብ ነው የማስታውሰው:: ስለዚህ TWCF ጥሩ ነው:: መምህሩ correct ካላደረገኝ ትክክል መሆኔና አለመሆኔን አላውቀውም::

I → እሺ አንተስ ምንት ላለህ ?

S 2 →Teacher WCF አስፈላጊ ነው:: ተማሪ ስለሚሳሳት የመምህሩ correction ያስፈልጋል::

I – Ok………

S 3 → እ ....ያስፈልጋል:: በተለይ Practice ስናደርግ የምንጽፈው Paragraph ላይ comment ቢሰጠን ጥሩ ነው:: እኛ ግን Teachers WCFይሰጠን የነበረው final draft ላይ ነው:: ስለዚህ ብዙ ስህተት ነው የምንሰራው::

S4 → እኔም teacher WCF ደግሞ ያስፈልጋል ነው የምለው:: ለምሳሌ ባለፈው Types of faulty sentences ከተማርን በኋላ Paragraph እንድንጽፍ ተደርገናል::ነገር ግን በትክክል እንጻፍ እንጻፍ አናውቀውም ምክንያቱም CF ስላልተሰጠን::

ወረቀቱም ስላስተመለሰልን፡፡ ስለዚህ Teachers WCF paragraph ስንጽፍ ያስፈልገናል፡፡ irrelevant idea ልንጽፍ ስለምንችል፡፡

I ➔ እሽ ....ሴላስ?

S5 ➔ Teacher WCF በጣም ወሳኝ ነገር ነው፡፡ ለምሳሌ አንድ paragraph ስንጽፍ unit ውን, cohenense እንዲሁም punctuation *ማርክ* በትክክል *መጠቀማችንን* ለማወቅ TWCF ቢሰጠን ምክንያቱም TWCF ከተሰጠን ወደፊት እንዴት *ማስተካከልን መፃፍ* እንዳለብን ለማወቅ ስለሚረዳን ጥሩ ነው ነው ::

I ➔ እሺ … እ ስለዚህ TWCF በአጠቃላይ ያስፈልጋል ነው የምትሉት ?

SS: (All students) ➔ yes/አዎ/.

I – Ok. እ. እ. አንድም ይሁን ሁለት ከዚህ በፊት paragraph በጋሩፕ ይሁን individually ጽፋችሁ *መምህሩ* comment/correct/ አድርጎ መልሶላችኋላል፡፡ ለመሆኑ የተሰባችሁ written corrective feedback/comment/ *ግልጽ* ነበር?

S6 ➔ እሽ …… እኔ ለምሳሌ አንዴ የተሰጠኝ comment 'full of faulty sentence' የሚል general comment ነበር፡፡ ስለዚህ የቱን sentence እንደማስተካከል እንኳ አላወቅኩትም ግልጽ አልነበረም፡፡

I - እሽ

S7 ➔ *መምህሩ* ብዙም comment አይ ሰጥም፡፡ በእርግጥ ብዙም አልጻፍንም፡፡ የጻነውን*ም ተሎ አይመልስልንም… ለምሳሌ ባለፈው የጻፍነውን comment አድርጎ ሳይመልስልን ሌላ እንድንጽፍ ተደርገናል፡፡

I ➔ እሽ እእአ… ለመሆኑ comment (WCF) ሲሰጣችሁ እንዴት ነበር? ለምሳሌ፣ በማስመር ወይም በማክበብ indirectly ነው ወይንስ ትክክለኛውን መልስ በመስጠት (directly) ነው?

S 1 ➔ እ… አብዛኛውን ጊዜ feedback የሚሰጠን በማክበብ ወይም በማስመር ነው፡፡ ስለዚህ ግልጽ አልነበረም፡፡

S 2 ➔ እ … እኔ feedback የምለው አንድ ሰው paragraph (essay) ከጻፈ በኋላ *መምህሩ* እያንዳንዱ ስህተትን አውጥቶ ሲያሳይ ነው፡፡ ነገር ግን የእኛ *መምህር* የሚሰጠን ለ grade ወይም ለማርክ ለመስጠት ስለሆን በጣም general የሆነ CF ነው የሚሰጠን፡፡ እያንዳንዱን error ለይቶ አያሳየንም፡፡

I . ስለዚህ *መምህራችሁ* WCF እንዴት ነበር እንዲሰጣችሁ የምትፈልጉት?

S3- እኛ ባጠቃላይ የምንፈልገው የሰራነውን እያንዳንዱን ስህተት ላይ feedback እንዲሰጠን ነው፡፡ ለምሳሌ ቴንስ ከሆነ tense error ብሎ፣ የግራመር ከሆነም የግራመር ችገር መሆኑን ለይቶ ቢያሳየን እናም ያን ተከትለን ትክክል የሆነውንም ትክክል ብለን እንወስዳለን፡፡ የተሳሳትነውንም በተሰጠን feedback *መሠረት* እናስተካክላለን፡፡ነገር ግን መምህሩ በዚህ መንገድ ስላልሰጠ በተጋጋሚ ስህተት እየሰራን ነው፡፡ ም/ክ ስህተታችን የት ላይ እንደነበረ ስላላወቅን፡፡

I ➔ እሺ *መምህራችሁ* more focus እንዲያደርግ የምትፈልጉትስ ምን ላይ ነበር? Grammar or content errors ላይ ነዉ?

S4- እ ....በእርግጥ የቃላት አጠቃቀም ችግር ሊኖርብኝ ይችላል፡፡ ነገር ግን በአብዛኛው ያለብኝ ችግር ቴንስ ላይ ስለሆነ more grammar ላይ ቢሆን ጥሩ ነው፡፡ እያንዳንዱን የግራመር ችግር አስተካክሎ እንዲሰጠን ነው የምፈልገው፡፡

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I - እሺ..................... እስኪ ሌሎቻችሁ እዚህ ላይ ጨምሩብት

S5- በመጀመሪያ መምህሩ ስህተት ስንሰራ በጣም ነው የሚቆጣን እንዲህ አስተምሬሃለሁ ብሎ ስለሚያሽማቅቀን ስህተት መስራት በጣም ነው የምንፈራው:: ነገር ግን በእንዳንዱ ስህተት ላይ Correction ቢሰጠን ጥሩ ነው:: በተለይ first draft ላይ WCF ቢሰጠን እና ደግሞን እንድንጽፈው ቢደረግ ስህተታችን እንደገመውም ነበር::

I . ይህ ማለት Comprehensive feedback….. ማለትም በያንዳንዱ ስህተታችሁ ላይ መምህሩ WCF እንዲሰጣችሁ ነው የምትፈልጉት ማለት ነው?

S6. Yes…… እኔ የምፈልገው በያንዳንዱ የስራሕት error ላይ correction እንደሰጠኝ ነው ::

S7:- እኔም የምፈልገው ሁሉም error ላይ correction እንዲሰጠኝ ነው:: ለምሳሌ Paragraph ስጽፍ grammar ን እና የወርድ አጠቃቀሜን እንዲያይልኝ እፈልጋለሁ:: ትክክለኛውን grammar እና ወርድ አጠቃቀም እንዲሁም Stracturን ካሳየኝ በመጨጠም ጥሩ Paragraph በቀላሉ እጽፋለሁ ማለት ነው::

I → ስለዚህ content ላይም grammer ላይም ነው መምህሩWCF እንዲሰጣችሁ የምትፈልጉት?

S7:- Yes …… እንደሱ ቢሆን ጥሩ ነበር (but not yet)!

S1→ እ   እኔም የምፈልገው ሁሉም ስህተቴ ላይ feedback እንዲሰጠኝ ነው:: general ሳይሆን specific comment -ለምሳሌ አንድ paragraph ውስጥ አንድ sentence ትክክል ላይሆን ይችላል::ስለዚህ በእያንዳንዱ sentence ውስጥ ያሉትን ስህተቶች እንዲያሳየኝ ነው የምንፈልገው::

I → Ok….......ጥሩ

S2→ እእ   መምህሩ አንዳንዴ የሰራነውን ስህተት board ላይ ይጽፍና ትክክል ነው ወይንስ ስህተት በማለት ይጠየቃል:: ከዚየ ተማሪዎች ስህተት መሆኑና ለምን ስህተት እንደሆነ ይናገሩ:: ይሄ አልተደጋገመም እንጅ ጥሩ ffeedback አሰጣጥ ዘዲ ነው::

I .→ conferencing(whole class discussion) with your teacher ማለት ነው?

S2 → አዉ በጣም ጥሩ ነው:: ም/ከ ያን ስህተት መቸም ቢሆን አንረሳውም ሌላውንም ያስተምራል:: ያን ስህተት ሁሉም ተማሪ ስለሚያስታውሰው ደግሞ አይሰራውም::

I . → ጥሩ:: እ …… ለመሆኑ ለምን ይመስላችሃል ስህተት የምንሰራው?

S3. →እ   እንዲኔ አመለካከት ዋናው ስህተት የምንሰራው በተለይ paragraph ስንጽፍ lack of practice ነው:: በዚህ ላይ መምህራን ትኩረት ስለማይሰጡት ነው::

S4. እንዲኔ ዋናው የምንሳሳተበት ምክንያት የግራመር እውቀት ችግር ስላለብን ነው ብዬ ነው የማስበው:: ይሄም ደግሞ sentence ስንጽፍ በትክክል ሙሉ መልዕክቱን እንዳያስተላልፍ ያደርገል::

I - እሺ አንተስ

S5- እዚህ ላይ እንደኔ አመለካከት ዋናው ችግር የምለው የ interest ጉዳይ ነው:: እኔ ለምሳሌ ለጽሁፍ ፍላጎት የለኝም:: ስለዚህ በየዜው practice ስለማላደርግ በጽሁፍ ስህተት እሰራለሁ:: ለፈተና ብቻ ነው ጹፉ ሲባል የምጽፈው:: ስለዚህ ለኔ ዋና ችግሬ interest ማጣት ነዉ ብዬ አስባለሁ::

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I → እሽ…….. ሌላው ለምሳሌ paragraph ጽፋችሁ ለመምህሩ ከሰጣችሁ በኋላ ብዙ negative comment (feedback) ሰጦ ቢመልስላችሁ ምን ይሰማችኋል?

S6 → እ…… እኔ በበኩሌ ደስተኛ ነኝ:: ምክንያቱም እማርበታለሁ::

S7 → እኔም ደስ ይለኛል:: ምክንያቱም ብዙ ስህተት ሰርቻለሁ ማለት ነው :: ከስህተቴም ስለምማርበት እኔን discouraged አያደርገኝም:: የበለጠ የሰራሁትን error ለማየት ስለሚረዳኛ አይከፋኝም:: ደግሜ ስህተት ላላመስራት ይረዳኛል::

I - እሽ አንተስ?

S1 → oh! እኔ እንኳ የከፋኛል……. ምክንያቱም ጥሩ ሰርቻለሁ ብዬ ሳብብ ብዙ CF ሲሰጠኝ discouraged እሆናለሁ (all students laughed)

I → እሽ አንተስ ምን ይሰማሃል ስለ ነጋቲቭ ግብረመልስ?

S2- እኔም dispirite እሆናለሁ:: ነገር ግን መጀመሪያ ከPositive ጀምሮ ከዚያ የተወሰኑ ስህተቶች ላይ ብቻ correction ቢሰጥ ነው ደስ የሚለኝ:: ብዙ negative comment ከሆነ ግን ደስ አይለኝም ሌላው ግን final draft ከመጻፋችን በፊት draft ላይ comment እየሰጠን ብንለማመድ final ላይ ብዙ error ስለማንሰራ ብዙም WCF አይኖረውም::

I → Emmm…. እሽ

S3- እኔ የሚሰማኝ በተከክል ለሰራሁት ስህተት ከሆነ መምህሩ ብዙ WCF ቢሰጠኝም ቸግር የለውም እማርበታለሁ ግልጽ ካልሆነም በግሌ ግልጽ እንዲያደርግልኝ እጠይቀዋለሁ:: ደግሜ ስህተት ላላመስራትም ጥረት አደርጋለሁ:: ነገር ግን የጻፍኩት paragraph ውስጥ ስህተት እያለ ሳያስተካክለ ቢያልፈው ትክክል ነኝ ብዬ ስለማስብ ሌላ ጊዜ ደግሜ ልሰራው እችላለሁ:: ስለዚህ እኔ ሁሉንም error correct አድርጐ ቢሰጠኝ discourage አልሆንም:: ደስ ነው የሚለኝ::

I → እሽ አንተስ ?

S4- በእርግጥ አዋ ለጊዜው ሳየው ደስ አይለኝም ሊከፋኝ ይችላል:: ምክንያቱም ትክክል ነኝ ብዬ ጽፌ ሙሉ በሙሉ በcomment ሆኖ ሲመጣ ደስ አይለኝም:: በተለይ በጣም ማይነር (minor) የሆነ ስህተት ሁሉ እየፈለገ correct ማድረግ discourage ያደርጋል:: ነገር ግን major የሆነ ስህተት ላይ ቢያተኩር ያን ያክል correction ላይኖር ይችላል:: ሲበዛ ግን discourage ያደርጋል::

I → እሽ ለመሆኑ የተሠጣችሁን WCF በሌላ ጊዜ ስትጽፉ ትጠቀሙበታችሁ? የሰራችሁትን አይነት ስህተት ላላመድገም ትሞክራላችሁ?

S5- Yes. እኔ የተሰጠኝን corrective feedback እጠቀምበታለሁ::

S6- እ ….. እኔም በደንብ ነው የምጠቀምበት::

I → እሽ አንተስ?

S7-   እኔም እጠቀምበታለሁ:: ምክንያቱም መምህሩ comment የሰጠኝ ስህተት ስለሰራሁ ነው:: ስለዚህ የተሰጠኝን feedback ሌላ ጊዜ ደግሜ ስህተት ላላመስራት በደንብ ነው የምጠቀምበት::

I → ጥሩ ነው:: ለመሆኑ መምህሩ ከዚህ በፊት በሰጣችሁ WCF ዙሪያ ተወያይታችሁ ታዉቃላችሁ? የተሰጣችሁ corrective feedback ግልጽ ካልሆነስ ትጠይቃላችሁ? ምንድን ነው የምታደርጉት? እስኪ ከአንተ ልጀምር…

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S1 → የእኛ Basic writing መምህር በአብዛኛው ጊዜ የሚሰጠን general comment ነው:: ወይ አክብሮ ወይም አስምሮ ከታች *full of faults* etc… ብሎ ይሰጠናል በዚህ ጊዜ ችግሩ በትክክል የት እና ምን እንደሆነ ማወቅ ይከብደናል:: dangling modifier ይሁን fragment ይሁን ወይም ሌላ የ language problem አናውቀውም:: እሱን ብንጠይቀውም አብዛኛውን ጊዜ ስለሚቆጣ አልጠይቅም:: በተቻለኝ መጠን ደጋግሜ በማየት እራሴ ለመረዳት ነው የምሞክረው:: መልሼ መጀመሪያ ላይ የሰራሁትን ስህተት ልሰራ እችላለሁ:: በተለይ ስህተቱን ከማክበብና ከማስመር(indirect CF) የ error አይነቱን ቢጽፍልን(directly) ቢያሳየን የበለጠ ይሆን ነበር::

I → እሽ … አንተስ? የተሰጠህ ግልጽ ካልሆነ ምን ታደርጋለህ?

S2 → ጠይቄ አላውቅም አብዛኛውን ጊዜ የሰራሁት ስህተት ተሰምሮ ወይም ተከቦ ነው የሚሰጠን:: ምን ለማለት እንደ ፈለገ መጀመሪያ ግልጽ ስላላደረገልን የመምህሩ WCF ግልጽ አልነበረም:: ስለምፈራ እሱን ጠይቄ አላውቅም:: ጓደኞችን ነው የምጠይቀው::

S3 → እ…እ እኔም እሱን አብዛኛውን ጊዜ ጠይቄው አላውቅም ብቻ የተሰጠኝን corrective feedback መቀበል ነው:: ነገር ግን ከሚያከበው ወይም ከማያሳምረው ይልቅ የ error አይነቱን በቀጥታ ቢገልጽልን ጥሩ ነው::

I . ጥሩ! Emmm….. ሌላው እናንት ካልጠየቃችሁ እሱ ከእናንት ጋር conferencing sesssom (individual or whole class) ነበረዉ:: ማለትም በተወሰኑ common errors ዙሪያ? በ ተለያዩ የ WCF ትርጉም ዙሪያ፣ etc…

SS: All students → የለንም በሰራነው error ዙሪያ ተነጋረን አናውቅም::

I . በምን መንገድ ምን ላይ /comment or corrective feedback /መሰጠት እንዳለበት ፍላጉታችሁ ላይ ተነጋግራችሁ ታውቃላችሁ?

SS. ፍላጉታችን ተጠይቀን አናውቅም::

S1. እንዴት comment እንደሚያደርግ ለምን እንደሚያከብ ወይም እንደሚያሳምር ጠይቀንም ሆነ ነገሮን አያውቅም:: በ CF ዙሪያ ፍላጉታችንም ምን ላይ ማተኮር እንዳለበት የኛ ፍላጉት ምን እንደሆነ ጠይቆን /ተነጋግረን/ አናውቅም::

I . Ok……. እ…እ ሌላዉ ታርሞ ወረቀታችሁ (commented paper) ሊመለስ መጀመሪያ የምታዩት ውጤቱን ነው ወይንስ የተሰባችሁን comment/WCF? እዉነቱን ንገሩኝ…

S S : (ሁሉም ተማሪዎች በመሳቅ መጀሪያ የምናየው የተሰጠውን ውጤት ነው አሉ) ::

S1. *መጀመሪያ ውጤቱን ከዚያ በኋላ ነው የተሰጠውን* commen የማየው:: …….*ያው የምፈልገው ጥሩ ውጤት ማምጣትና ጥሩ ግሬድ ማግኘት ስለሆነ መጀመሪያ ትኩረታችን ወደ ውጤቱ ነው::*

I . ጥሩ! አሁን እናጠቃለው እስኪ የምትጨምሩት ነገር ካለ ምክንያቱም በቀጣይ ሌሎች writing courses ስላላችሁ እንዴት ብትማሩ እንዴትስ teacher WCF ቢሰጣችሁ ነዉ የ writing ክህሎታችሁን የምታሻሉት? ተጨማሪ ማጠቃለያ አስተያየት (general comment) ካላችሁ?

S2. በእኔ በኩል negative ሆነ posttve corrective feedbacks በደንብ ቢሰጠን:: በተለይ final draft ላይ ብቻ ውጤትና comment ከሚሰጠን በቅድሚያ first draft ላይ WCF እየተሰጠን ፕራክቲስ ብናደርግ:: በተጨማሪ writing ለማሻሻል ተደጋጋሚ የሆነ ፕራክቲስ ቢኖረን::

I. እሺ … ሌላስ?

S3. ያው እአ … እኔም የምለው ያው አሁን በነበረን course ብዙም አልተማርንም፡፡ ነገር ግን ለመጭው ጊዜ writing skill basic skill ስለሆነ እና ብዙ practice ስለሚጠይቅ በቂ ጊዜ ቢሰጠው writing skill ከknowlege ይልቅ more skill ስለሆነ ተደጋጋሚ የሆነ ፕራክቲስ ቢኖረዉ፡፡

I . እሺ … ጥሩ ነው፡፡ አንተስ?

S4. መምህራን በእያንዳንዱ ስህተት ላይ comment/feedback/ ቢሰጡ ጥሩ ነው፡፡ በተጨማሪ ከመጽሀፍ በተጨማሪ የተለያዩ ሞዴሎችን እያሳዩ writing skill ቢያለማምዱ ጥሩ ነው፡፡ ሌላው ተማሪውን motivate ቢያደርጉና በየጊዜም ግልጽ ያልሆነ ነገር ሲኖር እንዲጠይቁ ዕድል ቢሰጣቸው፡፡

I: እሺ … አንተስ?

S5. እኔም የምለው በተለይ የ writing skill course መምህራን በቂ ልምድ ያላቸው ቢሆኑ እራሳቸው መምህራንም ለ writing skill course ፍላጎት (ወኔ) ያላቸው ቢሆኑ ጥሩ ነው፡፡ ተማሪውንም motivate የሚያደርጉና practice እንዲያደርግ የሚገፋፉ መሆን አለባቸው፡፡ እንጅ simply course cover ለማድረግ ብቻ subjectን ማስተማር የለባቸውም፡፡ ከተማሪው ጋርም friendly የሆነ relationship ቢኖራቸው ጥሩ ነው፡፡

I. እሸ….

S6. እኔም ብዙ የምጨምረው የለኝም፡፡ ነገር ግን መምህሩ positive relationship ከተማሪው ጋር ሊኖረው ይገባል፡፡ positive relationship ካለ ሳንሽማቀቅ ጥያቄ እንጠይቃለን፡፡ትምህርቱም ወደነው እንማራለን፡፡ስለዚህ ከሁሉም በላይ ተማሪ እና መምህሩ positive relationship ቢኖራቸው ጥሩ ነው፡፡

S7. እኔም የምለዉ ለ writing skills በቂ ግዜ ቢሰጠዉ፡፡

I:- በጣም ጥሩ ቆይታ ነው የነበረን፡፡ ለምስራው reseaech ጥሩ ግብአት ነው የሰጣችሁኝ፡፡ Thank you so much!!!

2.   *Sample FGD with TA students (English Version)*

I.   First of all, I would like to thank you for being participant in this focus group interview. The main objective of the study is about English writing skills and teachers written corrective feedback (WCF). Besides, the study focuses on students' beliefs and preferences towards their teachers WCF.

I. Errr…first I would like to ask you some general questions about yourself… ok, tell me about your year of study?

SS. (First year, major English)

I. For how many years have you been studied English?

SS. (almost 13 years)

I. How would you rate yourself as a writer in English?

SS: (most of them rate themselves between good and adequate)

I. you're Age?

SS: (they are between 19- 22 years old).

I. Sex?

SS. (all the seven participates were male)

I. Ok. Now let me ask you about your English learning experiences. Emmm…When you were elementary or high school, do you like English subject? Is there any teacher that you remembered as a role model? Tell me one by one.

S1. Ehh…. when I was in lower class, I was good student. I had also a good interest. But now I am not that much interested as before. The lesson is quite different from the previous one. Any ways, in my life I have a teacher that I never forget. Her name was Miss Tirualem. She made us to make drama in English. She even focused on English speaking skills. Emm…. Especially, when I was grade 1-10, I was a clever student, and I really interested in English subject. But, when I was grade 11 and 12, the teacher was not good... After that I was not that much concerned about the subject…

I: Ok. What about you?

S2: Ehh…. the way of teaching English in University and lower classes are different. To tell you honestly, English teachers in lower grades were smart and I was also interested in the lessons. However, after I joined to English department, I didn't add any new knowledge of course I am first year student. But, when I was in elementary classes, for example, I had a teacher called Mr Tsadiku. He taught us grammar and spoken in a good way. We practiced a lot. But, now we can take as example our Basic writing skills teacher, he insults us while we made errors instead of encouraging words. He didn't use the given time properly. Even, he missed the class... thus; I believe that we don't have the basic knowledge of English writing skills…

I. Ok… good. But, tell me only about your past experience. Emmm…we will discuss later about the current teaching learning process of Writing, ok?

