JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL TEACHERS' PRACTICES CHALLENGES OF GIVING CORRECTIVE FEEDBACK ON STUDENTS' PARAGRAPH WRITING ERRORS: THE CASE OF CHORA SECONDARY SCHOOL GRADE 10

BY

GENET BERHANU

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF ARTS IN TEFL

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Declaration, Confirmation, Approval and Evaluation

Research Title: EFL Teachers' Practices and Challenges of Giving Corrective Feedback on Students' Paragraph Writing Errors: The Case of Chora Secondary School Grade 10

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities and that all the sources used for it are duly acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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Abstract

The main purpose of this study was to investigate teachers' written corrective feedback giving practices and challenges on students' paragraph writing errors. Descriptive research design (case study) was employed in the study because it is more appropriate to collect adequate information from various participants. Using simple random sampling called lottery and availability techniques, 55 students of grade 10 and 2 teachers were selected as the subjects of the study. The data were collected through, document analysis, questionnaire and interview. Then, the data were analyzed quantitatively and qualitatively. The finding of the study revealed that EFL teachers' written corrective feedback mainly focused on grammar, vocabulary, spelling and punctuation. Another finding is that most English language teachers correct students writing error rather than encouraging students to correct by themselves frequently. Additionally, the findings of the study showed that lack of trust on peers' correction, problem of prioritizing errors, heavy work load and need of students were factors that affect the implementation of written corrective feedback on students writing at secondary school level. From this, the researcher concluded that students did not get opportunity to practice writing on content and organization of ideas. Most frequently used and relied on methods of teacher written corrective feedback is ineffective when it comes to develop and promote students English writing skills. The study implies that English language syllabus designers should include topics to raise awareness of the issues such as situations that require corrective feedbacks, error types and written corrective feedback strategies. Moreover, teachers should be trained to use various written corrective feedback strategies. Furthermore, teachers should do their best in order to overcome the challenges of written corrective feedback implementation.

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List of Abbreviations

CF …………..Corrective Feedback

EFL…………English as a foreign Language

ESL…………English as a Second Language

FLA……….... Foreign Language Acquisition

TEFL............. Teaching English as a Foreign Language

L1…………... First Language

L2……………Second Language

MA…………. Master of Arts

TL…………… Target Language

CHAPTER ONE

INTRODUCTION

The aim of this study was to describe EFL teachers' practices of giving corrective feedback on students' paragraph writing and its implication for learning the skill. This chapter specifically dealt with the research background, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study and definitions of key terms.

1.1 Background of the Study

Corrective feedback (CF) is considered as one of the fundamental aspects in foreign language learning and essential to develop students' writing skills (Hyland and Hyland, 2006; Sheen, 2011). According to Ferris and Hedgcock (1998), there are three main reasons why teachers should correct students' written errors. Firstly, students expect to have their writing corrected and think this is very important. Corrective feedback (CF) plays a critical role in language teaching and learning as this teaching strategy facilitates language learning and ensures linguistic accuracy (Ellis, 2009). This view implies that CF is viewed as key element in helping learners improve their learning through self-correction (Sheen & Ellis, 2011). A failure to correct may result in frustrated/demotivated students. Secondly, there is evidence that university lecturers find non-native speakers' written errors annoying and penalize students for their errors (Janopoulos 1992; Santos 1988; Vann et al 1991, 1984). Finally, students need to be able to correct their errors on their own, and teachers must show them how to do this. If teachers do not correct errors, they are sending out the message that error correction is not important, and students will not learn how to edit their own texts.

In the field of foreign language acquisition (FLA), feedback is interpreted as a teacher's technique that allows students to know how they are doing (Good and Brophy, 2000). It is argued that feedback should be given whether students' response is correct or incorrect (Ibid). Specifically, this study focuses on a specific type of feedback: corrective feedback. This concept may be defined as an "indication to the learners that their use of the target language is incorrect" (Lightbown and Spada, 1999: 171). Corrective feedback is classified under different categories.

As Hendrickson (1980) cited in Lee (2008), there are two types of corrective feedback namely: *direct corrective feedback* and *indirect corrective feedback*. Direct corrective feedback refers to overt correction of students' errors, that is, the teacher provides the correct one on parts of students' writing errors and students may do the rest. Indirect corrective feedback refers locating errors using underlines/circle on errors or using error codes or using other strategies like providing criteria for students to help them to correct themselves or each other rather than the teacher doing this.