S3. Ok. When I was in elementary class, I had a good English teacher… I forgot his name. He taught us very well. He gave chance to all students to participate in the English lessons. He gave us moral and ordered us to practice speaking in English.

S4. Okay… as my friends said until grade 8, I was good at English. But, after grade 9, I didn't get good English teacher. Even, when I was grade 12 the teacher was only focused on speaking skill

not on other skills…after I came here English department is not my preference…I am not happy with that…

I. Ok. What about you? How was your experience?

S5. While I was in lower class, in grade 5, there was a teacher named Mr. Girmachew Dedisa. He motivated us very well. He taught us new words every day. But, after grade 9, I didn't get good teacher. For instance, there was a female English teacher who was not good …after that time, I dislike the subject. Especially, after grade 10 I have no good Knowledge of English…

I. ok…Why don't you dislike the teacher and the subject?

S5. Because she didn't teach us very well, she missed lots of class (for two or three weeks)… Even if I got a good English teacher in grade 11, I did not attend the class regularly as I already lock my mind and assumed that English is a difficult skill… (he giggled…)

S6. For me, there was a very talented English teacher in elementary school. Emmm…his name was Mr. Tenaw. We practiced the lesson in front of the class. I like English subject very much than other subjects. Mostly, I wish to learn English than others. When I was high school although I didn't have a good teacher, I practiced the language by myself. But, currently here in the University the teachers are so carless. They disregard the students. So, what I understand is that we should try and practice by ourselves to improve the language…

I. Ok good. What about your experience on this ?

S7. … I was learnt English by one teacher from grade 1-4. He didn't teach us as needed. We had an English book and the teacher himself read it for us. I didn't understand it. Even, I couldn't identify the English letters (A B C D…) up to grade 4. But, in grade 5 I met a teacher her name was Mrs. Enat. She gave us homework, and if we didn't complete the homework, she penalized us. So, I did very well and got above 90%. But, in grade 6 I got a careless teacher again. Then, in grade 9 I got again an old man called Mr Ayalew. He taught us very well. He asked every student. Especially, he focused on grammar… after grade 9, I didn't get good teacher…all were careless… and they mostly ordered us to discuss in group, so I hate the class … I didn't attend the class effectively. After I came to University, I didn't have any interest to join in English department, it is out of my preference… even now, I have no any interest for the department. The teachers didn't help us …we tried to learn by ourselves. For instance, the current writing teacher always disappointed if we asked him questions. He said "are you deaf"… so it is better to ask our friends than him…

I. Ok. Very Good! We have tried to see your background experiences about English language. Ehhh … now let's come to specifically the English writing skills. How do you see English writing skill? Do you believe that it is different from other language skills? In which way do you prefer to learn because you will take other writing course in the future like Intermediate and Advanced writing skills?

S1. Emmm… here I'd like to say Basic writing skill is a good subject. If we learnt well, we would get good result. For example, as the course is a common course for other departments, the economics students took this lesson, and they do have a good writing teacher. Ehmm.. The teacher was good and they all get 50 -49 out of 60%.

I. Ehh….. Do you mean that if you got a knowledgeable teacher, you do it well like other skills? It can't be difficult…

S1. Emm…. Yes, but we don't have enough experience before about writing skills. In the previous years, writing activities did not get focus…So, when I came to university, I got difficulties of writing in English. The current writing teacher is not also support us properly…

I. So, how writing skills should be taught?

S1. I think the writing teacher must explain and do the writing exercises repeatedly. And, he better let us discuss in groups. Emmm… besides, we need to have additional references…(about English writing skills).

I. Good. What about you?

S2. Emm… Basic writing skills generally needs clear guidance. For example, while we were learning about faulty sentences, the teacher only taught us if a sentence lacks a subject or verb, it can be fragment. But, there may be students who do not know about what a subject/verb mean. Therefore, beyond theory, writing should be supported by practices…reading only cannot improve writing skills.

I. So, what is better to improve the skill of writing in English?

S2: Ehmm…. It needs lots of practice. We have to learn different ways/strategies of writing. We didn't practice more before. Even, we don't have positive relationship with the current writing teacher.

I. Ok. What else?

S3. Emm…actually, writing is a basic and mandatory skill. Up to now, we have learnt about conjunctions, sentence faults, paragraph writing, etc….but, writing cannot be improved only by reading .Writing skill needs a good teacher who is not careless. The teacher who teaches us currently doesn't help us to write more… but, I like very much writing in English; after I came to University, I didn't get such opportunities as I expected.

I. Ok good….ehh… what about you?

S4. A Basic writing skill, mainly for the major students, is a vital subject. Writing skills needs interest and continuous practice. But, writing teachers didn't help us. Especially, teachers who teach writing should have better experiences. We need also further exercises in addition to the course module. But, currently we used only the samples/models/ from the module while we are writing a paragraph. Thus, the teacher should show us additional model paragraphs by himself and we should practice more…but, as our teacher is a department head, he does not even use the allocated weekly program for teaching writing…

I.   So, you believed that writing needs more time? But now you got shortage of time for writing?...

SS: (all students) Yes! Writing needs time to practice more.

I. Ok… you told me that you tried to write paragraphs, but while you are writing a paragraph which kind of steps do you follow? What the writing teacher ordered you before you wrote a paragraph?

S5. Emmm…we wrote some paragraphs individually first and after we wrote the paragraphs the teacher ordered us to exchange each other with our friends and then got peer correction.

I. Emm… before you write a paragraph does the teacher show you model /sample paragraphs or you directly write the paragraph by yourself based on the given topic?

S6. Yes, first he taught us about the major structure of a paragraph with sample paragraphs. Then, we write a paragraph based on the sample, but it was not enough. For example, for the writing lesson three credit hours were given, but the teacher only used two hours per week…thus we didn't practice well.

I. Good what else?

S7. Ok. When we write a paragraph the instruction is already there in the course module. And, before we write, we have seen sample /model paragraphs in the module too. Thus, based on the

given models we write our own paragraph…but, we haven't seen other samples out of the module…

I. Ok.

S1. emmm… the other thing is that the teacher gave us a paragraph which lacks its body and conclusion part then we tried to complete the missing part based on the topic sentence…

I . Ok. The other thing is that does your teacher give you WCF in the first draft? Or have got WCF from your peers and revise your errors before you submit the final draft for grade?

S2. No, we always write a first draft and submit it especially for grade…

S3. …we didn't get feedback from teachers in the first draft. We simply write the paragraph and then the teacher corrects it and gives us grade. Of course, before we write our own paragraph, the teacher read or shows us a sample paragraph.

I. Therefore, the teacher always gives you WCF to your final draft/ product?

SS. (All students) yes!

S4. Emmm…that is why we made lots of mistakes in our paragraphs. Obviously, we learned about how to avoid faulty sentences, but we made lots of errors as we didn't have sufficient experience. Besides, we made lots of errors/mistakes while we are writing a paragraph because we didn't learn properly about comma, punctuation and some grammar points.

I. What about the other?

S5. It is similar like others... there was no first draft. We write the final draft and the teacher turned the paper with corrective feedback and result.

I. Is there is any revision? There isn't TWCF in the first draft?

S6. Yes. The teacher gave us WCF on the final draft

S7. Ehh… I only remembered once the teacher ordered us to write a paragraph in a group, and then he tried to give us feedback after that we revised the paragraph based on the given WCF and submit it to him (the final one) for grading.

I . Ok …. Do you think that teachers' WCF is important to revise and improve your writing ability?

S1. It is very very important because making mistake is a sign of learning. If I get correction from the teacher, I will never forget it. Unless the teacher corrects me, how could I know whether I'm correct or wrong? So, teacher WCF is good.

I. Good. What about you?

S2. Teacher WCF is very necessary. Students always make mistake, so teacher's correction is need.

I.   Ok.

S3. Ehhmm… it is very important. Especially, when we practice (write) the first draft, teachers' corrective feedback is very important. But, as our teacher gave us correction at the final draft, we made lots of errors.

S4.   I also believe that teacher corrective feedback is essential. For example, in the previous time, after we learned about faulty sentences, we wrote a paragraph, but we did not know whether we were writing good paragraph or not because the teacher didn't gave us correction and even he didn't return the paper. Thus, we need a teacher WCF because we may write irrelevant ideas...

1: Ok. What else?

S5. Teacher WCF is a basic thing. After we write a single paragraph, a teacher should give us WCF about its unity, coherence and punctuation marks. Then, we can easily understand whether our paragraph is correct or not. And, after we get WCF, we can write again correctly. ..

I.   Ok. Ehmm… so in general you believed that teachers' WCF is necessary?

SS. (All students: Yes)

I. Ok ……Ehmm….. as you told me that you wrote two or more paragraphs individually or with your groups, and the teacher gave you WCF , so was the teacher WCF clear?

S6. Emmm… for example, ones I got a teacher feedback which states that *"full of faulty sentences"*, so as it was a general comment, it was difficult to identify which sentence is correct and which one is incorrect. So, it was not clear.

I.   Ok.

S7. The teacher didn't provide us lot of comments/corrections. Of course, we didn't write that much paragraphs…even after we wrote a paragraph, he didn't return immediately. For example, previously, we wrote a paragraph, but before he returned this one, we wrote again another paragraph without any feedback…

I.   Ok… by the way how your teacher provides you WCF ? For instance, is he underlined or encircled the errors (indirectly)? or is he directly erase the error and write the correct answer?

S1. Ehhh…. Most of the time, he gave us feedback by underlining or encircling the errors, so it was not clear.

S2. For me, corrective feedback means getting correction for each and every error from teachers. But, as our teacher gave us feedback for grading/for giving results, he gave us general corrective feedback (CF). He didn't show us every error…

I. So in which way would you like to get feedback from your teacher?

S3. We would like to have each and every fault/feedback/ corrected. If the teacher shows us each grammar or tense errors, we can easily identify our error and correct it easily by ourselves.

I. Ok. So, how WCF should be provided by your teacher? In which way do you prefer to get WCF?

S3. We generally need to get feedback for each of our written errors. For example, if the error is tense, the teacher should say tense error; if it is grammar, he should also state the error is grammar etc… then we can easily identify our errors, and we can also correct it easily based on the given feedback. But, our teacher did not give us the feedback in such a way and because of this we made lots of errors as we didn't know where our errors are.

I. Ok! Do you prefer your teacher to focus more on your Grammar or Content errors while giving WCF?

S4. Ehmm… of course, I may have the problem of word choice …, but most of the time, I have a problem of tense, so it is better to have CF on grammar. I would like to get CF in each of my grammar error…

I.   Ok what about others on this issue?

S5. First of all the teacher didn't encourage us to make errors he rather insult us, and he always said 'had I taught you like this', so we are frightened to make errors. However, we need to get feedback for each of our errors. Especially, if we get WCF in our first draft and revised it based on the given WCF, we are not going to repeat the errors for another time (the final one).

I. Do you mean teachers should give WCF for each of students written errors comprehensively (comprehensive feedback)?

S6. Yes, I'd like to get corrective feedback from teachers for each of my faults.

S7. I also preferred to get feedback for all of my errors. For example, when I write a paragraph, I need the teacher to check my grammar and use of appropriate words. If the teacher shows me the correct grammar, word chooses and structure, I will write a good paragraph easily.

I. So, you need to get teacher's WCF on both your grammar and content errors.

S7. Yes, like that but not yet!

S1. Ehmm… me also like to get WCF from my teacher to all of my errors… not general comment I need rather specific comments between lines for each error that I made...

I. Ok …good.

S2. Emmm…Sometimes the teacher writes some common errors on the board and asks students to identify and correct the fault. It was a nice way of feedback provision, but it was not done repeatedly.

I. Do you mean whole class discussion (conferencing)?

S2. Yes. It is very good because we can learn from our faults and students also learn from other. And even we didn't repeat that error again as we discussed together.

I.   Good…ehmm… by the way why do you make mistakes?

S3. In my view especially while we are writing paragraph the reason for making mistake/error is due to lack of practice. Moreover, teachers themselves did not give focus for writing skills

S4. For me the main reason for making error is lack of grammatical knowledge. If we don't have grammar knowledge, we can't write even meaningfully sentence.

I. Ok. What about you?

S5. In my view the main problem for making mistakes is luck of interest. For example, I don't have any interest for writing. I make mistakes because I don't practice properly. I only write for exam. Thus, for me I believed that the main source of error is lack of interest…

I. Ok. The other thing, what do you feel if the teacher gives you lots of negative feedbacks on their writings?

S6. Emmm…I am really happy with that because I will learn from my mistake…

S7. Me too. I am happy with negative feedbacks because I understand that I made lots of errors. So, I will not be discouraged instead it helped me to not make the same error for another time…

I. Ok. What about you?

S1. Oh! I am not happy with lots of negative WCF because I thought that at least I have little ability of writing, but if the teacher gave me lots of feedbacks… I am totally discouraged.

I. Ok. What about you? What do feel about lots of negative corrective feedbacks?

S2. I am really also discouraged. But, I will be happy if the teacher starts from positive feedbacks and then he provides negative comments on some selected errors. But, if there are lots of negative feedbacks, I'll not be happy. Emmm… the other thing is that if the teacher provided us feedback

on the first draft, we are not commit lots of errors in the final one and the teacher also will not give us lots of WCF.

I. Emmm…..ok.

S3. What I feel is that it doesn't matter if the teacher gave me lots of feedback for each of my errors that I made in my writings. If the feedback was not clear, I will ask him to not repeat the errors again. But, if the teacher gives me correction only on some of my errors, it will be difficult for me because I thought that my writing is correct, so I will not be discouraged if he corrects all my errors.

I. Ok. What about you?

S4. Actually, when I see lots of WCF in my writings, I may be discouraged. Especially, if the teacher corrects every minor error, I am really sad. But, if he corrects only major errors, we may not have lots of WCF that make us desperate.

I. Good. Do you use the given teacher's WCF while you are writing another paragraph? Do you try to avoid making the same kind of errors?

S5. Yes! I use the given teacher WCF

S6. Emmm…I also use the feedback properly.

I. Ok. What about you?

S7. The comment was given to me due to my fault. So, I use the given feedback properly to not repeat the fault for another time.

I. Very good! By the way, have you discuss about the WCF given to your writings? What do you do if it was not clear? Do you ask your teacher? Let me start from you.

S1. Our Basic writing skills teacher mostly gives us general comment. Or he gives us correction by underlining or encircling the error and at the end he mostly write comments like full of faulty sentences, etc… thus, it is difficult to identify where the errors are whether the faults are dangling modifier, fragment, or other language problem. Even, we didn't ask him if the comments are not clear as it makes him angry. As much as possible I tried to understand the given feedback by myself, but I may repeat the errors that I made before…Thus, instead of encircling or underlined the error (indirectly), it is better to show us the type of error directly…

I. Ok. What about you? What do you do if the given WCF is not clear?

S2. I never ask my teacher although my errors were underlined or circled. And he also not told us the ways of his feedback provision. I'm afraid to ask, so I asked my friends.

S3. Emm… I also didn't ask my teacher. I simply accept the given corrective feedback. But, I preferred the teacher shows me directly the type of errors that I made instead of underling or circling.

I. Good! Emmm… So if you don't ask him about the unclear WCF, did you have a conferencing session (individual or whole class discussion) about the common errors that you made, or the meaning of some feedback types, etc…

SS. (All students) no we didn't conduct conferencing before about the errors we committed.

I. Ok .Did your teachers ask you about your WCF preferences? i.e. which type and in which way do you want to receive feedback from the teacher to your written errors ?

SS. (all students) the teacher did not ask our WCF preferences before.

S1. Our teacher did not tell us the reason why he gave us feedback by underlining or encircling, or he even not asked us in which way we prefer to receive WCF. We never discuss about our preferences concerning WCF.

I. Ok the other thing is that after you received the commented paper, did you see the given result first or the given corrective feedback? tell me the truth

SS. (All students laughed together and said we first see the result…).

S1. First I will see the result before the given WCF. … As I want to have good result and grade, my focus is on the result than comments.

I. Good! to finalize our discussion, I would like to give you chance to add general comments about teachers WCF practices to improve your writing ability i.e. in which way you would like to have WCF from teachers in the future because you do have another writing courses in the next semesters.

S2. As for me both negative and positive feedback should be given properly. Especially, instead of getting grade and comments on the final draft, it is better to have corrective feedbacks on our first draft. Besides, to improve our writing skills, we need to have lots of practices.

I. Ok……what else?

S3. Emmm… actually we didn't learn enough from the course we had before, so in the future as writing is a basic skill and needs lots of time to practice, more allocated time is needed. In addition, more time is needed to practice writing skills than theoretical knowledge.

I. Ok…..good what about you?

S4. I prefer writing teachers correct/provide/ WCF for each of every error. Besides, in addition to the examples/modules/ from the text book, teachers should better give us more exercises for further practice. On the other hand, I like teachers to motivate students and give chance form them to ask questions if they are confused.

I.   Ok…

S5. What I am want to say is that as much as possible writing teachers should have lots of experiences and they must have first interest for teaching writing. They should also motivate students to practice more rather than teaching simply to cover the course. Besides, they should have friendly relationship with their students.

S6. I have no that much different information, but teachers should have positive relationship with their students because if there are positive relationships with our teachers, we are not afraid to ask questions. Even, we will like the subject too. Therefore, more than everything, good relationship is better.

S7. What I am saying is that more time should be given to writing skill courses.

I.   Thank you very much!! You gave me lots of constructive information for my research work.

3.   Sample FGD with TB students (Amharic Version)

I:- በቅድሚያ ፈቃደኛ ሆናችሁ እዚ ስለተገኛችሁልኝ ከልብ አመሰግናለሁ፡፡ የጥናቱ አላማ የwriting skills *መምህራን* አመለካከት እና ትግበራ(WCF beliefes and practices) እንዲሁም የተማሪዎች ፍላጎት በመምህራን ግብረመልስ(students' preferences about teachers' written corrective feedback) ላይ ነው፡፡ እሽ… በቅድሚያ ስለራሳችሁ የተወሰኑ general ጥያቄዎችን እጠይቃችኃለሁ፡፡እእእ

I:- your year of study?

SS. (ሁሉም ተማሪዎች ሁለተኛ አመት ናቸዉ (2^{nd} year)).

I: እድሜ ና ፆታ

SS. (all participant students were male and their ages were between 20-25).

I.   How would you rate yourself as a writer in English?

SS. All students rate themselves as 'good' for their level of English writing, only one student said "I am v.good" in English writing.)

I :- እሺ በመጀመሪያ ከዩኒቨርሲቲ በሬት ስለነበራችሁ እንግሊዝኛ ትምህርት ልምድና ሮል ሞዳል ስለነበራችሁ መምህራን ንገሩኝ?

S1:- እሽ እኔ እንዳጋጠሚ ከበፊትጀምሮ የምወደው ትምህርት እንግሊዝኛ ነበር:: አሁንም እዚህ ዩኒቨርስቲ መጥቼ የገባሁት እንግሊዝኛ ዲፓርትመንት ነው::

I :- ስለዚህ በፍላጎትህ ነው የገባኸው ማለት ነው?

S1:- yes

I:- እሽ ለእኔ ምሳሌዎች (role models) የምትላቸው እንግሊዝኛ መምህራን ነበሩህ? ለምን?

S1:- ለምሳሌ 11 እና 12ኛ ክፍል አቶ ስለሽ የሚባል መምህረ ነበረ ሲያስተምረን ጥሩ ነበር::ተጨማሪ ማጣቀሻ (reference) መፅሃፍትን እንድናነብ ይረዳን ነበር:: ስለዚህ ለኔ ጥሩ መምህር ነበር:: እኔ እንኳን ከበፊታም እንግሊዝኛ ትምህርት ላይ ጥሩ አልነበርኩም ትኩረት አልሰጠውም ነበር::በተለይ አንድ መምህር ነበር አቶ ተስፋዬ የሚባል ተማሪ ክረበሽ ወይ የቤት ስራ ካልሰራ ተማሪውን ይሳደባል “ቡሽቲ” ይለን ነበር::እና እኛም ስሙ ተስፋዬ ቢሆንም እኛ ግን “ቡሽቲ” ብለን ነበር የምንጠራው::እ …እ በአርጋጥ ሲያስተምረን ነበዝ ነበር:: እኔ ግን ትኩረት አልሰጠውም ነበር::ለምሳሌ:- እሱ ስለ discourse mark እና conjunctions ያስተምረን ነበር:: እዚህ ዩኒቨርስቲ መጥቼም ያገኘሁት ይህንኑ ነው:: አሁን በጣም ነው የቆጨኝ የዚያኔ በነብ አለመማሬ::

I:- አሁንስ እንግሊዝኛ ትምህርት ክፍል በመግባትህ ደስተኛ ነህ?

S2: ደስተኛ ነኝ በእረገጥ መርጬው አይደለም የየገባሁት:: እንግሊዝኛ 6ኛ ምርጫዬ ነበር ነገር ግን አይቻልም ተባልኩ :: ቤተሰቦም ምንም ዲፓርትመንት ይሁን ዲግሪ ይዘህና ስላሉኝ ገባሁ(ቀጠልኩ) አሁን ከገባሁ በኋላ ግን ዲፓርትመንቱን ወድጀዋለሁ:: ደስ ብሎኛ ነው እየተማርኩ ያለሁ::

I:- ok …… ጥሩ ነው::

S3:- እኔ ያለኝ ልምድ በተለይ ከ5-8 በጣም ጥሩ መምህር ስለነበረኝ ጥሩ ነበርኩ::ከ9-12ኛ ክፍል ግን ብዙም ጥሩ መምህር ስላልነበረኝ እኔም ደስተኛ አልነበርኩም::

I:- ለምን?

S3:- እሽ ….. እ ለምሳሌ ከ5-8 ያስተማረኝ መምህር ጋሽ አወቀ ይባላል::እሱን መግለጽ ይከብደኛል::አቀራረቡ በጣም friendly ነው:: ግልፅ የሆነ note ይሰጠናል:: በጣምም ያበረታታናል::ከ9ኛ ክፍል በኋላ ግን የእኛም ችግር ይሆናልየመምህራን አቀራረብ ጥሩ አልነበረም:: እኛም ለእንግሊዝኛ ትምህርትም ያለኝ ፍላጎት ስለቀነሰ ትኩረት አልሰጠውም ነበር:: እዚህ ዩኒቨርስቲ ከመጣሁ በኋላም ምርጫዬ አልነበረም::ነገር ግን ከገባሁ በኋላ ደስተኛ ነኝ::ደስ ብሎኛ ነው አሁን የምማረው::

I:- እሽ ….እህ

S4:- ያው እኔም elementary and junior እያለሁ እንግልዝኛ ትምህርት ላይ ጥሩ ነበርኩ::በሌላው ትምህርት ጭምር ነበዝ ነበርኩ በተለይ (high school) መምህሬ ታደሰ ደገፉ ቴኮ በጣም ነበዝ መምህር ነበር::

I:- እስኪ ምን ያደርግ ነበር?እንዴት ነበር አቶ ታደሰ እንግሊዘኛን የሚያስተምረው?

S4:- እ …..ጥያቄዎችን ይዞ ይመጣና ይጠይቀናል::የቤት ስራ ይሰጥና እያንዳንዳችንን መስራታችንን ቸክ ያደርግ ነበር::ለማትሪክ ፈተና ያዘጋጀን ነበር::ይህም እንግሊዝኛ ትምህርትን እንድንወደው አድርጎናል::እዚህ ከመጣሁ በኋላም ከ other science ዉስጥ እንግሊዝኛ ይሻለኛል በሚል ምርጫዬ አደረኩት::አሁን ደስተኛ ነኝ::

I:- ጥሩ እስኪ አንተስ?

S5:- እኔ ከ1-10 ድረስ እንግሊዝኛ በጥሩ ሁኔታ እማር ነበር::ነገር ግን ከ10 በኋላ ብዙም ትኩረት አልሰጠውም ነበር:: በእንግሊዝኛ ክፍል ጊዜ እየተውኩት እወዳ ነበር ለማትሪክ ለማንበብ አያልኩ::እዚህም ከመጣሁ በኋላ ምርጫዬ አልነበርም እ …. ከገባሁ በኋላ ግን ወድጀዋለሁ::

I:- ጥሩ…….አንተስ?

S6:- እኔ ከታች ክላስ ጀምሮ እንግሊዝኛ ትምህርትን ወድጀው ነው የምማረው::10ኛ ክፍልም በጣም ጥሩ ዉጤት አምጥቼ ነው ያለፍኩት::12ኛ ክፍል ግን ጥሩ መምህር አላጋጠመኝም::ዩኒቨርስቲ መጥቼም እንግሊዝኛ ዲፓርትመንት ምርጫዬ አልነበረም::ሰባተኛ ምርጫዬ ነው የነበረው::ነገር ግን ግዴታዬ ስለሆን አሁን እየተከታተልኩ ነው::

I:- እሽ

S7:- እሽ ….እኔ ከበፊትም ጀምሮ እንግሊዝኛ ትምህርትም ደስ ብሎኝ ነው የምማረው::ከታች ክላስ ጀምሮ እንግሊዝኛ pronunciation ልምምድ አደርግ ነበር::በተለይ 11 እና 12ኛ ክፍል በጣም ጥሩ መምህር ነበረኝ::መምህሩ የሚያስተምርበት method ጥሩ ነበር::40 ደቂቃው ሳናውቀው ነበር የሚያልቀው::ሌላው መምህሩ መሳይትን እና መስረትን ማምስገን እፈልጋለሁ::በተለይ መምህርት መሳይት አንድ ጊዜ ለግራመር አንድ ጊዜ ለspoken እያደረገች ተለማምደን ነበር::ነገር ግን ዩኒቨርሲቲ ከገባሁ በኋላ other social science ስለደረሰኝ ነው እንግሊዝኛን የመረጥኩት::በትምህርቱ ግን አሁን ደስተኛ ነኝ ::ጥሩ መምህራንም አሉ::በተለይ የአሁኑ writing skills መምህር ጥሩ ናቸው::

I:- ጥሩ ….

S8:- አመሰግናለሁ::ታች ክላስ ለእንግሊዝኛ ጥሩ እንተረስት ነበረኝ::በሌሎች ተማሪዎች ሁሉ ሞዴል ነበርኩ::በተለይ ከ1-8ኛ ክፍል::እ ….ነገር ግን ከ9ኛ ክፍል በኋላ ታሪክ ተቀየረ ምክኒያቱም መምህሩ ጥሩ አልነበረም::ከተማሪ ጋር አይግባባም::ከኔ ጋርም ተጣልቶ መጥፎ ስድብ ሰደበኝ::"ስሙን የማይፀፍ ደደብ" ብሎ ሰደበኝ:: ከዚያ በኋላ ትምህርቱን ጠላሁት::University ከገባሁ በኋላም እንግሊዝኛ ዲፓርትመንት ምርጫዬ አልነበረም:: ሳልፈልግ ነው የገባሁት::ነገር ግን ግዴታዬ ስለሆን እየወደድኩት ነው::

I:- እንዴ ….አሁን በደንብ እንግሊዝኛ መውደድ አለብህ ለሰደበህ መምህር ጎበዝ እንግሊዝኛ መምህር ሆነህ ማሳየት አለብህ (haaaa…)

S9:- እሽ አመሰግናለሁ:: በቤት ገመቼ የሚባል መምህር ነበረኝ በጣም ጎበዝ መምህር ነበር ::በጣም ያበረታታን ነበር::ነገር ግን 9ኛ ክፍል ስገባ እንግሊዝኛ መምህራችን ያማት ነበር::አንድ ቀን ከመጣች የሚቀጥለው ቀን አትመጣም ነበር::ከመጣችም መፅሄትን አንብቡት ብላ ነው የምትወጣው::እና እኔም ለትምህርት ያለኝ ፍላጎት ቀነሰ::ሳንማር ሁሉ እንፈተን ነበር::ውጤቴም ጥሩ አልነበረም::

I:- አሁን በፍላጎትህ ነው የገባሀው?

S9:- አልነበረም፡፡ነገር ግን ከገባሁ በኋላ ወድጀዋለሁ ደስ ብሎኛ ነው የማማረው፡፡

I:- ጥሩ እንቀጥል

S10:- እሽ አመሰግናለሁ፡፡እኔ ከ1-4 ስማር በጣም ጥሩ መምህር ነበረኝ፡፡መምህራችን ከሳምንት አንድ ቀን (ዕሮብን) የእንግሊዝኛ ቀን ብሎ ፕሮግራም አውጥቶልን ነበር፡፡በዚያ ቀን እንግሊዝኛ ለመናገር እንሞክራለን፡፡ከ5-8 ደግሞ አንድ ሴት መምህር ነበረችኝ፡፡በደንብ አታስተምረንም ነበር፡፡ከበፊቱ የተለየች ስለነበረች ደስተኛ አልነበረንም፡፡ከ9-10 የሚያስተምረን መምህርም አልተመቸኝም ነበር፡፡ 11 እና 12ኛ ክፍል ላይ ግን በጣም ነበዝ መምህር አጋጠመኝ፡፡መምህሩ በእንግሊዝኛ MA ያለው ነው፡፡ሲያስተምር በጣም ነበዝ ነው፡፡ ለማትሪክም ያዘጋጀን ነበር፡፡ዩኒቨርስቲ ስገባ ግን እንግሊዝኛ ምርጫዬ አልነበረም፡፡ነገር ግን ውጤታማ ሆኛ እወጣለሁ ብዬ አምናለሁ፡፡

I:- ጥሩ አንተስ?

S11:- እሽ አመሰግናለሁ፡፡ ያው አጋጣሚ ሆኖ ከታች ክላስ ጀምሮ እስካሁን በእንግሊዝኛ subject አልተነዳሁም፡፡ ጥሩ መምህሮች ነበር የሚያጋጥሙኝ፡፡ይህን ስል ግን ዩኒቨርስቲ ላይ አንደኛ ምርጫዬ ነበር ማለቴ አይደለም፡፡በተለይ 12ኛ ክፍል እቶ ጥላዬ የሚባል መምህር ነበረኝ በደንብ ነበር የሚያስተምረን እሱ ያስተማረን ተማሪዎች ከ70% በላይ የምንህነው ኢንትራነስ ላይ ከ50% በላይ ነው ያመጣነው፡፡ለምሳሌ ሲያስተምር አንድ ጥያቄ ዕዶ መልሱ B ከሆነ ዝም ብሎ B አይልንም፡፡ ለምን B እንደሆነ በደንብ ዘርዝሮ ያስረዳናል፡፡ University ስገባ ግን እንግሊዝኛ 5ኛ ምርጫዬ ነበር፡፡ነገር ግን other social science ሲደርሰኝ ከሌሎች departments ይሻላል ብዬ English department ገባሁ፡፡አሁን ከገባሁ በኋላ ጥሩ ነው፡፡

S12:- እሽ …እ ከ1-8ኛ ክፍል እያለሁ እንግሊዝኛ subject በጣም እወደው ነበር፡፡በጣም fluent የሆነ መምህር ነበረኝ፡፡ከሁሉም subject አስበልጬ ነበር የምወደው፡፡መምህሩ ስንናገር በእንግሊዝኛ ያደንቀን ነበር፡፡9ኛ እና 10ኛ ክፍልን ባትማሩ እንኳን ቢያንስ B ትሰራላችሁ እያለ ያረታታን ነበር፡፡ነገር ግን 9-10 ስንገባ በጣም ሽማግሌ (ሽባ) የሆነ መምህር አጋጠመን፡፡ሲያስተምረን አንድ ቦታ ቁጭ ብሎ ነበር ፡፡ዝም ብሎ መጽሐፍ ላይ ያለውን Exercise ተወያዩ ነበር የሚለን፡፡በዚህ የተነሳ 9ኛ እና 10ኛ ክፍል የተማርነውን ሳናውቀው entrance ተፈተንን፡፡ከዚያም በኋላ 11 እና 12ኛ ክፍል ጥሩ እንግሊዝኛ መምህር አላጋጠመኝም፡፡እኛ የምንፈልገውን ለፈተና የሚያዘጋጅ ነገር አስተምረን ስንለው እሽ አይልም ነበር፡፡ከዚያ እንግሊዝኛ የሚባል ትምህርት ጠላሁ፡፡ወደ ዩኒቨርሲቲ ሳልፍ ብቻ እንግሊዝኛ ዲፓርትመንት አይደረሰኝ እንጂ ሌላው ቢሆን ግድ የለኝም እል ነበር፡፡ከዚያም እንደራሁት እንግሊዝኛ ዲፓርትመንት ደረሰኝ፡፡ከጀመርኩት (ከገባሁ) በኋላ ግን የቀደመው ፍላጎቴ ተመልሶ ወድጀዋለሁ፡፡አሁን ወደሌላ ዲፓርትመንት መግባት እንኳን አልፈልግም፡፡ (haaaa…)

I:-- oh! ደስ ይላል!እሽ አንተስ?

S13:- እኔም አንደሌሎቹ ከታች ክላስ ጀምሮ እንግሊዝኛ subject ደስ ይለኝ ነበር፡፡ጥሩ ጥሩ መምህሮቼም ነበሩኝ፡፡ነገር ግን ለምን እንደሆን ባላውቀውም እንግሊዝኛ ትምህርት በጣም ነው የሚከብደኝ፡፡በእርግጥ ከእኔ ቻግር አል አንዳንዴ እቀር ነበር፡፡አሁን ግን የመጀመሪያ ምርጫዬ ባይሆንም ከገባሁ በኋላ ደስ ብሎኛ እየተማርኩ ነው፡፡

I:- ጥሩ ….

S14:- አመሰግናለሁ፡፡እኔም ታች ክላስ ጀምሮ በእንግሊዝኛ ጥሩ ነበርኩ፡፡በተለይ የ1 እና 2ኛ ክፍል መምህሬ ጥሩ ስለነበር አንደኛ ክፍል ጀምሮ ነው እንግሊዝኛ ማንበብ የጀመርኩት፡፡ወደ ክላስ የምሄደው ሁሉ ለእንግሊዝኛ ትምህርት ስል ነበር፡፡

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ሌሎች reference books አነብ ነበር::still በእንግሊዝኛ ጥሩ ነኝ::ወደ ዩኒቨርስቲ ስገባም እንግሊዝኛ የመጀመሪያ ምርጫዬ ነው::ስለዚህ አሁንም ደስ ብሎኛ ነው የምማረው::

I:- good! አሁን ደግሞ Specifically ስለ writing skill course እንነጋገር::ለመሆኑ ከሌሎች skills የተለየ(የበለጠ) writing skills ከባድ ነው ብላችሁ ታስባላችሁ?በምን መልኩ ነው እየተማራችሁ ያላችሁትስ?

S1:- Writing skills የራሱ ህግ አለው::አሁን እኛ ስንፅፍ ሃሳቡ(idea) አለን ነገር ግን grammer part ስላለው ከባድ ነው::

I:- ለምንድነው የከበደህ?

S1:- እ … እ ለመፃፍ መጀመሪያ grammar ማወቅ ያስፈልጋል::የተለያዩ ህጎችንም ማወቅ ያስፍጋል::አብዛኛው ጊዜ ግን መምህሩ ይገባና ፃፉ ነው የሚለን::ከበፊትም ልምድ ስለሌለን አሁን writing ከባድ ነው::ታች ክላስ እያለንም writing skills ልምምድ አናደርግም ነበር::writing skills እንደ አንድ skills (subject)ትኩረት ተደርጎ ሲሰጥ ያየሁት እዚሁ university ውስጥ ብቻ ነው:: ከበፊት ትኩረት ሰጥ የምንለማመደው reading and grammar ላይ ነው::ታች ክላስም writing skillsን እንደሌሎቹ skills ተምረን ቢሆን አሁን አይከብደንም ነበር::ስለዚህ አሁን writing skill ላይ successful ነኝ ብዬ አላስብም::ወደፊት ግን ጥረት አደርጋለሁ::

I:- ok ….. እሺ

S2:- እኔም የምለው በቀደሙት ክላስ ደረጃዎች writing skillsን ልምምድ አናደርግም ነበር::ለዚህ መሰለኝ አሁንም በwriting ጥሩ አይደለሁም:: እ.. አንዴ የማስታውሰው አንዴ ብቻ ስለ ደብዳቤ አፃፃፍ ተምረን ደብዳቤ ፁፈናል::ከዚህ ውጭ የማስታውሰው የለኝም::አሁንም እዚህ ዩኒቨርሲቲ ከመጣሁ በኋላ writing (paragraph ወይም essay) ፃፉ ስንባል በጣም እየተቸገርኩ ነው::

S3:- writing skills ከታች ክላስ ትኩረት አይሰጠውም ነበር::ድንገት በአመት አንድ paragraph ልንፅፍ እንችላለን::ስለዚህ አሁን writing ከብዶናል:: ጥሩ አይደለሁም::አሁን የሚያስተምረን መምህርም እያንዳንዱን ስህተት ፈልጎ ስለሚያርም ውጤታችን ዝቅ ይላል::መምህሩ አብዛኛውን ጊዜ ከ6 በታች ነው ውጤት የሚሰጠን ከ10%::ስለዚህ የሚቀጥለውን ለመፃፍ ብዙም ፍላጎት የለኝም::ምክንያቱም መምህሩ የሚሰጠውን writing correction feedback (WCF) የሚጠቀምበት ውጤት ለመቀነስ ነው እንጂ እንድንግራት አይደለም::ስለዚህ ለ writing skills ያለኝ ፍላጎት ዝቅ ያለ ነው::

S4:- writing course ጥሩ ነው::በተለይ አሁን እየወሰድን ያለው intermediate writing skills መምህሩ እንድንለማመድ እያደረገን ስለሆነ ከውጤቱ ይልቅ እያሻሻልኩ ያለሁት writing skill ችሎታዬን ነው:: እ እ…. ታች ክላስ እያለሁ ግን writing skill ትኩረት አይሰጠውም ነበር::የማስታውሰው 11ኛ ክፍል እያለን አንድ ነበረችን እሷ ብቻ አንዳንዴ እንድንፅፍ ታደርገን ነበር::ከዚህ ውጭ ግን writing skills(ስነ-ፅሁፍን)ተለማምደን ወይም ተምረን አናውቅም::ስለዚህ writing skills ከሌሎች skills የበለጠ ከባድ ነው::

I:- ummm… ጥሩ

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S5:- እሽ::ቋንቋ አራቱን ከሎሎቾችን ያጠቃልላል::ነገር ግን ወደ experience ስንመጣ writing skills ላይ ጥሩ አይደለም ከበፊትም ጥሩ ልምድ አልነበረኝም::ለምሳሌ speaking skills ላይ ጥሩ ልምምድ አለን:: ለ grammar points አዲስ ባልሆንም(ባውቀውም) ስፅፍ ግን ይከብደኛል::

I:- well እንቀጥል

S6:- እ... ምንድነው writing skill ከሌላው ከባድ የሚያደርገው ልምድ ስለሌለን ነው::የማስታውሰው ታች ክላስ በአማርኛ (በአፍ መፍቻ ቋንቋ) ደብዳቤ ፅፈናል::ከዚያ በኋላ ግን እስከ 12ኛ ክፍል እንግሊዝኛ ላይ ትኩረት አድርገው የሚያስተምሩን grammar ነው::ብዙ grammar points ተምረናል:: writing ተምረን ቢሆን አሁን ቀላል ይሆንልን ነበር::

S6. Hmm.. what makes writing skills difficult is lack of experience. In lowe-level classes I remembered that we wrote only a letter in our mother toungu. After that, until grade 12, we only learened about grammar. We learned lots of grammars. If we were learened writing skiils before, itwould be easy now.

I. እሽ አንተስ ቀጥል እስኪ ....

S7:- እኔ አስከማስታውሰው ድረስ elementary ሆነ high school ላይ writing እንደሌሎች skills የተማርኩበትን ጊዜ አላስታውስም እዚህ ዩኒቨርስቲ ገብቼ ነው paragraph ሆነ essay መፃፍ የጀመርኩት:: በፊት ሞር ፎከስ አድረገን የተማርነው grammar ነው:: ምከንያቱም entrance የመንፈተነው grammar ስለሆነ ነው::

S8:- ታች ክላስ እያለን writing skillsን ከሌሎች ከህሎቶች አንዱ እንደሆነ እንጂ የምናውቀው specifically ተምረን እንድንፅፍ እንድንለማመድ የተደረግንበትን ጊዜ አላስታውስም::በራሴ ተነሳሽነትም በእንግሊዝኛ ምንም ነገር ፅፌ አላውቅም::እንግሊዝኛ መፃፍ የጀመርኩት ለመጀመሪያ ጊዜ basic writing skills 1ኛ አመት ላይ ሆና ነው::በጣም ነው የከበደኝ ነገር ግን ከጊዜ ወደ ጊዜ እያሻሻልኩ ነው::

S9:- እውነቱን ለመናገር እንግሊዝኛ ማለት grammar ማለት ነው ይመስለኝ የነበረ::ታች ክላስም አንዳንዴ ከ grammar ሌላ በእንግሊዝኛ እንድናነብ እንደረግ ነበር እንጂ አንፅፍም ነበር::ስለዚህ writing skills ከሌሎች የበለጠ ይከብደኛል ብቻ ሳይሆን በጣም ይከብዳል....ሌላው አሁን ላይ writing ማሻሻል ያልቻልነው ትኩረት የማደርገው ውጤቱ ላይ ስለሆነ ለመፃፍ ብዙም አልነሳሳም::

I:- ጥሩ አንተስ?

S10:- ታች ክላስ ላይ እያለን ለwriting skills ትኩረት አይሰጠውም ነበር::የማስታውሰው አንዳንዴ መምህራችን dictate ያደርገን ነበር(dictation)::ከፃፍን በኋላ መምህሩ እየዞረ spelling እና punctuations ላይ check ያደርገን ነበር::ከዚህ ውጭ writing skills ላይ ትኩረት ተደርጎ አልተማርንም::ስለዚህ አሁን writing courses ለኛ ከባድ ሆኖውብናል:: መምህሩም የምንፅፈው essay ላይ spelling እና punctuation ብቻ ሳይሆን ግራመሩን የቃላት አጠቃቀማችንን፤የማያያዣ

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ቃላትን ፣ቅርፁን ሁሉም ላይ አይቶ ስለሚሰጠን(ስለሚያርመው)ለኛ ከባድ ሆኖብናል፡፡ግን በደንብ መፃፍ እየተለማመድን ስለሆነ ከስህተታችን እየተማርን እንድንፅፍ ረድቶናል፡፡

I:- እሽ እ ….

S11:- ታች ክላስ writing skills ብዙም አልተማርንም፡፡አንዳንዴ እንኳ ስንፅፍ መምህሩ concept (content) ላይ ብቻ አይቶ ጥሩ ውጤት ስለሚሰጠን ችግራችንን በትክክል አናውቀውም ነበር፡፡እዚህ university ከመጣን በኋላ ግን writing እራሱን ችሎ እንደ course ይሰጣል፡፡በጣም አስፈላጊ skill ነው፡፡ነገር ግን ከሁሉ skills ከባዱ እሱ ነው፡፡ማሻሻል ስላለብኝ በየጊዜው ልምምድ እያደረኩ ነው፡፡

S12:-ሁሉም ተማሪ እንደገለፀው writing skills ከታች ክላስ ጀምሮ ትኩረት የማይሰጠው skill ነው፡፡እንደሌሎቹ writing skills እንደ ዋና ከህሎቶች አስፈላጊ መሆኑን ሁሉ አላውቅም ነበር፡፡አሁን ግን እንግሊዝኛ ሜጀር ተማሪነቴ አንዱ በጣም አስፈላጊ skill መሆኑን ተረድቻለሁ፡፡ነገር ግን ከበሬ ልምድ ስላልነበረን writing skills ከባድ ሆኖብናል፡፡

I:- ጥሩ ሌሎቻችሁስ?

S13:- writing skills በጣም ወሳኝ skill ቢሆንም ከታች ክላስ ግን ትኩረት ያልተሰጠው skill ነው፡፡አሁን ግን በጣም የምወደው skill ነው፡፡የማሰብ ችሎታን ስለሚጨምር writing skill ደስ ይለኛል፡፡

S14:-አብዛኛውን ጊዜ ከuniversity በፊት writing skills ትኩረት አይሰጠውም ነበር፡፡አንዳንዴ writing activity መፅሃፍ ላይ ሲኖር ይህ university ስትገቡ ትማራላችሁ እያሉ ነው የሚያልፉት፡፡ስለዚህ አሁን university መጥተን writing skills course ከበዶናል፡፡ነገር ግን ከታች ክላስ ጀምሮ ትኩረት ተሰጥቶት ተምረን ተለማምደን ቢሆን አሁን የተሻለ ችሎታ በwriting ይኖረን ነበር፡፡

I:- ጥሩ፡፡ በጣም ነው የማመሰግነው፡፡ አሁን ደግሞ እስኪ writing skills እንዴት መማር እንዳላባችሁ በተለይ የwriting skills ችሎታችሁን ለማሻሻል?ከመምህራችሁ ምን ይጠበቃል?