Other strands of corrective feedback are *positive and negative* categories, Ferris (2002). She pointed out that in positive corrective feedback reward is used to students for their writing effort. In these types of corrective feedback, teachers write encouraging comments on students' writing in the margin. This kind of corrective feedback is provided with detail information about meaningfulness of ideas and ways to improve writing. It may have greater benefits than the tireless pursuit of what went wrong. On the other hand, negative corrective feedback is used to criticize students writing. This researcher thought that teachers should not abandon criticisms but should place it side by side with comments of encouragements. *Coded* and *uncoded* feedback is also other kinds of corrective feedback. Coded feedback is locating the exact location of an error and the type of error is indicated with a code. However, uncoded feedback refers to underlining, circling and placing errors. Students diagnose and correct errors in both coded and uncoded feedback (John, Stuart & Denise, 2005).

Learning a foreign language is a gradual process at which errors are likely to occur in all stages (Truscott, 1996). Error refers to deviations in usage which result from gaps in learners' knowledge of the target language', (Rod, 1997). Making errors is considered as a natural part of language learning (Edge, 1989; Hendrickson, 1978). When learners use a word in a context it does not belong to or make syntactic errors, it is necessary for learners to receive corrective feedback that makes them become aware of their errors and then avoid making such similar errors again. If the learners' errors are not corrected, they may become fossilized which ingrains in learners' mind and hinders the learners to achieve the progress of linguistic competence. Corrective feedback, therefore, plays an indispensable role in learning and teaching a foreign or second language with regard to linguistic accuracy (e.g., Ellis, 2009; Sheen & Ellis, 2011) and interaction from specific linguistic forms that result in effectively increasing communicative

competence (Long, 1996). Knowing how to support students in written forms and the writing process are important skills regardless of the age group with whom we are working.

To promote students' writing skills, corrective feedback plays a significant role in EFL writing instruction. According to Ellis (2009), corrective feedback enables students to notice their writing errors understand them and may revise their written work. Supporting this view, Henkel (2011) said that corrective feedback students get on their written works could play a very important role in the development of the writing skills and guide them to a gradual trend in getting closer and closer to write fluently and accurately. Mubarak (2013) on his part said that corrective feedback allows students to see their progress, diagnose and maintain some problems encountered in their writing. Sultan (2015) also claimed that students' writing proficiency can be improved through different ways of corrective feedback provision in their writing. Providing corrective feedback on students writing error is not an easy task. It requires careful attention to identify types of error to focus on and strategies of corrective feedback Buffa (2016). Therefore, the researcher decided to choose the title as there has been a big problem of producing legible and informative text in his school. The researcher had been there in the school for about five years teaching the subject. He felt eager to work on the issue in order to minimize the problems of paragraph writing errors. Taking this into account, the main intention of this study is to investigate EFL teachers' corrective feedback provision practices and challenges on students' writing errors, and to improve students' writing performance as well.

1.2 Statement of the Problem

Writing as a skill is being taught from elementary to tertiary level in Ethiopia. The main aim of teaching writing skill is to enable students to use the language in and outside of the classroom fluently and accurately Andrew (2002) in Tilahun (2016). To the contrary, learners usually commit a variety of errors in their writings. Many secondary school students' writing proficiency is below standard. Andrew (2002) in Tilahun (2016) stated that generating and structuring of ideas through question and answer, opposition and argument, is the difficult of secondary school students. In other words, students may face difficulty of conveying message in writing because no interaction and interaction facilities to communicate in writing. From this, we can understand that conveying message through their writing is a problem for secondary school students. Teferi (2002), on his part said that students' writing proficiency remains much lower than the level

demands. To take as an example, with the trend in real life in writing application letter , CV and others, more and more of students find it difficult to do it in a satisfactory way. Similarly, Abdissa and Kelemework (2014) said that in spite of the number of years the students are exposed to English in general and writing skills in particular, and most secondary school students' writing skill is below standard. They notified that increasing number of students had completed high school with very low proficiency of writing skill and joined the next level or work environment where facility with written language is expected and very frequent. The researcher has also investigated a serious problem of writing skill among the students in his school.