S1:- እሽ ….እ በቅድሚያ እኛ ፍላጎት ሊኖረን ይገባል፡፡የተምህርቱ ፍላጎት ከሌለን በተለያየ መንገድ መምህሩ ቢያስተምረንም ጥሩ ፀሃፊ መሆን አይቻልም፡፡ ሁለተኛ መምህሩ ሲያስተምር የእኛን የፀወቀት ደረጃ (level) ከግምት ውስጥ አያስገባውም እራሱ በፈለገው መንገድ ነው የሚያስተምረን፡፡ corrective feedback (CF) ሲሰጥም እሱ በፈለገው መንገድ ነው እንጂ እንደየችግራችን አይቶ አይደለም፡፡ይህ ደግሞ ለመፃፍ አያበረታታም፡፡

S2:- እ…. ያው እዚህ ዩኒቨርስቲ በተለይ writing corrective feedback ሲሰጡ ችግር አለባቸው፡፡ለምሳሌ ፡- እዚህ course ላይ ስንጀምር መጀመሪያ የፃፍነው discourse type argumentative ነበር፡፡መምህሩ feedback ሲሰጥም ግልፅ አይደለም፡፡ሌላው አሁን የምንወስደው course module ቢኖረውም ከመፃፋችን በፊት እንዴት እንደምንፅፍ ሊያስረዳን ይገባል፡፡ comment ሲሰጡንም ከpositive ቢጀምርና ኋላ negative feed back ቢሰጡ ጥሩ ነው፡፡

I:- እሽ ….ጥሩ

S3:- ከመፃፋችን በፊት ስለእያንዳንዱ የፅሁፍ አይነት discourse type መጀመሪያ በደንብ ብንማር፡፡ከዚያ በኋላ በተሰጠን ምሳሌ መሰረት እንድፅፍ ቢደረግ ፡፡የሚሰጠንም ግብረ መልስ ግልፅቢሆን፡፡በቀጥታ ስህተታችን እየተነገረን ቢታረም ፡፡ Tense ከሆነ tense, spelling ከሆነ spelling እያስተካከለ ቢታረም

I:- ጥሩ

S4:- እኛ እንግሊዝኛ ሜጀር ስለሆንን ለፅሁፍ ትኩረት ተሰጥቶ ብንማር ለኛ እንግሊዝኛ foreign language ስለሆነ ከባድ ነው፡፡ስለዚህ በምንፅፍበት ጊዜ writing መምህር አያንዳንዱን ስህተት ማለትም punctuation marks, spelling, even approach ልንረሳ እንችላለን፡፡ስለዚህ መምህራችን ትኩረት ሰጥቶ ቢያስተምረንና feedback ቢሰጠን ጥሩ ነው፡፡በተጨማሪ writing ላይ ከቲዎሪ ይልቅ ልምምድ ላይ ትኩረት ቢደረግ፡፡

S5:- አሁን የሚያስተምረን መምህር ጥሩ ነው፡፡የምንፅፈውን essay በጥልቀት አይቶ ነው የሚያርመው፡፡ከመፃፋችን በፊትም አንድ ሁለት ምሳሌዎችን(models)እንድናይ ያደርገናል፡፡ከዚያ በምሳሌው መሰረት የራሳችንን ፅፈን እንሰጣለን፡፡ነገር ግን ውጤት ላይ ጥሩ አይደለም፡፡እኛ ደግሞ ውጤታችን ላይ ነው የምንተኩረው

I:- እሽ ..እናንተስ?

S6:- እኔ ደግሞ የምለው መምህሩ መፅሀፍ(ሞጁል) ላይ ካሉት ምሳሌዎች በተጨማሪ በራሱ ተጨማሪ ምሳሌዎችን ቢያሳዮን ጥሩ ነው፡፡ከዚህ በኋላ የራሳችንን ብንለማመድ፡፡ስለው ጥቃቅን ስህተቶችን ሁሉ እያየ feedback ባይሰጠን፡፡ለምሳሌ 'should' ያልኩትን አንዴ 'could' ማለት አለብህ ብሎ comment አድርጎኛል፡፡ስለዚህ መምህሩ feedback ሲሰጥ major errors ላይ ቢሆን፡፡ለምሳሌ grammar ላይ ትኩረት ቢያደርግ፡፡

S7:- አብዛኛው ጊዜ መምህራን ስለምንፅፈው የwriting type ማወቅ ያለብንን ሳናውቅ ነው እንድንፅፍ የምንደረገው፡፡ከፃፍን በኋላ ነው የሚያስተምረን፡፡እያንዳንዱን discourse ካስተማረን በኋላ መሆን አለበት መፃፍ ያለብን፡፡ስለው comment ሲሰጥ ሁሉም ላይ (content& grammar) ትኩረት ቢሰጥ፡፡ነገር ግን መምህራችን በአብዛኛው ትኩረት የሚያደርገው diction እና punctuation mark ላይ ነው፡፡

I:- ጥሩ ….

S8:- እ …… እነሱ እንዳሉት አሁን የሚያስተምረን መምህር comment ሲሰጥ ትኩረት የሚያደርገው punctuation, capitalization and diction ላይ ነው፡፡ ለምሳሌ ባለፈው "coffee preparations" በሚል ርዕስ ስንፅፍ prepare ያልትን 'make' ብሎ ሲል make ያልትን ደግሞ 'prepare' ብሎ ብሪቸዋል፡፡ስለዚህ በሁሉም ላይ feedback ቢሰጥ ጥሩ ነው፡፡በቃላት አመራረጥ (diction) ላይ ብቻ ከሚሆን፡፡

I:- እሽ …. እስኪ አሁን ደግሞ መምህራችሁ የሚሰጣችሁ የግብረ መልስ (feedback) አይነት እያሳሳችሁ ስለሆነ የመምህሩ WCF ለፅሁፍ መሻሻል አስፈላጊ ነው ብላችሁ ታስባላችሁ?

SS(All students):- አዎ! በጣም አስፈላጊ ነው፡፡

I:- ጥሩ ምን አይነት WCF እንዲሰጣችሁ ነው የምትፈልጉት?ለምሳሌ grammar/content ወይስ በሁሉም ላይ?እስኪ ካቆምንበት እንቀጥል እሺ ከአንተ?

S9:- አብዛኞቻችን ስንፅፍ ማለትም በተናጥልም ሆነ በግሩፕ ስንፅፍ የምንፀፈው paragraph/essay/ fragment ይበዛበታል።ነገር ግን እሱ ብዙውን ጊዜ ትኩረት የሚያደርገው wordchoice ላይ ነው።በዚህ ላይ አንዱን ቃል በሌላ ሲተካ ምክንያቱን አይነግረንም።ዝም ብሎ directly ቃሉን ቀይሮ ነው የሚሰጠን።ከዚህ ይይይይይይ መምህሩ በእያንዳንዱ ላይ comment ቢሰጠን ጥሩ ነው።

I:- ok ….

S10:- እ እ ….እንዴኔ comment (WCF) መስጠት ያለበት በሁለቱም ላይ ነው።በ(grammar and content)መሆን ያለበት።ማለትም ለወደፊትም ስህተቴን ደግሜ እንዳልፀፍ መምህሩ በእያንዳንዱ የሰራኋት ስተት ላይ CF መስጠት አለበት ብዬ ነው የማምነው…እ …ምክንያቱም ወደፊት እሱ ባስተማረንና ቢሰጠን CF ላይ ተመስርተን ነው የምንስትምረው።

S11:- በእርግጥ ለመምህሩ በእያንዳንዱ grammar እና content ስህተት ላይ CF መስጠት ከባድ ቢሆንም አሁን writing መመህራችን ግን በሁሉም ላይ comment እየሰጠን ነው።ነገር ግን ለሚሰጠን comment ምክንያት ቢሰጠን ወይ ምይ እንደሆን ቢነግረን ጥሩ ነው።

I:- እሺ …..

S12:- እ እ …አንዳንዴ ግን መምህሩ ያው ተማሪ ስለሆንን ብቻ CF መስጠት አለበት ብሎ ስለሚያስብ ብቻ comment ያደርግናል።ይህ ግን ጠሩ አይደለም።

I :- Ok ….ሌላስ?እ …እሺ ጠሩ ተጫማሪ ሃሳብ ከሌላ ሌላው መምህሩ CF የሃፉችሁት essay ላይ ሰጥቶ ሲመልስላችሁ በስህተታችሁ ዙሪያ በጋራ ወይም በተናጥል ተወያይታችሁ (conferencing) ኑሯችሁ ያውቃል።

SS: (ሁሉም ተማሪዎች):- አዎ!! አንዳንድ ጊዜ ነበረን።

S13:- በሰራነው ስህተት ዙሪያ አንዳንዴ እንወያያለን።የተወሰነ sample essays ከተማሪው በመውሰድ በስህተቱ ዙሪያ እንወያያለን።

I:- ጥሩ.… ስትፅፉስ first draft ላይ comment ተሰጥቶ ነው final draft እንድትፅፉ የምታደርጉት ወይንስ directly final draft ፅፋችሁ ነው የምትሰጡት እና Teacher WCF የሚሰጣችሁ?

S14:- no! first draft ላይ TWCF ተሰጥቶን ከዚያ አስተካክለን ፅፈን አናውቅም።

S1:- first draft የሚባል ነገር የለም።ሁሌም በተሰጠ topic ፅፈን(final draft)እንሰጥና ውጤትና comment ይሰጠናል።..ማለት በሌላ ርዕስ ልምምድ እናደርግና comment ሊሰጠን ይችላል፤ነገር ግን በተመሳሳይ ርዕስ (comment በተሰጠን ርዕስ) አስተካክለን ፅፈን ለመምህሩ ሰጥተን አናውቅም።ሁሌም የምንፀፈው በአዲስ ርዕስ ነው።

I :- ok ….. ሌላው WCF በሚሰጣችሁ ጊዜ የመምህሩ ግብረ መልስ አይነት (CF type) ምን አይነት ነው? ማለትም directly ስህተቱን አስተካክሎ ነው የሚሰጣችሁ ወይንስ ስህተቱን በማስመር ወየም በማክበብ (indirectly) ነው feedback የሚሰጣችሁ?

SS: ሁሉም ተማሪ:- አስተካክሎ ነው የሚሰጠን።

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I:- እስኪ አንድ በአንድ አስረዱኝ?

S1:- ማለትም ለምሳሌ ስህተቱ ላይ ያከብና ቢላ ቃል ይተካዋል።:ወይ ደግሞ የspelling ከሆነ ስህተቱን አስተካክሎ ይሰጠናል።:የስርዓተ ነጥብ (punctuation) ስህትም ከሆነ ትክክለኛውን ተክቶ ነው የሚሰጠን:

S2:- አብዛኛውን የሚሰጠው directly ነው ስህተታችን የሚያስተካክለው።:ችግሩ ግን በተለየ ቃሉን ቢላ ይቀይረውና ለምን እንደቀየረው ግን ምክንያቱን አይነግረንም።:ሌላውን ግን directly ስለሚያስተካክለው ግልፅ ነው።:

I:- ሰዚህ direct feedback ነው የሚሰጣችሁ ማለት ነው?

S3:- አዎ! ሌላው በጋራ ፅፈን comment እንድንሰጥና ከዚያ በኋላ ለየብቻ(individually) ፅፈን መምህሩ feedback ሰጥቶን ያውቃል።:

I:- አዎ . እሱን እኔም አይቻለሁ።:ይህ ጥሩ ልምድ ነው።:መምህሩ አብዛኛውን ጊዜ በቡድን(peer) እንድትፅፉ እና comment ሲሰጣችሁ አይቻለሁ።:ነገር ግን በpeer ፅፋችሁ comment እንዳታደርጉና ውጤት እንድትሰጡ አድርጓችሁ ያውቃል።:

S4:- አይ አብዛኛውን ጊዜ በቡድን ስንፅፍ እየተዘዋወረ እያያ comment ይሰጠናል።:ነገር ግን ውጤት የሚሰጠው ከሆነ በጋራ ተወያይተን እንፅፍና ለመምህሩ እንሰጣለን ከዚያ ውጤትና comment ሰጥቶ ይመልስልናል።:

I.   Ok. ለመሆኑ ክ peer ና ከመምህሩ WCF የትኛው የተሻለ ነው?

S1:- እ … ለእኔ TWCF ይሻለኛል።:ከpeer CF ይልቅ:ለምሳሌ መምህሩ ኦሮ ሲሰጠኝ ከኔ የተሻለ ስለሆን ትኩረት ሰጠቶ አየዋለሁ ነገር ግን ጓደኛዬ ከኔ ይሻላል ብዬ ስለማላምን የሚሰጠውን CF በደንብ አላየውም።:ስህተት ቢኖረውም ሳያየው ሊቀር ይችላል።:

I:- እሽ …..

S2:-እ … በተማሪ የሚሰጠው feedback professional ነው ብዬ አላምንም።:መምህሩ ግን የተሻለ እውኪት አለው ብለን ስለምናምን ከpeer ይልቅ teacher WCF የተሻለ ነው።:

S3:- እዚህ ላይ ተማሪ የሚያርም ከሆነ እያንዳንዱን ስህተት አያውም።:ተማሪው ብዙም የተለየ experience አለው ብለን ስለማናስብ ብዙም አንቀበለውም።:እ አብዛኛው ተማሪ ትቢተኛ (ጉረኛ) ነው።: Ahaha…. ማንም ከኔ የየተሻለ ነው ብሎ መቀበል አይፈልግም።:ስለዚህ የመምህሩ WCF የተሻለ ነው።:

I:- ጥሩ ….

S4:- እኔ የማስበው WCF መስጠት ያለበት በመምህሩ ነው ብዬ ነው ።:በpeer የሚሰጠው CF ብዙም ትክክል ነው ብዬ አላምንም።:በትክክልም እያንዳንዲን ስህተት ያያው አይመስለኝም።:

S5:- አብዛኛውን ጊዜ ተማሪ የተማሪን ወረቀት ሲያርም ጥሩ ነው ብሎ ነው የሚያልፈው።:በትክክል ስህተቱን ላይቶ አያየውም።:ስለዚህ የመምህሩ CF ጥሩ ነው።:እኔም እሱ የሰጠኝን comment ትክክል ነው ብዬ አላምንም።:

I:- ለምን?ለምን አታምንበትም የጓደኞችህን CF?

S5:- እያንዳንዲን ስህተት ላይቶ ያውቃል ብዬ ስለማላስብ ነው።:

I:- እሽ የተለየ ካለ ?

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S6:- እኔ የምለው ሁለት ነገሮች አሉ::1ኛ የተማሪውን ደካማ ጎን በደንብ ለይቶ ላላውቀው እችላለሁ::ሌላው ይሉኝታ ይይዘናል::ማለት ተሳስተሃል ብለው ምን ይለኛል እያልኩ አስባለሁ::ስለዚህ ….ከpeer ይልቅ የመምህራን WCF ይሻላል::

S7:- peer-feedback ጥሩ ነው::ነገር ግን ትልቁ ችግር እርስ በርስ አንተማመንም::ጓደኛዬ የሰጠኝ comment ሆን ብሎ ውጤት ለመቀነስ ይመስለኛል እንጂ በትክክል ስህተቱን ለይቶ አይመስለኛም::ነገር ግን ብንተማመን ጥሩ ነበር::አንዳንዴ እኮ peer-correction ጥሩ ነው::እንዴውም የተሻ CF ሊሰጠን ሁሉ ይችላል::

I:- ok ….now tell me the truth … መምህሩ አርሞ ከመለሰላችሁ በኋላ ትኩረት የምታስጡት ለውጤት ነው ወይንስ ለተሰባችሁ comment ነው?ሌላው ለመሆኑ የተሰባችሁን comment (feedback) ሌላ essay ስትፅፉ ትጠቀሙበታላችሁ?

SS. (ሁሉም በመሳቅ መዝገመሪያ የሚያዩት ውጤቱን እንዱሆነ ተናገሩ.)

I.   Okay… explain it, please?

S8:- እ… እኔ መጀመሪያ የማየው ውጤቱን ነው::ከዚያ በኋላ ነው የሰራሁትን error (ስህተት) የማየው::ነገር ግን የመምህሩ የሰጠኝን comment በአብዛኛው ጊዜ አልጠቀምበትም፤ምክንያቱም በሌላ ጊዜ የምፅፈው Essay በአዲስ ርዕስ (topic) ስለሆነ ብዙም አልጠቀምበትም፤Discourse type ስለሚለያይ::ነገር ግን በተለይ first draft ላይ comment (correction) የሚሰጠን ቢሆን final draft ስንፅፍ ስህተታችን በደንብ አስተካለን ላለመድገም እንፍ ነበር::

S9:- እኔም መጀመሪያ ትኩረት የምሰጠው ለውጤት ነው::ከዛ በኋላ ነው የተሰጠውን feedback የማየው::

I:- የተሰጠውን feedback አስታውሰህስ ሌላ ጊዜ ስትፅ እያስታወስክ ለመጠቀም (ለማስተካከል)ትሞክራለህ?

S9:- አዎ! በተቻለኝ መጠን በፊት የሰራሁትን ስህተት ላለመድገም እሞክራለሁ::ከጊዜ ወደጊዜም የፅሁፍ ችሎታየን እያሻሻልኩ ነው::የመምህሩ WCF በጣም እየጠቀመኝ ነው::

I:- ጥሩ…… አንተስ?

S10:- ያው እንደማንኛውም ተማሪ መጀመሪያ የማየው ውጤቱን ነው:: የተሰጠውን feedback ሌላ essay ስንፅፍ ስለምንጠቀምበት ጥሩ ነዉ::

I:- ስለዚህ የሚሰጣችሁ comment(TWCF) እየተጠቀማችሁበት ነው ማለት ነው?

S S: (ሁሉም ተማሪ) አዎ! ከዚ ወደጊዜም ችሎታችን (የፅሁፍ)እያሻሻልን ነው::

S11:- አዎ!ለምሳሌ መጀመሪያ ስንፅፍ የነበረው Essay እና አሁን ያለው አይገናኛም::በብዙ መንገድ በሚሰጠን CF የተነሳ እያሻሻልን ነው::የመምህሩ WCF በጣም ጠቅሞናል::

I:- ጥሩ::ሌላው ቅድም ስጠይቃችሁ በሁሉም ስህተታችሁ ላይ መምህሩ correction እንዲሰጣችሁ ነው የምትፈልጉት, i.e comprehensive feedback ነገር ግን ቀይ በቀይ ሆኖ ሲመጣ ስታዩት ምን ይሰማችኋል? i.e., lot of negative feedback ቢሰባችሁ ምን ይሰማችኋል?

S12:- እ..እኔ ብዙ ከተሳሳትኩ ነው ብዙ negative feedback የሚሰጠኝ::ስለዚ ለእኔ ጥሩ ነው::ብዙም discouraging አይደለም::

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S13:- መጀመሪያ ላይ ለምሳሌ Argumentative writing ነበር የፃፍኩት መምሀሩም በጣም ብዙ CF ነበር የሠጠኝ ያገኘሁትም 4/10 ነበር፡፡በጣም ደንግጬ ነበር፡፡ቢቃ በዚህ Course "F" ማግኜቴ ነው ብየ ፈራሁ፡፡ከዛ በኃላ ብዙ CF እንዳይሰጠኝ ፀሁፍ (writing) መለማመድ ጀመርኩ፡፡አሁን የተሻለ ስለምፅፍ ብዙም CF አይሰጠኝም፡፡

I:- እሽ ሌሎቻችሁስ?

S14:- አይ ሲበዛ እንኳ ሞራል ይነካል haaaa…..

I:- ok …. ግን ለምን ይመስላችኃል ስህተት የምንሰራው? (the sourse of error)?

S1- እኔ writing course በራሱ ከባድ ስለሆነ እና እንድንፅፍ ስለሚ.ጋብዘን ብዙ ስህተት እንሰራለን፡፡

I- እ… ስለዚህ በ writing በ course ምክንያት ነው ስህተት የምትሰሩት?

S2- እ… አይ ዋና ውከበፈት ልምድስ ለሌለንነው፡፡ lack of practice ይመስለኛል፡፡

S3- እ…. እንግሊዝኛለኛ foreign language ስለሆነ ከባድነው፡፡ ቋንቋ በየጊዜው ያድጋል ፡፡ አዳዲስ ቃላትም ይፈጠራሉ፡፡ እና ደግሞ ከ class ውጭ በአፍምፍቻ (mother tongue) ስለምናወራ በ English skills poor ነን፡፡

S4-ለኔ the main sourse of error is lack of experience ይመስለኛል፡፡ምክንያቱም ከታች ክለስ በተለይ writing skills ላይ ልምድ ስለሌለን ስህተት እንሰራለን፡፡

I-እሽ……

S5-እ…ሰው በመሆናችን በራሱ ስህተት እንሰራለን፡፡ ዋናው ግን lack of experience (ልምድማነስ) ይመስለኛል ምክንያቱም ከታች ክላሰ የመፃፍ ልምድ አልነበረንም፡፡ ሌላው·Englishis a foreign langue.

I- እሺ እስኪ አንተስ?

S6-ለእኔ ደግሞ ዋናው ቸግር carelessness ነው፡፡ ለ writing skills ትኩረት አለመስጠት ነው፡፡እንዴሌሎች skills ትኩረት ብንሰጠው የተሻለ እንፅፍነበር፡፡

I- እም…

S7- እኔም የምለው ዋናው የexperience አለመኖር ነው፡፡ ሌላው ግን carelessness ነው፡፡ ለwriting skills ትኩረት አለመስጠት፡፡

I: በጣም ጥሩ፡፡ የተለየ ሃሳብከ ከሌላችሁ በwriting course ወይም አጠቃላይ WCF በተመለከተ ተጨማሪ አስተያየት ከላችሁ እድሉን ልንሰጣችሁ፡፡

S8- እኔ የምለው በእንግሊዝኛ አራት እስኪሎች አሉ ስለዚህ አንድ ሰው በspoken ነበዝ ሆኖ በ writing ጥሩ ካልሆነ ስኬታማ (effective) አይሆንም ስለዚህ አንድ ተማሪ ለሁሉም እስኪሎች ትኩረት ሰጦ practice (ልምምድ) ቦያደርግ ጥሩ ነው፡፡

S9- እ…. ሁላችንም እንግሊዝኛ ሜጀር ተማሪዎች ስለሆንን የwriting skills ቸሎታችን ማሻሻል አለብን ብዬ አምናለሁ፡፡

I: ጥሩ ተጨማሪ ከሌላ በጣም ነዉ አመሰግናለሁ፡፡

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4.   *Sample FGD with TB students (English Version)*

I.   First, I'd like to say thank you very much for being a volunteer for this interview session. The main objective of the study is about English writing skills and teachers' written corrective feedback (WCF). Besides, the study focuses on students' beliefs and preferences towards their teachers' WCF. Ok, first I would like to ask you some general questions about yourself.

I.   Ehhh…your year of study?

SS. (All students said second year)

I.   Your age and sex?

SS. (All participant students were male and their ages were between 20-25).

I. How would you rate yourself as a writer in English?

SS. (all students) Concerning their English language proficiency, most of the students rate themselves as 'good' for their level of English writing only one student said 'I am very good' in English writing)

I. Now let us talk about your previous English language learning experiences and about your role model teacher (if any)

S1. Ok…fortunately English subject is my favorite subject, and after I came to University, I joined in the English department.

I. Therefore, English is your first choice.

S1. Yes

I.   Ok… did you have any previous English teacher(s) that you take as a role model? Why?

S1. When I was in grade 11 and 12 there was a teacher named Mr. Seleshe. He taught us very well. He always advised us to read different reference books. So, he was a good teacher for me.

S2. Eh…I was not good at English in previous years. And, I even did not give focus to the subject. Especially, there was a teacher called Mr.Tesfay. If we disturb him or if we have not done the given homework, he always insults us, he said "Buishity". And we gave him the name "Buishity". Actually, he was a good teacher although I did not give focus on the subject. For example, he taught us about discourse markers and conjunctions. In addition, after I joined University, I got the same kind of topics… I relay regrets because I did not give focus before for the subject…

I.   What about now? Do you like the English language(subject)?

S2. Yes! I'm happy now although it was not my first choice. It was my 6th choice. My family also warned me to have a degree in any field of study. But, after I join to this department, I like it. I'm just happy to learn the language.

I.   Ok…good…

S3. I had a good experience because of my excellent English teachers until grade 5-8. But, after grade 9-12 I didn't have good teachers, so I was not that much interested.

I.   Why?

S3. Emmm… for example, Mr. Awoke was an English teacher who taught me from grade 5-8. He was so friendly and brilliant. He gave us a brief note. He always encourages us. But, after grade 9 teachers' approach was not good. Then after I was not interested to learn the English language and I did not give focus on the subject. Even after I came to this University, English department was not my first choice. But, now I am really happy and learned the subject with interest.

I.   Ok…Emmmm…

S4. …I was good at English and other subjects when I was an elementary and junior student. Especially, my high school teacher Mr. Tadese Degefu Tuku was a very talented teacher.

I . Ok… how Mr. Tadese was teaching English?

S4. Ehhh… He asked us different questions (out of the textbook). He constantly checked our homework. He also made us ready for national exams. These all helped us to like the English subject. After I came to University from Other Science I preferred and selected the English department. Now I am happy with that…

I . Ok…you?

S5. Until grade 10, I have learned English subject appropriately. But, after grade 10 I was not good and I didn't have an interest. Especially, in English lesson/program/ I just left the class I didn't attend properly. And even after I joined University, English was not my first preference, but now I am happy and I like my department.

I . ok… what about you?

S6. Starting from elementary school, I have learned English with a good feeling/interest/. I even got a good result in the grade 10 national exam. However, in grade 12 I didn't have a good teacher, and here in the University also English department was not my first choice, it was my 7th. But, now as I have no other options, I tried to attend properly.

I . Good…

S7. Ok… I have learned English subjects with interest starting from the lower-class till now. I repeatedly practiced English pronunciation. Especially, my grade 11 and 12 English teacher was very good. He used a good teaching method. The given 40 min was not enough while learning English. Besides, I would like to thank teacher Mesiet and Meseret. They gave time for grammar and speaking lessons. But, in University English was not my first choice, but I am happy because we do have good English teachers. Especially, our current writing teacher is good now…

I . Good…

S8. Thank you. I do have a good interest in the English language. When I was in grade 1-8, I was a model for other students. But, after grade 9, things were changed because of the teacher. He was not good and he always argued with students including me. Once I argued with him and he insulted me that "you are stupid even you did not write your name in English". After this, I hate the subject. …English department was not my preference. But, now I am ok…

I . Oh… now you should better like the subject more. You have to be an English teacher to show how you are good at English. (a teacher that you insulted…) haaaaa

S9. Ok, thank you. There was a teacher called Mr. Gemechu who was very talented. He encouraged us (to practice the language). But, our grade 9 teacher was not good. She was not taught us properly as she was sick repeatedly. She always missed the class, and when she came to class, she only ordered us to read the textbook. After that time, I lose my interest in the subject. Even we took exams without learning the subject, and the result was not good.

I . What about now? Was that your first choice?

S9. No. But, after I joined to the English department, I like it. I'm happy now…

I . Ok…let's proceed…

S10. Ok… when I was in grade 1-4, there has been a good English teacher. Once a week (on Wednesday) we had an English day. We tried to speak only in English. But, in grade 5-8 there was a woman who didn't teach us properly. She was quite different from our previous teacher. Again, grade 9 and 10 English teacher was not good for me. But, our grade 11and12 teacher was very clever.He has an MA degree, and he taught us very well. He helped us with the national exam. When I joined University, English was not my choice, but I believe that I will be successful.

I. Good. What about you?

S11. Ok, thank you. I was really lucky because I have got good English teachers starting from lower classes up to now. My grade 12 English teacher Mr. Tilay was different from others. He

taught us very well. Almost 70% of his students got above 50 from the entrance exam. For example, if the answer to a certain question was B, he would not only tell us the answer but also explains why the answer was B. When I came to University, English was my 5th choice, but I prefer the English department from other social sciences. Now it's ok. It is good.

S12. Yes. Ehmmm… I liked English very much when I was elementary (1-8). My teacher was very fluent. He motivated us while we were speaking in English. I also liked the subject more than others. But, in grade 9 and 10 we got an old English teacher. He taught us by sitting on one side of the classroom. Simply, he ordered us to discuss the exercises that are only found in the textbook. Then, we took the entrance exam without full preparation. Similarly, I did not get a good English teacher in grade 11 and 12. They were not voluntary to prepare us for the national exam because of all these I hate the subject. And when I came to University, I was ready to learn in any department except English, but as I was afraid I join to the English department. But, now I am happy I like it even I don't want to change my department (haaaaaa).

I . It's good. What about you?

S13. As other students said, I like the English subject starting from elementary school. I have had good language teachers. But, still English is difficult for me. Of course, I have missed the class frequently. Nevertheless, currently, although it was not my first choice, I'm learning the subject happily.

I. Good!

S14. Thank you. I was also good at English. Especially, my grades 1 and 2 English teacher was very good, and because of that, I started reading in English when I was in grade 1. Still, I'm good at English. Even the English department was my first choice, so I am happy now.

I. Good. Now let's come to specifically about writing skills. By the way, do you think that English writing skills is more difficult than other skills? How would you like to learn the skill?

S1. Writing skills has its own regulation. While we are writing in English, we do have lots of ideas, but as it needs the correct grammatical structure, it is difficult for us.

I. Why the skill is more difficult?

S1. Writing skills has its own regulation. While we are writing in English, we do have lots of ideas, but as it needs the correct grammatical structure, it is difficult for us.

I. Why writing skill is more difficult?

S1. Umm… writing needs good grammar knowledge. It has different rules. But, teachers simply ordered us to write in English without making us know the basic rules. Besides, as we did not have experience before, writing in English is difficult. In lower classes, we did not practice writing that's why it makes it more difficult. But, if we learned before, it may not be that much difficult now… Even, writing skills is given as a subject only at University level, but before I came to University, only reading and grammar points were got focus. Thus, I don't believe that I am successful in writing now, but I will try my best in the future…

I . Ok,

S2. What I am saying is also in the previous class levels we did not practice writing skills. That is why I am still not good at writing skills. Umm…what I remembered is that we wrote only one paragraph about letter writing when we were lower class. Even, after I came to University, I got difficulties while I am writing a paragraph or essay.

S3. In lower classes, writing skills did not get focus, we may write one paragraph in a year. Thus, now writing is difficult for me. I am not good at writing. Our current writing teacher corrects every single error, and because of this, our result is very low. Even, we got less than 6 from 10%. Therefore, I do not have the interest to write the next paragraph because the teacher uses the given WCF for the purpose of grading not for learning. Thus, I don't have an interest in writing skills.

I . Yeah… good.

S5. Yes. Language includes the four skills, but when we came to our previous experience, I did not have any experience. I am not good at writing, but I do have good experience in speaking skills. Although I know lots of grammar points, writing is difficult for me.

I . Well, let us proceed…

S6. Hmm… what makes writing skills difficult is lack of experience. In lower-level classes, I remembered that we wrote only a letter in our mother tongue. After that, until grade 12, we only learned about grammar. We learned lots of grammars. However, if we have learned writing skills properly before, it would have been easy now.

I. Ok, what about you?

S7. As far as I remembered, we did not learn writing separately whether in elementary or high school. I started writing a paragraph or an essay in English after I joined university. But, in the previous lessons, we only focused on grammar as mostly entrance exams cover lots of grammar points.

I: ok

S8. When we were elementary classes, we only learned about writing as one of the four skills, but we never write and practiced it in the classroom. I also never write and practice writing in English by myself. I started writing for the first time in English is here in the university when I was a first-year student in the course Basic Writing skills. It was difficult, but I am trying to improve from time to time…

S9. To tell you the truth for me the English language means knowing grammar rules. This is because when we were in-lower classes, we mostly learned grammar. Sometimes we read texts in English, but we never write in English. Thus, writing is more difficult than other skills. It is very difficult for me. As I gave more focus to the result than the feedback given, still I'm not good and interested in writing.

I. Ok… what about you?

S10. Totally, writing was not given much attention in lower level classes. What I remembered is that one of our English teachers was dictated us to write in English, and checked our spellings and punctuation marks. Beyond this, we did not learn specifically about writing because of this currently writing courses are difficult. Our teacher corrects all our spelling, punctuation, grammar, conjunction, content and organization errors, and this makes writing essays difficult. But, it helped us to improve our writing skills.

I. Ok…Emmm…

S11. We were not learnt as a course in previous classes. Even, when we sometimes write a paragraph, the teacher only sees the concept and gave us a good result, so we did not know our errors. After we came to university, we took writing as a course. Although it is necessary, it is very difficult. But, to improve my writing skills, I'm practicing daily.

S12. As all students mentioned, writing skills was not given emphasis in lower classes. Even I don't know writing is as important as other skills. Now, as I am an English majoring student, I know its importance. However, as I do not have good experience before it is very difficult.

I. Good…what about others?

S13. Although writing is a basic skill, we don't have experience before. But, as it improves our thinking ability, I like the skills very much.

S14. Before the university level, writing was not given focus. Even teachers didn't teach us if they found some writing activates in the textbooks they rather said 'you are going to learn if you join university." Therefore, after we joined to university, the course writing is very difficult. But, if we were learned before, we would have better writing ability.

I. Ok good. Thank you very much. Now let me ask in which way you want to learn writing, and what is expected from teachers to improve your writing ability?

S1. Ok… first we should have an interest in the skill because if we don't have an interest in whatever strategies the teacher uses, we may not be a good writer. Second, the teacher should consider our proficiency level because the current writing teacher is simply thought us in his on ways. While he gave us corrective feedback, he did not consider our preferences he rather corrects by his own methods. This did not encourage us to write.

S2. Hmmm… well in this university writing teachers have grate problem in the provision of WCF. For example, at the beginning of this writing course, we were learned about argumentative writing and the teacher feedback was not clear. Even now although the course has a module, the teacher should give us enough explanation before we write. While he provides comments, he should also better start form positive to negative CF…

I. Ok… good

S3. Hmmm… before we write, we should better learn all the discourse types very well. Then based on the given examples, we can write easily. The given feedbacks should also be clear and the teacher should correct our errors directly by saying tense error, spelling error, etc…

I. Good…hmmm…

S4. As we are English major students and English is a foreign language for us, we should learn writing effectively. While we are writing, the teacher should correct each and every error as we may forget punctuations, spellings, writing approaches, etc. Thus, our teacher should give much focus on writing skills and the feedback given. Besides, instead of theoretical aspects, more focus should be given to the practical part of writing.

S5. Our current writing teacher is very good. He read our essays in detail and gave us feedback. Before we write essays, he shows us some examples (models) then we will write our own. But, he is not good while giving grades; obviously, we give more focus on grades than the feedback given.

I. Good… what about you?

S6. What I want to say is that although different examples (activities) are included in the course module, teachers should add their own additional examples. Then, based on the given examples, we can practice in own writings. The other thing is that it is not good giving feedback for every single error. For example, he commented me to say 'should' for the word 'could', so when the teacher provides feedback, he better focus on major errors like grammatical errors…

S7. Most of the time, without knowing and learning about the different discourse types, we simply write a paragraph/essay/. But, it will be good if we write essays after we learned about each discourse type. The other thing, the teacher should better comment on both content and grammar, but our teacher gives more focus on diction and punctuation marks.

I. Good,…

S8. Hmmm… as my friends held our current writing teacher gives correction more on punctuation marks, capitalization and diction. For example, previously, the teacher ordered us to write an essay on the topic, "coffee preparations", and while providing feedback, he substitutes the word 'prepare' with 'make' on some of the students' texts, and he said 'prepare' for others who said 'make'. Thus, teachers should better give feedback on all types of errors than only dictions.

I Ok**…** as you talk about the teacher's written corrective feedback, let me ask you about it. Do you believe that the teacher WCF helps you to improve your writing accuracy?

SS. (all students) Yes!! It is very important.

I. Good! Which kind of WCF do you want? For instance, correction on your grammar or content or both? Let's proceed from you…

S9. Most of the times when we write paragraphs/essays individually or with our peers, our texts are full of fragments. But, the teacher mostly focuses on word choices. Besides, he never told us why he changes (substitutes) one word with the other. He directly corrects by himself. Besides, it is good if he provides comments for every error.

I. Ok… next

S10. Hmmm… I believed that teacher WCF should be given on both grammar and content errors. That means if the teacher corrects all my errors, I am not going to repeat it in the future. So, he should provide feedback to all my errors … as we are going to teach based on the teacher's feedback and lessons.

S11. Although it is difficult for teachers to provide feedback on both grammar and content errors, our teacher gives comments to all errors. But, it will be good if he told us the reasons or the type of errors.

I. Good…

S12. Emmm… sometimes the teacher simply gives us unnecessary feedback as if we are students. This is not good trained.

I. Ok…what else? … Good. The other thing, did you have any discussion (conferencing) after you received CF from your teacher?

SS. (All students said that they sometimes discuss about the given feedback with their teachers).

S13. We sometimes discuss some of the errors that we committed in our texts. By nominating sample corrected texts from students, the teacher shows us the common errors.

I. Ok… did you get WCF in your first draft and then write the final one or you simply write your final draft and got feedback from teachers directly?

S14. No! We never get feedback in our first draft to write the final one.

S1. We did not get teacher WCF in our first draft. Always, we write the final draft based on the given topic, and the teacher returns back by giving feedback and result (grade). Of course, before we write the final essays/paragraphs/, we practiced on different topics. But, we never get feedback with similar topics before we write the final one. We always write new topics.

I. Ok. The other thing which kind of WCF did you get from your teacher in your texts? That means is the teacher directly corrects your error by giving the correct answer or indirectly underline or encircle the error in your texts.

SS. (all students said he directly corrects our errors).

I. Please, tell me one by one?

S1. That means he encircled the error and substitute by the correct word or if it is a spelling error he directly corrects it. He also directly corrects if there are punctuation mark errors.

S2. Mostly he corrects our errors directly. But, the problem is when he substitutes one word with the other, he did not tell us the reason why he prefers/uses/ that word. Except for this, as the correction is direct, it is clear.

I. Therefore, the teacher WCF was direct.

S3. Yes. On the other hand, sometimes the teacher let us write the text together and provide feedback. Then, based on the given comment, we write individually and the teacher himself provided us feedback.

I.   Yes, I have seen that kind of feedback during the classroom observation. You wrote the text together and he provides you feedback. That was good trained. But, did he give you a chance to comment and give a grade to that specific peer text?

S4. No. mostly while we were writing in peers, he tried to check and commented on our texts. But, if he wanted to give a grade, he ordered us to write in peer/individually/ and submit it, and then he gave both comments and grades.

I.   Ok. By the way, which do you prefer? Peer's or teacher's WCF?

S1. Hmmm… for me teacher WCF is better than peers' CF. As I thought the teacher is better than me, I give more focus for his feedback, but when my friend gives me feedback, I don't give attention because I believed that he/she has not different knowledge/experience/ better than me. Even my friend may not correct all of my errors.

I.   Good…

S2. Hum… I do not believe that students' corrective feedback is professional, but we believed that the teacher has better knowledge, his WCF is better than peers' WCF.

S3. When peers provide WCF, they do not correct every error. Besides, we believed that our friends (students) might not have lots of experience, so we did not accept their WCF. Hmmm…the majority of students are also boosters… everyone thinks that they are superior to others, so teachers WCF is better than peers.

I.   Ok… what else?

S4. I believed that teachers should give WCF. Corrective feedback given by peers may not be correct. I don't think that he/she corrects all my errors correctly.

S5. Most of the time students don't correct properly their friends' texts. They simply leave errors as if they are correct. They can't identify each error correctly. I also don't believe that peers' feedbacks are correct.

I.   Why don't you accept/ believe/ in your friends (peers) CF?

S5. Hum… because I don't think that students know all types of errors.

I.   Ok… any additional idea?

S6. I would like to say two things. First, I may not know the strong and weak side of that student. Second, am afraid to give feedback to my friend because I think that he/she may not be happy with the feedback given. So, teacher feedback is far better than peer feedback.

S7. Peer-feedback is good, but the main problem is that we do not trust each other. We believed that my friend gave me comments purposefully to minimize my grade not to show me the exact errors. But, if we trust each other, we even gate better feedback than teachers.

I.   Okay. Now, tell me the truth, when you received the corrected paper, did you see the given result first or the WCF? And, the other thing do you use the given teacher's WCF while you are writing another essay?

SS. (All students laughed together and said we first see the result…).

I.   Ok. Explain it, please?

S8. Hmmm… first, I will focus on the result then I will see the errors that I made and the feedback. But, most of the time I will not use the teacher's feedback because we always write the essay on different topics and discourse types. But, if the teacher was given us feedback in our first draft, we would write the final one correctly without repeating the previous errors.

S9. I also give attention first to the result. Then, I will check the given WCF.

I.   Eh… what about you? Do you try to avoid errors that you committed before while writing another essay by remembering teacher's WCF?

S9. Yes. As much as possible I tried my best to not repeat my previous errors. My writing skill is also improving from time to time. My teacher's WCF is helping me more.

I.   Good. What about you?

S10. Similarly, I have tried to see first the grade from my paper. But, as I used the teacher WCF while writing another essay, it is very important.

I.   Therefore, you are effectively applying your teacher's WCF.

SS. Yes. We are also improving our writing skills.

S11. …for instance, our current essay is quite different from the first one. Because of our teacher's feedback, we improved a lot. The teacher's WCF helped us a lot.

I.   Good. The other thing, as you told me previously you wanted corrective feedback/correction/ to all of your errors i.e., you preferred comprehensive CF, but what do you feel if the teacher gives you lots of negative feedback on their writings?

S12. Hmmm… the teacher may give me lots of negative feedbacks if I make lots of errors. So it is very important to me. It is not that much discouraging.

S13. At the beginning of the course, for instance, we were writing an argumentative essay, and I got lots of corrective feedbacks and my result was 4/10. I was so scared I thought that I will get an 'F' in this course. But, after I got that result, I was practicing a lot to improve my writings. Currently, as I am writing a good essay, the teacher does not give me a lot of CF.

I.   Well… what about others?

S1. No… having lots of negative feedbacks is discouraging (Haaaaa…)

I.   Okay….By the way why we make errors?(the source of error)

S2. For me writing by its nature is difficult and the other thing is that it leads us to writing so we make errors.

I.   Hmmm… did you mean the course itself leads you to make errors?

S2. Emm… No the basic problem is we don't have writing experience before. It is lack of practice…

S3. …as English is a foreign language for us, it is difficult. Language always changed and new words are created. However, we do not have access to use English language out of the classroom because we only use our mother tongue out of the class.

S4. For me the main source of error is lack of experience. Especially, while we were in lower level classes, we did not have writing experience so we made errors.

I.   Ok…

S5. Naturally, as we are a human being we made mistakes. But, the main problem is lack of experience as we did not have any writing experience in lower classes. The other thing is that English is a foreign language.

I.   Good, what about you?

S6. For me the main source of error is carelessness, and lack of giving focus for writing skills. But, if we were giving attention like other skills, we would write better texts.

I.   Ehhh…

S7. Similarly, I believed that the main problem is lack of experience. The other thing is lack of care and attention to writing skills.

I.   Very good. If you do not have different idea about this, let me give you chance if you want to add ideas about writing skills or the WCF in general.

S8. What I want to say is that as we know there are four language skills and if someone is good at speaking and not good at writing he/she may not be successful. Thus, a student should give due attention for all skills and practice a lot.

S9. Emmm… I believed that as we are English major students, we should improve our writing skills.

I.　　　　If you do not have any additional ideas, thank you so much for your constructive information.

5.　　*Sample FGD with TC students (Amharic Version)*

I - በቅድሚያ ለውይይቱ (FGD) ፍቃደኛ ስለሆናችሁ ከልብ አመሰግናለሁ፡፡ የጥናቱ ዋና አላማ የ writing skills መምህራንን በ written corrective feedback(WCF)ላይ ያላቸው አመለካከትና ትግበራ (WCF beliefs and practices) እና ተማሪዎች ለመምህራን የጹሁፍ ግብረመልስ (WCF) ላይ ያላቸው አመለካከት እና ምርጫ ላይ ነው (students' WCF beliefs & preferences)….እሸ መጀመሪያ ግን እስኪ ስለእናንተ አጠቃላይ የሆኑ ጥያቄዎችን ልጠይቃችሁ፡፡ ok tell me your year of study , department, age and sex.

　(Year of study ------2^(nd) , Age ------ 20 -24 , Sex -------------1 ሴት እና 5 ወንድ)

I.　　　　How do rate yourselfe in English writing ability?

SS.　　　　(Most of them rate their writing ability as adequate and very few of them said good).

I:- ok አሁን ደግሞ እስኪ ሳለለፈው የእንግሊዝኛ ትምህርታችሁ ልጠይቃች፡፡እስኪ በፊት እንግሊዝኛ ስትማሩ ደስተኞች ነበራችሁ?ለኔ ሮል ሞዴል ነበር የምትሉት መምህርስ ነበራችሁ? Elementary ወይም high school ሊሆን ይችላል፡፡

S1:- እ ….በተለይ ሃይስኩል እያለሁ ከሴቶ የበጠ ደስ የሚለኝ እንግሊዝኛ ትምህርት ነበር፡፡ጥሩ መምህርም ነበሩኝ፡፡እዚህ ከመጣሁ ግን እ …. እ … ከበድ ስላለ ይመስለኛል እንደበፊቱ አይደለሁም፡፡

I:- ለምሆኑ ለኔ ጥሩ ሮል ሞዴል ነበር የምትለው መምህር ነበረህ?ለምን?

S1:- አዎ!አቶ ብርሃኑ የሚባል መምህር ነበር፡፡ፅሁፍም በእንግሊዝኛ ያለማምደን ነበር፡፡ግብረ መልስ (comment) የሰጠን ነበር፡፡በተለይ መምህሩ ከተማረው ጋር በጣም ይግባባ ነበር፡፡የፈለግነውን references እንጠቀም ነበር፡፡ እ…እ እዚህ ግን ከኢንተርኔት ከተጠቀምን የእናንት አይደለም እንባላለን፡፡

S2:- እኔ በተለይ ታች ክላስ እያለሁ ማለትም ከ1-8 ከሁሉም የበለጠ የምወደው subject እንግሊዝኛ ነበር፡፡ምክንያቱም አቶ ሙላት የሚባል መምህር ነበር፡፡ሁሌም አርብ አርብ paragraph እንድንፅፍ ያደርገን ነበር፡፡ከዚያም አርሞ feedback ሰጥቶ ይመልስልናል፡፡በዚህ ምክንያት English subject አወደው ነበር፡፡ ነገር ግን ከ10ኛ ክፍል በኋላ መምህራንም ትኩረት ስለማያይስጡት እኔም ትኩረት አልሰጠውም ነበር፡፡አሁን ኢዚህ ደግሞ ፍላጉ ባይሆንም እንግሊዝኛ ዲፓርትመንት ገብቻለሁ፡፡ግዴታ ስለሆን እየተከታተልኩ እገኛለሁ፡፡

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I:- እሽ አንቺስ?

S3:- እኔ elementary class እያለሁ እንግሊዝኛ subject ላይ ጥሩ አልነበርኩም::መምህራን ጥሩ አልነበሩም::ኬርለስ ናቸው:: High School ስገባ ግን መምህራን ጥሩ ስለነበሩ እኔም በደንብ እከታተል ነበር::ጥሩ ውጤትም ነበረኝ::አሁን እዚ University ስገባ እንግሊዝኛ ዲፓርትመንት ምርጫዬ አልነበረም::ነገር ግን ግዴታ ስለሆነ እየተከታተልኩ ነው::

I:- እሽ …..

S4:- አመሰግናለሁ:: ከሁሉ የበለጠ elementary class እያለሁ እንግሊዝኛን በጣም ነበር የምወደው::በተለይ ቃላትን ፕሮናውንስ ማድረግ ላይ ጎበዝ ነበርኩ::በጣም ነው የምወደው::ነገር ግን grammar rules በጣም ነበር የሚከብደኝ::ያስቸግረኝ ነበር::መምህራን ግን ጥሩ ነቡ በደንብ ነበር የሚያስተምሩን ::ኢዚህ ዩኒቨርስቲ ከመጣሁ በኋላ ግን እንግሊዝኛ አራተኛ ምርጫዬ ነበር::ነገር ግን English department ገባሁ::ያው እ …ምንም አይልም::

I:- ok ….ጥሩ ሌላስ?

S5:- አመሰግናለሁ::እንግሊዝኛ አለም አቀፍ ቋንቋ ስለሆነ ለቋንቋ ያለኝ አመለካከት ጥሩ ነው::ነገር ግን ከታች ክላስ ጀምሮ በእንግሊዝኛ መሰረታዊ እውቀቶች ላይ ችግር አለብኝ::ለምሳሌ grammar ላይ ትልቅ ችግር ነው ያለብኝ::

I;- ጥሩ አንተስ ?

S6:- አመሰግናለሁ::እኔ በተለይ ከ1-7ኛ ክፍል እያለሁ እንግሊዝኛ ላይ ጥሩ እሰራ ነበር::መምህሮቻም ጥሩ ነበሩ::ለምሳሌ ከ1-2ኛ ክፍል ቲቸር ዘውዲቱ እና ቲቸር ብሩክታይት(3-4ኛ ክፍል) ጥሩ የተማሪ አቀራረብና የማስተማር ዘዴ ነበራቸው::በቡድን እየተከፋፈሉ እንግሊዝኛ practice እንድናደረግ ያደርጉን ነበር::ስህተትስንሰራም immediate feedback ይሰጡን ነበር::7-8ኛ ክፍል ደግሞ አዲስ አለምና መኮንን የሚባሉ መምህሮች ነበሩኝ::ጥሩ መምህራን ነበሩ::እኔም ጥሩ እምከር ነበር:: በተለይ የ7ኛ ክፍል እንግሊዝኛ መምህራችን እያንዳንዳችንን ማለትም የ50ተማሪዎችን ስም በቃሉ ይዞ በስማችን እየጠራ ነበር የሚያስተምረን::በተጨማሪም speaking and grammar ላይ ትኩረት ያደርግ ነበር::ነገር ግን ከ8ኛ ክፍል በኋላ መምህሮች ጥሩ አልነበሩም ከዚያ በኋላ የኔም ፍላጎት እየቀነሰ መጣ::

I:- ስለዚህ የመምህሩ የማስተማር ዘዴ ትምህርቱን እንድትወደውም እንድትጠላውም ሊያደርግ ይችላል ማለት ነው?

S6:- አዎ አዎ እንደዛ ነው::

I:- እሽ አሁን በቀጥታ ስለ English writing skills እንነጋገር:: Do you believe that writing skills is difficult? ከሌላው Language skills የበለጠ ከባድ ነው ብላችሁ ታስባላችሁ?ለምን?

S1:- እ…. እኔ እንደሚመስለኝ writing የሚከተላቸው ህጎች ስላሉት ለምሳሌ:- paragraph ስንፅፍ thesis statement መፃፍ፣controlling idea እንዲኖራ ማድረግ etc.የመሳሰሉትን ህጎች ስላሉት ከሌሎች ስኪሎች የበለጠ writing ከባድ ነው::

I:- እ that means …. writing is more formal than other skills.

S1:- yes writing more formal ነው ብዬ ነዉ ማስበዉ::

I:- እሽ ሌሎቻችሁስ ምን ትላላቹ በዚ ዙሪያ?

S2:- እኔ ብዙ ከባድ ባይሆንም ከነበረኝ የበፊት ልምድ ማነስ አንፃር writing ከባድ ነው፡፡በፊት(ከዩኒቨርስቲ በፊት) እንግሊዝኛ የምንፈተነው በምርጫ ነበር፡፡አሁን ግን አብዛኛው ፃፉ ነው፡፡በዚህ ላይ ሜጀር ተማሪ ስለሆንን እና more detailed ስለሆነ ከባድ ነው፡፡በተጫማሪም ከበፊት የመፃፍ ልምድ ስላልነበረኝ ና preparatory እያለሁ ጥሩ መምህር ስላላነበረኝ ትልቅ ተፅዕኖ ፈጥሮብኛል ፡፡writing skills ከባድ ይላል፡፡

I:- እሽ አንተስ?

S3:- ለእኔ ከሌሎች skills ጋር ሳነፃፀረው writing skill የበለጠ understanding ይጠይቃል፡፡በተለይ ከ1-9ኛ ክፍል እያለን writing ተምረንም ሆነ ፅፈን practice አድርገን አናውቅም፡፡ነገር ግን ከ10ኛ ክፍል በኃላ በመጠኑ ተምረናል፡፡ writing skill የበለጠ practice ይጠይቃል እንጂ ከሌሎች የበለጠ ከባድ አይደለም፡፡

I :- ok …good …

S4:- እ .. እኔም የምለው writing skills ለኔ ከባድ ነው፡፡ታችክላስ ስንማር even paragraph እንዴት እንደሚፃፍ እንኳ አሳይተውን አያውቁም፡፡ስለዚህ በትክክል paragraph በእንግሊዝኛ መፃፍ የጀመርኩት እዚ ዩኒቨርስቲ ከገባሁ በኃላ ነው፡፡በተለይ ታች ክላስ focus የምናደርገው የነበረ grammar ላይ ብቻ ነበር፡፡ስለዚህ ለእኔ writing ከባድ ነው በተለይ የበፊት experience ስላልነበረኝ፡፡

I :- እሽ አንተስ የተለየ አስተያየት አለህ?

S5. Writing ለኔ ከባድ ነው፡፡

S6:- ለኔም writing skill ከሌሎች የበለጠ ከባድ ነው፡፡

I :- እሽ፡፡ አብዛኛቻችሁ writing skill ከባድ ነው ብላችሁ ነው የምታምኑ ስለዚህ የwriting skills ችሎታችሁን ለማሻሻል መምህራን እንዴት ማስተማር ያለባችሁ ይመስላችኃል?የበለጠ effective ለመሆን?

S1:- እሽ ….እንደኔ አስተሳሰብ writing skills መምህራን በፃፍነዉ ፅሁፍ ላይ negative feedback ያበዛሉ፡፡በዚህ ምክንያቱም ውጤቱ ጥሩ አይደለም፡፡ስለዚህ ተማሪውን ትንሽ ነፃ ቢያደርጉት እና ለልምምድ ጊዜ ቢሰጡት ጥሩ ነው እላለሁ፡፡

I :- እሽ

S2 :- እኔም የምለው መምህራን feedback ሲሰጡ ከpositive feedback ተነስተው ወደ negative feedback ቢሄዱ እኛም ተጫማሪ ለመፃፍ እንበረታታለን፡፡

S3:- እ እ … እኔ ደግሞ የምለው መጀመሪያ በwriting skills effective ለመሆን ለት/ቱ ትኩረት መስጠት ተገቢ ነው፡፡እኛ ግን የምናተኩረው በአብዛኛው ውጤት ላይ ስለሆነ ነው writing ከባድ ነው የምንለው፡፡ለምሳሌ:- አሁን የሚያስተምረን መምህር essay ቡድን የለያየ ሃሳቦችን በመጋራት እንድንፅፍ ያደርገን ነበር፡፡በጣም ጥሩ ትምህርትም አግኝቼበታለሁ ነገር ግን አንዳንዴ ከቤት ፁፋችሁ ኑ ይባላል፡፡ተማሪው ከኢንተርኔት ገልብጦ ስለሚያመጣ የwriting skill ችሎታው ላይሻሻል ይችላል፡፡

I :- እሽ እናንተስ?

(SS):- የተለየ ሃሳብ የለንም፡፡

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I :- ጥሩ አሁን ደግሞ ወደ current writing practice እንሂድና አሁን intermidate (advanced I) ስትማሩ የምትከተሉት steps ነበሩ ወይ?የፃፍችሁት draft ላይስ teacher feedback ይሰጣችሁ ነበር?ከመፃፋችሁ በፊተስ መምህሩ ሞዴል paragraph(essay) ያሳያችሁ ነበር?እስኪ እነዚህን አያያዘሁ መልሱልኝ::

S1:- እሽ እ እስካሁን Basic writing እና intermediate writing skills ወስደናል::አብዛኛውን ጊዜ የምናተኩረው paragraph writing ላይ ነው::የተለያዩ steps እንከተል ነበር::ከዚያ የፃፍነው essay መምህሩ comment አድርጎ ይመልስልናል::በተለይ የምንከተላቸው developmental methods አሉን::Introduction, body, conclusion ላይም የምንጠቀምባቸው techniques አሉን::ለምሳሌ :-introduction paragraph ላይ አንባቢን በማያዝ (surprise) ለማድረግ የምንጠቀምባቸው ቃላቶች ያሳየን ነበር::እንዲሁም conclusion ላይ thesis statement በመድገም ወይም suggestion/recommendation በመስጠት መፃፍ እንደምንችል ያሳየን ነበር::

I:- እሽ…

S2:- እሽ ….ለምሳሌ አንድ essay ለመፃፍ አምስት(5) paragraphs ይኖሩታል::ስለዚህ መጀመሪያ topic እንመርጣለን::ከዚያ የተለያዩ ነጥቦችን እንዘረዝራለን::ከዚያ አንድ essay introduction, body እና conclusion ይኖረዋል::ለምሳሌ በintroduction ስር thesis statement እና controlling idea ሊኖረው ይገባል::በዚህ መንገድ ነው essay የምንፅፈው::

I:- እሽ ….አንተስ?

S3:- እኔ የምጨምረው መምህሩ first draft ላይ comment አይሰጠንም ነበር::ዕርዕስ ይሰጠናል በጋራ ሆነ በተናጥል እንፅፍና ውጤትም feedbackም ሰጦ ይመልስልናል::

I:- እህ …..

S4:- ከነሱ የተለየ የለኝም::draft comment (feedback) ተደርጎ አያውቅም::ነገር ግን essay በምንፅፍበት ጊዜ መጀመሪያ topic እንመርጣለን ከዚያ introduction method እንመርጣለን ከዚያ body paragraph develop እናደርጋለን::መጨረሻ ላይ conclusion እንፅፋለን::

I:- ጥሩ ተጨማሪ ካለ?

S5:- እ …ያው በዚህ አመት ቲቸር (Mr TB)መጀመሪያ handout(module)ላይ ምሳሌዎችን እናያለን እንማራለን::ከዚያ essay ለመፃፍ በምሳሌ introduction, body እና conclusion እንዳለው በምሳሌ ያሳየናል:: ከዚያ introduction method እንድንመርጥ እንደረጋለን::(ለምሳሌ broad,quotation,or general) ከዚያ አስተካክለን essay develop እናደርጋለን ::ነገር ግን first/second draft ተብሎ teacher comment ተሰጥቶ አያውቅም::አንዳንዴ ግን peer-correction መጀመሪያ እንስጥና ከዚያ አስተካክለን final draft ለመምህሩ እንሰጣለን::

I:- ok …. ይህ ማለት Peer correction ነበር ማለት ነው?

S6:- አዎ! መምህሩ peer-correction እንደ first draft የሚቆጥረው ይመስለኛል::ምክንያቱም እርስ በርስ comment ሰጠን እናስተካክልና ከዚያ final ፅፈን እናስረክባለን::

I:- ok ጥሩ ለመሆኑ ግብረ መልስ (TWCF) ጥሩ ነው ብላችሁ ታስባላችሁ የፅሁፍ ችሎታችሁን ለማሻሻል?

S1:-አዎ! መምህሩ ከኛ የተሻለ እውቀት ስላለው የፃፍነውን አይቶ የተሳሳትነውን comment መስጠቱ ስህተታችንን በሌላ ጊዜ እንዳንደግመው ስለሚረዳን በጣም ወሳኝ ነው ብዬ አምናለሁ::

I :- እሽ

S2:- ማለትም teacher writing corrective feedback (WCF) በጣም ጠቃሚ ነው::ምክንያቱም በተሰጠን feedback ተነስተን የተሳሳትነውን አያስተካክልን እንደገና መፃፍ እንችላለን::ስለዚህ በጣም ጠቃሚ ነው::

I:- ጥሩ አንተስ?

S3:- እ ማለት ትቸሀረ WCF በአግባቡ አንጠቀምበትም እንጅ ጥሩ ነው::ነገር ግን አብዛኛውን ጊዜ ተማሪው የሚያተኩረው ውጤቱ ላይ ነው::ለምሳሌ እኔ መጀመሪያ የማየው የሚሰጠኝን ውጤት ነው ከ TWCF ይልቅ::

I:- እሽ ጥሩ ….

S4:- ማንም ሰው CF ያስፈልገዋል::መምህር ደግሞ ተማሪው እስከተሳሳት ድረስ WCF መስጠት አለበት::መቸም ሰው ሀኖ የማይሳሳት የለም::ነገር ግን ከመጠን ያለፈ ብዙ comment መስጠት የለበትም::ከመጠን ያለፈ TWCF disappoint ያደርጋል ::

I:- እሽ ሌሎቻችሁስ?

S5:- ተመሳሳይ ነው TWCF አስፈላጊ ነው::

S6:- አዎ TWCF ጠቃሚ ነው::

 I:- um ……peer correction ጥሩ ነው ብላችሁ ታስባላችሁ ?which one is better peer or teacher feedback?

S1:- እ …እንደኔ peer-correction የበለጠ ጥሩ ነው ብዬ አስባለሁ ምክንያቱም እርስ በርስ comment ሲሰጠኝ ፊት ለፊት ስህተቱን ስለሚያሳየኝ የበለጠ ጥሩ ነው ብዬ አስባለሁ::

I :- በነገራችን ላይ face to face (conferencing) መምህሩ ጋር ውይይት ነበራችሁ?በተናጥል ወይም በቡድን?

S2:- አልፎ አልፎ ነበረን::ይሄውም የተወሰነ የሁለት (የስስት) ተማሪዎች corrected paper ተመርጦ በሰፉት ስህተት ዙሪያ ተነጋግረንበት እናውቃለን::ነገር ግን በቂ አልነበረም::

S3:- ለኔ ግን peer correction አልተስማማኝም ነበር ምክንያቱም ለምሳሌ አንድ ጓደኛዬ comment እንድታደርግ ተሰጥቷት simply "good writer" ብላ 10/10 detail ያልሆነ error ሳታይ መልሳልኛለች መምህሩ ግን indetail error identify አድርጎ ነው WCF የሚሰጠው::ስለዚህ TWCF ከpeer-correction የተሻለ ነው::ያለገባኝንም እጠይቃለሁ::ለምሳሌ:- አንዴ ጥያቄ ምልክት አድርጎ አልገባኝም ነበር::ነገር ግን ስጠይቀው ምክንያቱን ስላስረዳኝ ግልፅ ሆኖልኛል::ስለዚህ TWCF is better than peer feedback.

I:- ok ጥሩ ሌሎቻችሁስ?

S4:- እኔም በተመሳሳይ ከpeer-feedback ይልቅ TWCF የተሻለ ነው ብዬነው የማምነው::ማለትም አንዴ መምህሩ እርስ በርስ essay ፆፈን comment እንድናደርግ ነገረ ከዚያ በደንብ ሳላስበው ጓደኛዬም የኔን ሳያነብ ዝም ብለን comment ሰጠን::ስለዚህ TWCF ይሻላል::መምህሩ በደንብ አንብበ ነው correction ወይም ውጤት የሚሰጠው::

S5:- እኔም ተመሳሳይ ነው:: TWCF ነው prefer የማደርገው::

S6:- እ ….. teacher feedback ከpeer-feedback የተሻለ ነው::

S7:- ለእኔም እንደሱ ነው:: teacher WCF is better than peer correction.

I:- good.ለመሆኑ መምህሩ የሚሰጣችሁ CF ግልፅ ነበር?የሚጠቀምበት stratages(type of feedback) ግልፅ ነበር?

S1:- ለኔ ግልፅ ነበር::ግልጽ ካልነበረም ያልገባኝን part እጠይቀው ነበር::

I:- እሽ ሌሎቻችሁስ?

SS. Yes ነበር

S6:- Teacher's WCF ግልፅ ነበር:::ነገር ግን በጣም ብዙ comment ይሰጠን ስለነበር የተሰጠው comment ለየትኛው ስህተት እንደሆነ ለመለየት እቸገር ነበር::ስለዚህ የሚሰጠው comment የተወሰነ ቢሆን የበለጠ ግልፅ ይሆን ነበር::

I:- ok …በነገራችን ላይ ለምን ይመስላችኋል ስህተት የምንሰራው የስህተታችን ምንጭ ምንድን ነው?

S1:- እ እ እንደኔ ከዚህ በፊት ብዙም የፅሁፍ ልምድ ስለሌለን ነው::ሌላው word choise /lack of vocabulary/ ከልምድ ማነስ ጋር ተያይዞ ስንፅፍ ስህተት እንሰራለን::

I:- ok …hmmm አንተስ

S2:- እ እ ….በመጀመሪያ የልምድ ማነስ ሁለተኛ ደግሞ maybeየተሰጠን ርዕስ ላይ በቂ እውቀት (background knowledge) ከሌለን ስህተት ልንሰራ እንችላለን::

S3:- እኔም ማለት የምፈልገው ብዙከፍል ውስጥ ለውጤት ነው የምንፅፈው ስለዚህ የተሰጠውን ጊዜ (ሰዓት) እና ውጤቱክ እያሰብክ ስለምንፅፍ ነፃ ሁነን አንፅፍም ስለዚህ ስህተት እንሰራለን ስለተሰጠው topic እያሰብን አንፅፍም::

I:- ጥሩ …..

S4:- እኔ ችግር ወይም ስህተት የምንፈጥረው አንደኛ በየቀኑ practice ከታች ክለስ ጀምሮ አልነበረንም::እስከ 12ኛ ክፍል writing practice አናደርግም ነበር::ሁለተኛ writing skills በራሱ ከባድ skill ነው::ሦስተኛ writing ከሌላው skills የበለጠ ጊዜ ይፈልጋል::

S5:- ለኔ ችግር የምለው ስህተት በመስራት አንደኛ የቃላት (vocabularies) እጥረት አለብን::ብዙ ቃላት አናውቅም::እንደገና ደግሞ ስህተት የምንሰራው essay/paragraph ስንፅፍ በትክክል መከተል ያለብንን steps and parts አንክተልም::በዚህ የተነሳ ስህተት እንሰራለን::

S6:- ለኔ ዋናው ስህተት የምንሰራብት ምክንያት የልምድ እጥረት ይመስለኛል::

I:- ok መምህራችን ይሰጣችሁ የነበረው ofeedback type(focus) የት ላይ ነበር grammar ወይንስ content?

S1:- teacher የሚሰጠን comment በgroup ሆነ individually ስንፅፍ በአብዛኛው ሁለቱንም ያካተተ ነው:: idea flow ላይም grammar ላይም ይሰጠናል::አብዛኛውን ጊዜ ያስምርና ከታች comment ይፅፍልናል::ለምሳሌ:- copied from internate, mechanics error፣…. etc

S2:- መምህራችን ብዙ ጊዜ በእነዚህ ሦስት ነገሮች ላይ ያተኩራል::እነሱም:-organization, content and grammar ላይ ነው::ከእነዚህ ውስጥ በተለይ የሚያተኩረው content ላይ ነው::like choice of words, flow of idea, etc.

I:- እሽ

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S3:- እኔም የምለው *መመህሩ* organization, relevance, flow of idea, etc ላይ feedback ይሰጣል፡፡ለእኔ ግን አብዛኛውን ጊዜ የሚሰጠኝ comment organization ላይ ነበር፡፡

I:- እሽ አንተስ?

S4:- *ተመሳሳይ ነው*፡፡እንዴሌሎቹ *መምህሩ* በአብዛኛው *የሚያተኩረው* content ላይ ነው፡፡

S5:- የኔም *ተመሳሳይ ነው*፡፡content ላይ ነው focus የሚያደርገው፡፡

S6:- ለኔ ደግሞ አብዛኛውን ጊዜ የሚሰጠኝ grammatical structure ላይ ነው፡፡

I:- እሽ *መምህሩ* የሚጠቀመው WCF type direct ነበር ወይንስ Indirect?*ማለት* ስህተታችሁ ለምሳሌ spelling ከሆነ ትክክለኛውን spelling ይፅፈዋል ወይንስ አስምሮ ወይም አክብቦ ነው የሚሰጣችሁ?grammatical errors ከሆነም እንዲሁ አስምሮ ወይም አክብቦ ወይንስ ትክክለኛውን መልስ ፁፎ ነበር የሚመልስላችሁ?

S1:- ለእኔ አብዛኛውን ጊዜ አስተካክሎ ነው የሚመልስልኝ፡፡spelling ሆነ organization directly ትክክለኛውን ፁፎ ነበር የሚመልስልኝ፡፡

S2:- ለኔ ደግሞ ብዙ ጊዜ የሚሰጠኝ indirect ነው፡፡አክብቦ ወይም ስህተታቱን አስምሮ ነው የሚይ ልስልኝ፡፡እና በትክክል ችግሬን መለየት አልቻልኩም፡፡

I:- እሽ

S3:- እ …. እኔም እንደነሱ በአብዛኛው ስህተቱ እየተከበበ ነው የሚመለስልኝ፡፡(indirect)

I:- ጥሩ አንተስ?

S4:- especially በአሁኑ course በአብዛኛው ጊዜ የሚሰጠን ስህተቱን በማክበብ sp ወይንም ያስምርበትና content እያለ ወይም የX ምልክት አድርጎ ነበር የሚመልስልን፡፡

I:- ok … ስለዚህ አብዛኛዉን ጊዜ የሚሰጣችሁ feedback indirect ነበር ማለት ነው?

SS: (All Students) yes!!

S6:- አዎ አብዛኛውን ጊዜ ግን የፃነው essay ላይ አክብቦ/አስምሮ መጨረሻ ላይ general comment ይፅፍልናል፡፡ለምሳሌ content problem, grammar problem፣… etc

I:- ጥሩ እናንተስ እንዴት ቢሆን ነበር የምትፈልጉት?የመምህሩ corrective feedback direct or indirect ቢሆን ነው?

S1:-እሽ፡፡ለኛ ጥሩ ይሆናልብ የመስበው indirect ነው፡፡ምክንያቱም የተሰጠውን indirect comment ጊዜ ወስደን በማየት ስህተቱን ልናስተካክል እንችላለን፡፡መምህሩንም ግልፅ ካልሆነ በመጠየቅ እንረዳለን፡፡እንደዚህ ለፍተን ስህተቱን ካላየን ለወደፊት እንረሳዉም፡፡ስህተቱንም አንደጋመዉም፡፡ለምሳሌ አንዴ የ''think" past form 'think' ብዬ ፅፌ *መምህሩ* is it the correct form? ብሎ comment indirectly ነው የፃፈው ::ከዚ dictionary ላይ ስፈልግ ትክክለኛው thought ነው የሚሆነው፡፡ከዚያ ጊዜ ጀምሮ አረሳሁትም፡፡ስለዚህ indirect *መሆኑ* ለኛ ጥሩ ነው ብዬ ነው የማስበው፡፡

I :- እሽ ….ለእናንተስ?

S2:- ለእኔ direct CF ቢሆን ነው የምፈልገው፡፡ምክንያቱም፡ብዙ ጊዜ መምህሩ ከፃፈነው Essay ላይ ብዙ ነገር አስምሮ (አክብቦ) ከታች grammar፣ content፣ organization etc … እያለ ብዙ comment ይፅፋል፡፡ስለዚህ ለመለየት ስለሚከብደን direct ቢሆን ስህተታችንን በቀላሉ መለየት እንችላን ማለት ነው፡፡

I:- እሽ

S3:-ያው እኔም የሚሰጠኝ comment ላይ በአብዛኛው what do you mean? what does it mean? is it a correct form? is it a correct thesis statement etc.….እያለ ይፅፍልን ነበር፡፡ስለዚህ ለመለየት ከባድ ነው፡፡በተጨማሪም አምስት(5) ነጥቦችን እንክተል እና በነሱ መሠረት የተሰጠንን feedback ሱም ፡ እንድናይ ያደርገን ነበር፡፡እነሱም፡- organization, structure, mechanics፣ …….እና ……ናቸው፡፡ስለዚህ direct ቢሆን ግን አንቸገርም፡፡

I:- እሽ አንችስ?

S4:-ለእኔም direct ቢሆን ነው የሚሻለው ምክንያቱም directly ስህተቴ ከተስተካከለ በቀጥታ ደካማ ጎኔን ለይቼ ሌላ ጊዜ አስተካከላለሁ፡፡

S5:- direct ቢሆን ስህተቱን በመፈለግ ጊዜ አናጠፋም፡፡ስለዚህ directly correction ቢሰጠን ስህተቱን ለመለየት እና ማስተካከል እንችላን፡፡

I:- ስለዚህ direct ቢሆን ይሻላል ነው የምትሉት?

SS: (All students):- yes direct CF ቢሆን ጥሩ ነው፡፡

I:- እሽ ……ሌላው መምህራችሁ feedback ሲሰጥ በሙሉ እያንዳንዱን ስህተታችሁን እንዲያርም ነው የምትፈልጉት (comprehensive feedback) ወይንስ በተወሰኑ errors ላይ ብቻ focused ሆኖ comment እንዲሰጣችሁ ነው?

S1:- እኔ ለራሴ የተወሰኑ fault ላይ ብቻ feedback እንዲሰጠኝ ነው የምፈልገው፡፡ነገር ግን የፃፍኩ paragraph (essay) ላይ ለእያንዳንዱ ስህተት feedback ከተሰጠኝ በሌላ ጊዜ ደግሜ ለመፃፍ አልበረታታታም፡፡

I:- እሽ ….

S2:-እኔ እንኳ በሰራሁት በእያንዳንዱ ስህተት ላይ TWCF ቢሰጠኝ ደስ ይለኛል፡፡

S3:- እኔም እይንዳንዱ ስህተቴ ላይ TWCF ቢሰጠኝ ደስ ይለኛል፡፡ለምሳሌ መጀመሪያ የፃፍኩት paragraph ላይ ብዙ ስህተት ባይኖረውም ሁለተኛው paragraph ላይ ግን ብዙ ስህተት ልሰራ እችላለሁ፡፡ስለዚህ መምህሩ ሁሉንም error ቢያስተካክል (correct)ቢያደርግ ደስ ይለኛል፡፡

I:- እሽ አንተስ?

S4:- እኔ የምፈልገው በዋና ዋና ስህተቴ ላይ TWCF እንዲሰጠኝ ነው፡፡ነገር ግን እያንዳንዱ ጥቃትን ስህተት ላይ ሁሉ ተሰምሮ (ተከቦ) ቢመጣ ሞራል ይነካል፡፡ስለዚህ selectively በዋና ዋና ስህተቴ ላይ ቢሰጥ ደስ ይለኛል፡፡

I:- Emm….

S5:- እኔም በተወሰኑት major errors ላይ TWCF ቢሰጠኝ ነው የምመርጠው፡፡

S6:- እኔም መምህሩ WCF እንዲሰጠኝ የምፈልገው on some of my common errors ላይ እንዲሆን ነው፡፡

I:- እሽ ስለዚህ TWCF በሁሉም ስህተታችሁ ላይ ቢሆን ሌላ ጊዜ ለመፃፍ አያበረታታንም፡፡ብዙ ኔጋቲቭ feedback አያስፈልግም ትላላችሁ? (all students laughed)

S1:- እ …እ አንዳንዴ ከፃፍኩት paragraph የበለጠ መምህሩ comment ሲሰጥ በጣም ያስደነግጣል፡፡ምንም ችሎታ እንደሌለኝ ነው እራሴን የምቆጥረው፡፡

S2:- ለምሳሌ ኤኔ ብዙ ጊዜ topic ዙሪያ ብዙም እውቀት ስሌለኝ ብዙ ስህተቶችን እሰራለሁ፡፡ስለዚህ መምህሩ በእያንዳንዲ በሰራኋት ስህተት CF የሚሰጥ ከሆነ በጣም discourage ያደርጋል፡፡

I:- ስለዚህ ብዙ ኔጋቲቭ feedback መሰጠት የለበትም ማለት ነው?

SS. (All students) yes!! ብዙ Negative feedback ባይሆን፡፡

I:- ጥሩ እ ሌላው TWCF ግልፅ ሳይሆን ሲቀር ምን ታደርጋላችሁ?

S1:- ለምሳሌ አንዴ በቡድን የፃፍነውን essay መምህሩ ስህተቱን በሙሉ correct አድርጎ (ማለትም እንዳንዱን አስምሮ እና አከብቦ) መለሰልንና ውጤት እራሳችሁ ስጡት አለን፡፡ መምህሩ በእያንዳንዲ ስህተት አንድ ማርክ ትቀንሳላችሁ ብሎናል፡፡እ…እ ስለዚህ ስህተቱ በአስር ይበዛጣል፡፡ማርክ (ውጤት) የምንሰጠው ደግሞ ከ10%ነው፡፡ oh ….comment indirect ስለነበር ግልጽ አልነበረም፡፡መምህሩንም ግልፅ አይደለም ብለን አልጠየቅነውም፡፡

I:- ሁላችሁም ግልፅ ካልሆነ አትጠይቁም ነበር?

S2:- የመምህሩ አቀራረብ ይወስነዋል፡፡አብዛኛውን ጊዜ አንጠይቀውም ነበር ምክንያቱም መጀመሪያ ላይ መምህሩ እንዴት corrective feedback እንደሚሰጥ እና five (5) ክራይቴሪያዎችን ነግሮናል፡፡ስለዚህ በተሰጠ criteria መሰረት comment ስለሚሰጥ ግልጽ ባይሆንኳ ለመጠየቅ እንደፍርም ነበር፡፡

S3:- እ …ለምሳሌ መጀመሪያ ላይ መምህሩ CF ሲሰጥ ከፖዘቲቩ ጀምሮ ከዚያ ኔጋቲቩ feedback የሚሰጠን ቢሆን በፖዘቲቩ comment ተበረታተን ያልገባን negative feedback እንጠይቅ ነበር፡፡ነገር ግን አብዛኛው negative feedback ስለሆነ ግልፅ ያልሆነውን ለመጠየቅ እንፈራለን፡፡

I:- እሽ

S4:- ኤኔ ግን ግልፅ ካልሆነ እጠይቃለሁ፡፡ለምሳሌ ስሞኑን አንድ የፃፍኩት essay ላይ የthesis statement እና የorganization ችግር አለበት ይላል፡፡ስለዚህ ስህተቴ ስላልገባኝ መምህሩን ስህተቴን ለይቶ አሳይቶኛል፡፡እኔም አምኜበት ስህተቴን አስተካክላለሁ፡፡

I:- ጥሩ

S5:- ያው መምህሩ ከላይ እንደተገለፀው feedback ለመስጠት 5 points ላይ focus አድርጎ comment ያደርጋል፡፡ከዚህ ውስጥ በሃስት ወይም በአራቱ ላይ feedback ሲሰጥ ይችላል፡፡ያን ሁሉ ለመጠየቅ ጊዜም ስለማይኖር ብዙ ጊዜ አልጠይቅም፡፡

I:- እሽ …ግን መምህሩ ግልፅ ያልሆነውን እንድትጠይቁ ይጋብዛችኋል?

S6:- አዎ ግልፅ ካልሆነ ጠይቁ ይላል

SS. (All Students) : አዎ እሱስ ጠይቁ ይላል፡፡

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I:- ጥሩ::አሁን እውነቱን ንገሩኝ ታርጎ መምህሩ ውጤትና feedback ስጥቶ ወረቀታችሁን ሲመልስላችሁ መጀመሪያ የምታዩት ውጤቱን ነው ወይንስ የመምህሩን feedback?(ሁሉም ተማሪዎች ሳቁ)

SS. (All students)፡ haaa… ያው የታወቀ ነው መጀመሪያ የምናየው ውጤቱን ነው::ከዚያ በኋላ የመምህሩን WCF

I:- ok ….ለመሆኑ መምህሩ የሚሰጣችሁን WCF ሌላ ጊዜ paragraph ወይም essay ትጠቀሙበታላችሁ?

S1:- አብዛኛውን ጊዜ ሌላ ስፍ ስህተቴን ላላመድገም መምህሩ የሰጠኝን WCF እያስታወስኩ ለመፃፍ እሞክራለሁ::ለምሳሌ ባለፈው expository essay writing ስንፅፍ ማጠቃለያ (conclusion) ላይ generally ስል 'g' small letter አድርጌ ነበር ከዚያ መምህሩ capital 'G' full stops በኋላ capital ማድረግ እንዳለብኝ ሁሌም ስፅፍ እያስብኩ አስተካክላለሁ::ስለዚህ TWCF በምፅፍበት ጊዜ እጠቀምበታለሁ::

I:- ጥሩ እሺ …..

S2:- እኔም TWCF እጠቀምበታለሁ::ሁሌም መምህሩ comment አድርገ ከሰጠኝ በኋላ በተሰጠኝ feedback መሰረት ወረቀቱን እንደገና በመፃፍ አስቀምጠዋለሁ::ሌላ ጊዜም ስፅፍ የተሰጠኝን TWCF እጠቀምበታለሁ::

S3:- መምህሩ የሰጠኝን CF ሌላ ጊዜ ስፅፍ ስለማስታውሰው ደግሜ ላላመሳሳት (ያን ስህተት) ላላመስራት እሞክራለሁ::

S4:- እኔ ግን አብዛኛውን ጊዜ TWCF አልጠቀምም::በተለያዩ essay types የሚሰጠንም comment ስለሚለያይ አብዛኛውን ጊዜ አልጠቀምበትም::ለምሳሌ ለnarrative የሚሰጠኝ comment ለexpository ላይሰራ ይችላል::

I:- እሺ …እናንተስ?

(S5 &s6):- እኛም ለመጠቀም እንሞክራለን::

I.- እሺ :: ለመሆኑ ለምን ይመስላችኋል ስህተት የምንሰራው?

S6: እንደእኔ ብዙ ጊዜ ስጽፍ ስህተት የምሰራው pronouns'ን በአግባቡ አለመጠቀም ነው:: ይህም የልምምድ እጥረት ነው:: ሌላው ደግሞ ብዙ ጊዜ የምንጽፈውን Essay edit አናደርገውም የዚህ አይነት ልምድ የለንም:: ስለዚህ ስህተት እንሰራለን::

S7: እኔ ስጽፍ ስህተት የምሰራው ከልምድ እጥረት ነው:: ምክንያቱም እኔ pargraph/ Essay የምጽፈው መምህሩ ጻፉ ሲለኝ ብቻ ነው:: ከዚህ ውጭ /ከክፍል ውጭ/ በራሴ practice አላደርገውም:: ከዚህ በፊት Basic writing skills and intermidete writing skills ስንማር ብዙ practice አልነበረንም:: ስለዚህ አሁን ስንጽፍ ስህተት እንሰራለን:: አሁን የተሻለ practice አልነበረንም:: ስለዚህ አሁን ስንጽፍ ስህተት እንሰራለን:: አሁን የተሻለ practice እያደረግን ነው::

I.- ጥሩ አንተስ?

S1: እ… እ….. ለእኔ ደግሞ ስህተት ለመስራት ዋናው ችግር ነው የምለው ለwriting skills ትኩረት አለመስጠት ነው:: ለwriting skills እንደሌሎች ክሂሎች በቂ ጊዜ አልተሰጠውም:: ስለዚህ ሁላም ስህተት እሰራለሁ::

I.- እህ ………….

S2: ያው እንግሊዝኛ foreign language ከመሆኑ አንጻር በምንጽፍበት ጊዜ ስህተት እንሰራለን::ሌላው pargraph/ Essay ስንጽፍ መከተል ያለብንን ትክክለኛውን steps አንከተልም:: ለምሳሌ በቀድሚያ idea generate ሳናደርግ directly መጻፍ እንጀምራለን መጨረሻ ላይም አብዛኛውን ጊዜ edit አናደርገውም:: ስለዚህ ብዙ ስህተት እንሰራለን:: ባጠቃላይ ትኩረት አለመስጠት ትልቁ ስህተት ለመስራት የሚያደርገን ነገር ነው::

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S3: ልክ እሱ እንዳለው ትኩረት አለመስጠት ነው በአብዛኛው ጊዜ ስህተት የምንሰራው፡፡ ለምሳሌ አንድ የማትስ ጥያቄ ለመስራት formula እንደሚያስፈልገው ሁሉ በእንግሊዝኛ በመጻፍ ህጎችን ማወቅ አለብን፡፡ ነገር ግን ትኩረት ሳንሰጥ ስለምንጽፍ ስህተት እንሰራለን፡፡

S4: ለኔ ዋናው source of error is lack of experience ነው፡፡ አብዛኛውን ጊዜ የ process writing steps አሉ እነሱን አንከተልም፡፡ simply free writing ነው የምንከተለው፡፡ ስለዚህ ለኔ የስህተታችን ዋና ምንጭ የልምድ ማነስ ነው፡፡

S5: እኔም እንደነሱ ተመሳሳይ ነው፡፡

I:- እሽ ….በጣም ነው የማመሰግነው፡፡ሌላ ተጨማሪ comment ወይም suggestion ስለመምህራን WCF በተመለከተ ካላችሁ እድሉን ልሰጣችሁ፡፡

S1:- እኔ የምለው writing courses ስንማር የሚሰጠው ጊዜ በቂ ስላልሆነ በቂ ጊዜ ቢሰጠው

I:- ጥሩ ሌላስ አለ?

S2:- writing መምህራን ከቲወሪ ይልቅ more practice ላይ ቢያተኩሩ ጥሩ ነው፡፡በተጨማሪም መምህሩ ከmodule ውጭ ሌላ ተጨማሪ reference ቢሰጠን፡፡

S3:- እኔም የምለው መምህራን writing skills course ሲያስተምሩ ቀለል ቢያደርጉት፡፡ writing skill ባይሉ ለተማሪው በሚገባው መልክ ቀለል አድርገው ቢያስተምሩ፡፡

I: - Thank you once again!!

6. _Sample FGD with TC students (English Version)_

I . First, I would like to say thank you very much for being a volunteer for this focus group discussion. The main objective of the study is about English writing skills WCF beliefs and their actual WCF practices. Besides, the study focuses on students' beliefs and preferences towards their teachers' WCF. Ok, first I would like to ask you some general questions about yourself.

I . Emmm…your year of study?

SS. (All students said second-year)

I . Your age and sex?

SS. (1 female and 5 male and their ages were between 20-24).

I . How would you rate your English writing skills?

SS. (most of the students rate themselves as a good writer in English and very few of them said adequate)

I. Now let us talk about your previous English language learning experiences. Were you happy with your previous English learning? Is there any teacher that you remembered as a role model? It can be from elementary or high school.

S1. Hum… especially when I was in high school, English was my favorite subject and there were good teachers. However, after I came here, I was not that much effective maybe because of its difficulty…

I. Did you have any role models from your English teachers? Why?

S1. Yes. There was a teacher called Mr. Birhanu. He helped us to practice writing in English. He also gave us comments on our writings. The teacher had also a good relationship with us. We also used different references freely. But, here in the university, we are not allowed to use sources from the internet as it is considered as plagiarism.

S2. In lower grade levels especially in grades 1-8, I liked English subjects better than other subjects because of my English teacher. His name was Mr. Mulat. Once a week on Friday, we wrote a paragraph. Then, he corrected and gave us feedback because of this I like the English subject very much. But, after in grade 10, I did not give much attention because my teachers were also not given focuses on the subject. After I came here to the University although it was not my choice I am learning in English department.

I. Alright. What about you?

S3. When I was in elementary school, I was not good at English subjects and my teachers were also not good. They were so careless. But, my high school teachers were very good and I was following my lesson attentively. I also have a good result in English. But, after I joined University, the English department was not my first choice. But, as it is obligatory, I am learning now…

I. Okay…

S4. Thank you. When I was in elementary school, I liked English subject more than other subjects. Especially, I was very good at pronouncing words correctly. I like it very much. But, grammatical rules are difficult for me. Of course, my teachers were good and thought us clearly. After I came here to the university, English department was my 4[th] choice, but I already joined in this department. Hmmm… it was not that much difficult.

I . Ok. Good, what else?

S5. Thank you. As English language is an international language, I have a positive attitude towards the language. But, starting from elementary school, I do have major problems with the basic structures of the language like grammar.

I. Good, what about you?

S6. Ok. I was good in English until grade 1-7. My teachers were also good. For example, from grades 1-2 teacher Zeweditu, and from grades 2- 4 Miss Biruktayiet were my English teachers. These teachers were used good teaching methods and had positive relationships with students. They made us practice the English language in a group. When we made errors, they also gave us immediate feedback. In grades 7 and 8, Miss Adisalem and Mr. Mekonnen were my English teachers. They were very good teachers. I was also good. Especially, my grade 7 English teacher knew the name of 50 students' and thought by calling our names. Besides, he focused more on grammar and speaking skills. But, after grade 8, I couldn't get good teachers and my interest for in the English language also decreases.

I. Therefore, teachers' approach and teaching methods can affect your interest in the course.

S6. Yes yes, it has its own effect.

I. Alright. Now let discusses directly about English writing skills. Do you believe that writing skills is difficult? Is it more difficult than other language skills?

S1. Hmmm… I believed that writing skills has its own rules like while writing paragraphs it should have thesis statements, controlling ideas, etc. So these and other rules make the skill more difficult than others.

I . Err… that means writing is more formal than other skills.

S1. Yes. I believed that writing is more formal.

I . Ok. What about others? What did you say about this?

S2. … the skill may not be difficult but because of a lack of previous experiences, it is difficult now. Before I came to university, we took language exams in the form of multiple choices but now most of our exams are in written form. As we are also English major students, the skill is more detailed, so it is difficult. Besides, a lack of previous experience and lack of good English teachers in preparatory school had a great influence on my writing ability. These all make writing difficult.

I . Okay… go ahead…

S3. For me, writing needs more understanding than other skills. Especially, until grade 1-9, we never learned or practiced writing in English. After grade 10 we learned little about writing skills. Thus, writing needs more practice, but not that much difficult.

S4. For me, writing skill is difficult. While we were in lower-level classes, teachers did not show us even how to write a simple paragraph in English. Thus, I started writing a paragraph in English is after I came here to University. Most of the time, we were learning about grammar in the lower classes. Thus as I did not have previous experiences, writing in English is difficult.

I. Good. What about you? Do you have a different idea?

S5. Writing skill is difficult for me.

S6. Similarly, it is difficult.

I . Ok. Most of you believed that English writing skill is difficult. So, in which way you want to learn the skill to improve your writing ability? And what is expected from teachers?

S1. … What I am thinking is that our writing teachers give us lots of negative feedback in our texts and because of this our results are not good. Thus, teaches should better give freedom to students and give more time for practice.

I . Good…

S2. I also want to say that when teachers provide WCF, they should better start from positive feedback to negative feedback because this motivates us to write more.

S3. Hmmm… as for me, to be effective in writing, we first give focus to the subject. But, we mostly give more focus to the grade/result that is why writing is difficult for us. The other thing, our current writing teacher makes us write essays in a group. We share our ideas, and I have got lots of lessons. But, sometimes he ordered us to write a text at home and students copied from the internet because of this they may not improve their writing.

I . Okay… what about you?

SS. We do have the same idea…

I.   Good. Now let us discuss about the practice of the current Advanced writing skills. First, did you see any models before you write an essay? Did you follow any steps while writing a text? Did you get any teacher WCF to your drafts? Tell me one by one related to these issues?

S1. Ok… before this course, we took both Basic and Intermediate writing skills, and we were focusing more on paragraph level writings. Now we are writing essays and we followed different steps. After we write the essays, the teacher also gave us comment/WCF/. We were also following

different developmental methods. Besides, in the introduction, body and conclusion sections of the essays, we used different techniques. For example, the teacher advised us to use words that control (surprises) the reader in the introduction section, and repeat the thesis statement or add recommendations under the conclusion part.

I. Alright…

S2. Hmmm… for example, an essay has five paragraphs. Thus, first, we select the topic, and then we described the details. Besides, one essay should have an introduction, body and conclusion. For example, the introduction section should use a thesis statement and controlling ideas. We are writing essays in this way.

I. Good. What about you?

S3. What I want to add to the above information is that my teacher did not give us a comment on our first draft. He gave us a topic and we write individually or in a group then he returned the text with grade and feedback.

I . Errr

S4. I have no different idea. The teacher did not provide feedback (comment) to our drafts. But, when we write an essay first, we choose the topic, then we select introduction methods then we develop the body paragraph, and finally we write the conclusion.

I . Good. do you have any additional ideas?

S5. Hmmm… in this year Teacher (Mr. TB) first, he thought us by showing different examples from the module. Then, he showed us the introduction, body and conclusion of an essay with examples. Then, he made us select an introduction method (for example, broad, quotation, or general), and finally we developed the essay. But, he never gave us comments on our first, second draft. But, sometimes he made us give peer correction before we write the final draft.

I . Ok… that means there was peer-correction.

S6. Yes. I think our teacher considers peer correction as feedback to a first draft because we first gate peer correction to our writing then by incorporating the given feedback, we will write the final draft and submit to the teacher.

I. Ok. By the way, do you think that teachers' WCF is important for the improvement of your writing skills?

S1. Yes. The teacher has better knowledge, so it is really necessary for getting comments/feedback from him because this feedback helped us to avoid similar errors next time.

S2. … Teacher WCF is very important because based on the given feedback we can write another text by correcting our errors. So, it is very necessary.

I. Good. What about you?

S3. Emmm… teacher WCF is very important although we did not use it properly. Students mostly focused on the result, not the feedback given. For example, I myself first see the result than the given WCF.

I. Ok… good.

S4. Everyone needs CF. It is obvious that a human being makes an error. So, if students make errors, their teachers should give WCF. But, as lots of WCF is disappointed us, the teacher should give minimum feedback.

I . Ok what about others? What do you say about this?

S5. I have a similar idea. Teachers' WCF is important.

S6. Yes. Teacher's WCF is very necessary.

I. Ummm… what about peer correction. Which one is a better peer or teacher WCF?

S1. Hmm… I believed that peer CF is good because when we give comments to each other, we can share ideas and gate corrections face to face. So, this method is better than the teachers.

I.   By the way, did you have any face-to-face (conferencing) with your teacher about the given feedback individually or in groups?

S2. Occasionally, we were conducting conferencing. The teacher selected two or three corrected papers and then we discussed about the errors. But, it was not enough.

I . Good. Let us proceed to the previous topic…

S3. I have not accepted peer correction. For example, previously my friend was given me 10 out of 10 without critically seeing my errors. She simply said "good writer". But, the teacher gives WCF by identifying the errors in detail. If the given feedback is not clear, I always ask him. For example, in my text, the teacher used a question mark, and it was not clear. But, after I asked him and gave me an explanation, it was clear. Therefore, teacher CF is better than peer feedback.

I . Ok. It's good. What about you?

S4. I also believed that peer feedback is better than teachers' CF. Once, the teacher ordered us to give corrections to our friends' work. But, without seeing it critically, we gave simple comments. Thus, teacher WCF is better. The teacher provided us CF or a result after he critically realizes our errors.

S5. I also agreed with them. Teacher's WCF is superior to peers'.

S6. Hmmm, teacher's WCF is better than peers'.

I . Alright. What about your teacher's WCF strategy? Is that clear for you?

S1. It was clear. If I got difficulties, I always asked him.

I . Ok…what about others?

SS. It was mostly clear.

S6. The teacher WCF was clear. But, he was provided lots of comments, and I was confused to identify each error. So, if his WCF was selective (minimum), it will be clearer.

I. Good. By the way why we made mistakes?

S1. Hmmm… I believed that we made mistakes because of a lack of writing experience. The other thing is lack of word (vocabulary) this also leads us to make errors.

I. Errr… what about you?

S2. … The first thing is the lack of experience, and the second one is a lack of knowledge about the given topic. This also makes us to create errors.

S3. What I want to say is that most of the time we write in English for the sake of grade. While we are writing, we are not free because we are thinking about the result, not the topic. Thus, we made errors.

I. Good…

S4. As for me, the first problem for making mistakes/errors is the lack of everyday practice starting from lower levels. Until grade 12, we never practice writing. The second one is English writing skills by itself is difficult. The third one is writing skills needs more time than other skills.

S5. For me, the problems lie in the lack of vocabulary. We are not word matured. On the other hand, we made errors in our essays/paragraphs because we did not strictly follow the correct steps/parts because of this we made errors.

S6. I believed that we basically made errors because of a lack of writing experiences.

I . Okay… what was your writing teacher WCF focus? Was that Grammar or Content?

S1. The teacher's WCF was mostly focused on both grammar and content whether we were writing in a group or individually. He gave corrections on our ideas and grammar errors. Most of the time, the teacher also underlined the error and write comments at the end. For example, he said, copied from the internet, mechanics error, etc.

S2. While providing WCF, our teacher focuses on the following three things: organization, content and grammar. From these, he mostly focuses on content like the choice of words, the flow of ideas, etc.

I . Ehh..

S3. I also wanted to say that our teacher was provided us feedback on organization, relevance, idea, flow of ideas, etc. But, in my writings, the teacher most of the time gave me on organization.

I . Ok, what about you?

S4. As my friends said the teacher was mostly focused on content.

S5. Mine is also similar. He focused on content.

S6. For me, my teacher was mostly giving me a correction on my grammatical structure errors.

I. Good. Now let's come to the teacher's WCF type. Is your teacher WCF type direct or indirect? I.e., is he corrects your error directly by replacing the correct spelling/tense, etc… or is he underlined (encircled) the errors?

S1. Most of the time, my teacher directly corrects my errors. Whether my error was spelling or grammar, he directly writes the correct answer.

S2. But for me, my teacher was giving me indirect CF. he returned my text by underlining or circling the errors, and because of this, I got difficulties in identifying my errors correctly.

I. Okay…

S3. Hmmm… like my friends, I also got mostly indirect CF. he was encircling my errors.

I. Good. What about you?

S4. Especially, in the current writing course, the teacher has given us CF by encircling or by underlining the errors and said content error or he also put 'X' sign.

I. Ok. Thus, your teacher's WCF was mostly indirect?

SS. Yes!!

S6. Yes. Most of the time, he gave us indirect corrective by underling/circling the error, but in the end, he wrote general comments such as content problems, grammar problems, etc.

I . Ok. What about you? Do you prefer to have direct or indirect CF from your teacher?

S1. For me, I preferred to have indirect CF because by taking time, based on the given indirect we can correct our errors. If it is not clear, we can ask the teacher. Even, we did not forget and repeat our errors, if we tried to correct errors by ourselves. For example, once in one of my writings, I said think for the past tense of 'think'. Then, the teacher said indirectly "is this the correct form"?

Then I checked in the dictionary and got the correct form i.e., thought. After that, I did not forget. Therefore, I believed that indirect CF is better for us.

S2. I personally preferred to have direct CF because most of the time the teacher underlined or encircled the errors, and in the end, he said grammar, content or organization problem. Thus, it was difficult to identify each error, but if it was direct, we can easily identify our errors.

I . Okay…

S3. Similarly, in my writings, the teacher mostly gives comments by saying what do you mean? What does it mean? Is it the correct form? Is that the correct thesis statement? …etc. so, as it was difficult to identify errors. Besides, while providing feedback, the teacher followed the following five points. He also let us our feedbacks based on those points. These are organization, structure/grammar/, mechanics, content and choice of words. Thus, if the feedback is direct, we may not get difficulties.

I.   What about you?

S4. I also need to have direct CF because if my errors are corrected directly, I can easily identify my weak sides and I will try to improve for another time.

S5. If the correction is direct, we do not spend time to identify the errors. Thus, if the teacher gives us direct CF, we can easily identify and correct our errors.

I.   Thus, you preferred to have direct CF?

SS. Yes. Direct CF is better than an indirect one.

I.   Good. The other thing is that do you prefer your teacher to correct all your errors comprehensively, or do you want to get comments (WCF) only on some (selected) errors?

S1. I personally preferred to get corrective feedback only on some of my faults (errors). But, if I got feedback for each and every error in my paragraphs/essays, I will not be motivated to write for another time.

I.   Ok…

S2. I preferred to get teacher WCF to all my errors.

S3. I will be happy if I get teacher WCF in each and every error in my writings. For example, in my first paragraph, I may not make many errors, but in the second paragraph, I may make lots of errors. Thus, I preferred my teacher corrects all of my errors.

I.   Alright. What about you?

S4. I prefer my teacher corrects or provides WCF only on the main errors in my writings. But, if the teacher corrects or underlined every minute error, it is really discouraging. Thus, the teacher should better give CF selectively on my errors.

I . Ehmmm…

S5. I also need WCF on some of my errors.

S6. I preferred also my teacher gives me WCF on some of my common errors.

I. Ok … thus, you believed that getting comprehensive WCF from your teacher did not encourage you to write more. What about reciving lots of negative feedback on your errors?

SS. (all students laughed)

S1. Hmmm… sometimes the teacher's WCF is greater than the written paragraph, and at this time, I was frightened as I thought that I have no the ability of writing.

S2. For example, most of the time, I have no knowledge about the topic that we were writing, so I made lots of errors. Therefore, if my teacher provides me WCF for those of my errors, it will be discouraging.

I. Thus, you believed that lots of teacher's negative feedback is not necessary.

SS. Yes!! We do not want to get lots of negative WCF.

I. Good. … By the way, what do you do if your teacher's WCF was not clear?

S1. Hmmm… for example, previously the teacher provided us lots of corrective feedback by underling and encircling our errors on one of our group essays. Then, he ordered us to give grades by ourselves. But, he also told us for each corrected error, we should deduct one point (result). Hmm…our errors/feedbacks/ were more than 10, but we also expected to give a result from 10%. Oh…besides as the comments were indirect, it was not clear. We did not also ask him to explain…

I . Did you ask your teacher if the given WCF was not clear?

S2. It depends on the teacher's approach. Most of the time, we did not ask him because, at the very begging, the teacher told us his way of feedback provision and the criteria (the above five points) that he used. So, we tried to check our feedback based on the criteria instead of asking him the problem.

S3. Ehhh… at the very begging, if our teacher provides both positive and negative feedback, we become encouraged by the positive one, and will ask the unclear one. But, most of the time, the teacher gives us lots of negative feedback, so we are afraid to ask…

I . ok…

S4. But for me, I always ask if the feedback is not clear. For instance, recently the teacher commented me that my text has a problem of thesis statement and organization, but I do not understand the comment. Then, I asked him and understand the problem and fainally I amended the text correctly.

I . Good, what about you?

S5. As it was mentioned before, our teacher provides WCF based on the previously mentioned (five) points. From those, he may give CF on three or four points. Thus, asking all questions is difficult.

I . Good. But, does the teacher gives you chance to ask question if the given CF was not clear?

S6. Yes. The teacher gives us chance to ask questions.

SS. Yes.

I. Good. Now tell me the truth, after the teacher returned the corrected paper with grade and CF, did you see the given result first or the WCF?

SS. (All students laughed), oh… it is obvious that we will see our result first and then the given WCF.

I: Ok… the other thing do you use the given teacher's WCF while you are writing another essay/paragraph?

S1. Most of the time, while I am writing another text, I tried to avoid my previous errors by using the given WCF. For example, formerly we were writing an expository essay, and under the conclusion section, I used the word 'generally' in small letter, but the teacher changed the small letter 'g' into capital 'G', and he told me that I should use a capital letter after full stop. After that, while I am writing, I always remember and correct my error. Thus, I use my teacher's WCF.

S2. I also used my teacher's WCF. Always, after my teacher gives me corrective feedback on my writings, I tried to correct the errors and write the text again. I also tried to remember the given WCF while writing another text.

S3. As I remember my teacher's WCF, I tried to avoid making the same kind of errors in the new text.

S4. Most of the time, I did not use the given WCF because for different discourse types, he provides different WCF. For example, the feedback given to a narrative essay may not work for an expository essay.

I. Ok, what about you?

SS . yah…we also tried to use the feedback.

I. Good! Thank you very much. But, before we finished our discussion, let me give you chance to add general comments about writing skills or the teacher's WCF practices.

S1. What I want to add is that the time provided for the writing skill course was not enough, so more time is needed.

S2. Writing teachers should better focus more on practice than theory. Besides, it is good if the teacher gives additional references out of the module.

S3. I also want to say that writing teachers should teach the skill in an easy way. Instead of saying, 'the skill is difficult', they should better teach with simple examples…

I: Good. If you do not have any further ideas…, thank you once again for your cooperation.

Appendix A: Request for Permission Letter

<div align="right">

Name: Semie Meseret Assefa

Email: 49024639@mylife.unisa.ac.za

Cell phone: +251912429546

P.O.Box: 269

Debre Markos

Ethiopia

Date: 01/02/2017

</div>

To: Debere Markos University

 College of Social Science and Humanities

Debre Markos

Subject: Request for Letter of Permission to Conduct Research

I am a Doctoral student registered at the University of South Africa, interested in conducting a study entitled: ***Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia.*** As this University is my study site, I want to gather data through classroom observation, interview and document analysis from both first and second year English major students and instructors who teach EFL writing skill courses. This will help me in finalizing the research project.

I hope that my request would be granted so as to enable me conduct the research in the University. In case of any inquiry about this research, you can contact me or my supervisor Dr. NMM Mbunyuza-de Heer Menlah at mbunynmm@unisa.ac.za.

<div align="right">

With best Regards,

Meseret Assefa

</div>

Appendix B: Permission Letter

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The Federal Democratic Republic Of Ethiopia
Ministry of Education
Debre Markos University
Department of English Language and Literature
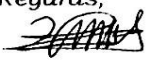
Ref. No. Eng.L.L./12/01/17

Date:02/2/2017

To: Semie Meseret Assefa

Debre Markos University

Debre Markos

Subject: *Granting Permission to Conduct Research*

Semie Meseret Assefa, a staff member of the Department of English and a PhD student at the University of South Africa (UNISA), requested to conduct her research project entitled **"Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia"** in the University by a letter of application on 01 February 2017.

Considering the issue you are going to investigate, I notify that the faculty has given permission to conduct your PhD study here at Debre Markos University.

With Best Regards,

ዘለለም በርሀኑ ጓዳ(ዶ/ር)
Zeldem Berhanu Guadu(PhD)
ኃላፊ፣ እንግሊዝኛ ቋንቋና
ትምህርት ክፍል
Head, Department of English
Language and Literature

☎: 0587716769   Fax: 0587711764   ✉ 269   Page 1

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Appendix C: Letter Requesting Instructor's Participation

I am Simie Meseret Assefa a registered Doctoral student at the University of South Africa studying under the supervision of Prof. NMM Mbunyuza-deHeer Menlah. The topic I have chosen for my study is ***"Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia".*** I am interested in this topic because experience along with literature tells us that there are considerable difficulties in the teaching and learning of EFL Writing including its feedback strategy.

Therefore, the main purpose of this study is to explore the written feedback beliefs and practices of instructors and their students' preferences of the feedback in the writing skill courses. Specifically, the main focus of this study is examining teachers' WCF practices in the writing classroom including their approaches to teaching writing and their point of view on feedback, identifying factor(s) that prevent writing teachers from enacting their WCF beliefs into practices, and (c) analysing students' views and preferences of teachers' WCF, and finally, the study will check the relationships between writing teachers' WCF practices and their students' preferences.

However, to complete the empirical dimension of the study, I would greatly appreciate it if you, as instructor of a writing course, participate in the research by providing your genuine response to the tape-record interview, by allowing me to collect students corrected papers and video record the teaching learning process in your class. As you may be interviewed related to English writing course and your feedback behaviour, all information provided by you will be kept confidential at all times. All responses to my questions and information provided by you will be anonymized i.e. no personal details relating to you will be recorded anywhere. Only the researcher will have access to the information you provide. Again, your participation in the study will strictly be on voluntarily bases and you are free to withdraw from the research without any form of penalty. The interview will take about 45 minutes to 1 hour.

If you are happy to participate in the research, I will ask you to read this information sheet, sign the consent form and return it to me. When I receive this, I will contact you to discuss your

participation in the research. At that point, I can confirm your participation and make arrangements for you to meet me. My cell phone is 0912429546/0918776359

Appendix D: Informed Consent Letter from Instructors

Dear Semie MA,

I wish to participate in the project named is ***"Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia".***. I have read the participant information sheet for the above research project and I understand that my participation in this project is voluntary and I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my university will be told. Besides, a video record of my lesson, students corrected papers or an audio tape of the interview including subsequent dialogue will be made. But, if I don't want to be taped or video recorded, I will not be able to participate in the study.

I understand also the researcher will not identify me by name in any reports using information obtained from this interview or video, and that my confidentiality as a participant in this study will remain secure.

Generally, I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

_____

Name (please print)

Signed…………………………………………………………………………………………

Address…………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Telephone Number……………………………………………………………………………

Date……………………………………………………………………………………………

Appendix E : Letter Requesting Students' Participation

I am Simie Meseret Assefa a registered Doctoral student at the University of South Africa studying under the supervision of Prof. NMM Mbunyuza-deHeer Menlah. The topic I have chosen for my study is is ***"Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia".*** I am interested in this topic because experience along with literature tells us that there are considerable difficulties in the teaching and learning of EFL Writing including its feedback strategy.

Therefore, the main purpose of this study is to explore the written corrective feedback beliefs and practices of instructors and their students' preferences of the feedback in the writing skill courses. Accordingly, the main focus of this study is examining teachers' WCF practices in the writing classroom including their approaches to teaching writing and their point of view on feedback, identifying factor(s) that prevent writing teachers from enacting their WCF beliefs into practices, and (c) analysing students' views and preferences of teachers' WCF, and finally, the study will check the relationships between writing teachers' WCF practices and their students' preferences.

However, to complete the empirical dimension of the study, I would greatly appreciate it if you, as an English major student participate in tape-recorded focus group interview and allow me to collect your corrected compositions as well as to video record the teaching learning process of your writing lessons in your class. Whilst you may participate in tape-recorded focus group interview related to English writing course, all information provided by you will be kept confidential at all times. All responses to my questions and information provided by you will be anonymized i.e. no personal details relating to you will be recorded anywhere. Only the researcher will have access to the information you provide. Again, your participation in the study will strictly be on voluntarily bases and you are free to withdraw from the research without any form of penalty. The interview will take about 1-1:30 hours.

If you are happy to participate in the research, I will ask you to read this information sheet, sign the consent form and return it to me. When I receive this I will contact you to discuss your

participation in the research. At that point I can confirm your participation and make arrangements for you to meet me. My phone cell is 0912429546/0918776359

Appendix F: Informed Consent Letter from Students

Dear Mrs Semie MA ,

I wish to participate in the project named ***"Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia".*** I have read the participant information sheet for the above research project and I understand that my participation in this project is voluntary and I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told. Besides, a video record of the lesson, my corrected papers or an audio tape of the focus group interview including subsequent dialogue will be made. But, if I don't want to be taped or video recorded, I will not be able to participate in the study.

I understand also the researcher will not identify me by name in any reports using information obtained from this interview or video, and that my confidentiality as a participant in this study will remain secure.

Generally, I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

Name
Signed………………………………………………………………………………………
Address…………………………………………………………………………………….
………………………………………………………………………………………………
………………………………………………………………………………………………
Telephone Number…………………………………………………………………………
Date…………………………………………………………………………………………

Appendix G: UNISA Ethics Approval Letter

UNISA | university of south africa

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

17 February 2016

Ref : 2016/02/17/49024639/37/MC
Student : Mrs SM Assefa
Student Number : 49024639

Dear Mrs Assefa

Decision: Ethics Approval

Researcher
Mrs SM Assefa
Tel: 0912429546
Email: 49024639@mylife.unisa.ac.za

Supervisor
Prof NMM Mbunyuza-de Heer Menlah
College of Education
Department of Curriculum and Instructional Studies
Tel: 012 352 4159
Email: mbunyum@unisa.ac.za

Proposal: A case of English as a foreign language instructors' beliefs, practices and students' preferences in Debre Markos University, Ethiopia

Qualification: D Ed in Educational Didactics

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 17 February 2016.
The proposed research may now commence with the proviso that:

1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

the research participants.

3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number 2016/02/17/49024639/37/MC should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.ze

Prof VI McKay
EXECUTIVE DEAN

Appendix H: Certificate of Editing

CERTIFICATE OF EDITING   5 November 2020

To whom it may concern:

This is to confirm that I have edited the following D Ed (Didactics) thesis: *Beliefs and Practices of EFL Writing Instructors and their Students' Preferences about Written Corrective Feedback: The Case of English as Foreign Language Students in Debre Markos University, Ethiopia* by Semie Meseret Assefa for language use. The layout of the thesis remains the responsibility of the student.

Yours faithfully

E M Lemmer

864 Justice Mohamet Street

Brooklyn

                              Pretoria

E M Lemmer.

Appendix I: Turnitin Report

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Semie meseret
Assignment title: Revision 2
Submission title: thesis
File name: thesis_1.docx
File size: 6.71M
Page count: 133
Word count: 49,582
Character count: 273,309
Submission date: 02-Oct-2020 02:52PM (UTC+0200)
Submission ID: 1403239840

CHAPTER 1

1.1. Introduction

Opinions and practices of professionals on errors and their treatments have been changing through time. Likewise, different language learning theories that attempt to explain how people modify their behavior based on experiences have been established. For instance, until the late 1960s, the teaching-learning process had been under the influence of the behavioristic view. This perspective was intended to prevent errors at any cost on the assumption that if they were repeated they would become normal. As a result of this belief, each error that learners were committing was immediately corrected. In a behavioristic approach, errors are considered as taboos, so an immediate correction to students' oral/written error facilitates the formation of good conduct (Leaph, 2011 and Rezaei, Mozaffari & Hatef, 2011). Moreover, under the influence of behaviorist perspectives views to the function of commentaries have also reformed the instructional approaches. For instance, in the late 1950s and 1960s Audio-lingual Method (ALM) was popular in language classrooms (Leaph (2011). In this method of teaching giving correct responses to students' errors help them to form good behaviors. Repetition of correct forms was also encouraged through the use of punishment and reinforcement.

Behaviorism focuses on the learning of observable behaviors, and it considers learning as a behavioral change than a mental change (Ormrod, 2009). This theory views learning as a habit formation. Thus, teachers specifically guide their students through the curriculum in small steps, and students are requested to replicate what their teachers told/showed them (Thurlings, Vermeulen, Bastiaens, and Stijnen, 2013) This theory also advocates the need for instant error correction as a lack of continuous CF (corrective feedback) result in fossilization (Mungungu-siitpate, 2016). According to Naruh (2010), the main function of a language teacher's in this theory is developing behavioral change in the desired direction, so they create good atmospheres that allow learners to behave in accordance with specific objectives. But, free practice or creativity has no space under this theory because making errors was a sign of one's inadequate teaching techniques. Thus, teachers always try to check everything students say is perfect (Tornkova, 2013).

Generally, in this theory the main effort of the teacher is determining the clues that stimulate the end result, organizing activates which provoke responses in a natural setting, and arranging different conditions that help learners to make correct responses. Here, as the theory is not flexible to accept

1