Therefore, it is necessary to look for various pedagogical attempts that enable students to develop their writing skill. Corrective feedback provision on students writing errors are one of these instructional attempts. Dealing with the students' errors plays an important role in their improvement of writing. In foreign language teaching and learning of writing skill, corrective feedback has several significant roles. According to Hyland (2003), corrective feedback creates opportunities for students to discover what they produce or not. Such opportunity can support students to develop writing skill and build their confidence in writing. Specifically, corrective feedback help students to learn how to strengthen their writing by taking into account the responses of actual and anticipated readers. Similarly, Wang (2010) claimed that corrective feedback is an essential way to improve students' writing proficiency to an extent that they are aware of what is expected from them as learners, and can produce piece of writing in a better way.

Different researchers carried out studies on feedback provision. Teferi (2002), for instance studied on instructors' provision of feedback to students' business letter writing with particular reference to college students and he found out that lesser number of the comments was provided on issues of organization and/or information. Abdissa and Kelemework (2014) also conducted a research on the practice of feedback provision in teaching writing skills. Their major finding indicated that teachers are not selective in the types of error focused on feedback provision. A study by Tesfaye and Gebretsadik (2015) entitled "*Error Analysis in Essay Writing*" indicated that teachers give poor concern for students' written error like, content, organization and word

choice. Hence, these are crucial aspects of the writing skills, to be corrected, and this might be one of the major causes of students' failure and ineffective writing practice.

Similarly, Deressa and Bekena (2017) conducted a study on the relationship between teachers' feedback and students' self-correction ability of grammar error in writing. Their finding showed that English language teachers provision of feedback is poor to help learners to correct their errors by themselves. It is not the presence or absence of feedback that makes a difference, but its nature and quality (Swaffield, 2008). An effective corrective feedback can significantly reduce the number of frequent errors of students. A related study to the above is the work of Tedick and deGotari (1998) on the bridge of corrective feedback. They indicated that English language teachers should take the teaching context in to account and get know what kind of classroom interaction/behavior they display. They added that English language teachers thoroughly think and work on aspects students expect to improve. They also pointed out that teachers should practice a variety of corrective feedback techniques as different techniques might appeal to different students in terms of their needs and objectives of the lesson.

Most of the local studies reviewed in this study focused on feedback on students writing. Practicing a variety of corrective feedback techniques is important as different techniques might appeal to different students in terms of various contexts. Moreover, most of the local researches reviewed in this study were conducted on tertiary level. This research, however, was aimed to be conducted at a secondary school level. Therefore, it is different from the researches mentioned above by its grade levels, the setting, objectives and the topic investigated. Thus, this study is intended to investigate teachers' corrective feedback practice on students' written work in Chora Secondary School. The study would also suggest situations and strategies to minimize challenges of providing corrective feedback.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The main objective of the study was to investigate English language teachers' corrective feedback practices and challenges on students' paragraph writing errors.

1.3.2 Specific Objectives of the Study

The specific objectives of this study were the following:

1. To describe how teachers provide corrective feedback on students' paragraph writing errors.
2. To identify the error types focused on by teachers' in corrective feedback provision.
3. To identify the challenges that affect teachers' corrective feedback practice on students' paragraph writing errors.

1.4 Research Questions

This study looked for answers to the following research questions:

1. What strategies do teachers use to provide corrective feedback?

2. Which types of error is focused on the teachers' corrective feedback provision?

3. What are the challenges that affect teachers' corrective feedback provision?

1.5 Significance of the Study

The findings of this study were expected to have the following significances:

1. Most importantly, this study is expected to provide methodological insights and information to EFL teachers which are helpful for them to implement the principles of feedback provision appropriately.
2. In addition, it is expected to provide pedagogical contributions and serve those who wish to develop curriculum and design ELT materials as a reference to incorporate corrective feedback principles with the actual classroom practices.
3. It will also stimulate other researchers to conduct similar or further studies and serve as an initial work.

1.6 Limitations of the Study

This study was believed to have certain constraints. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 2 teachers and 55 students selected from the school. This could often create danger on the generalizability of the study. It would have been

better and more effective if a good number of schools and participants were included in the study to gather sufficient information to obtain better results. Reluctance of both teachers and students to answer the open-ended questions was another constraint. However, anticipating such barriers in hand, all possible efforts were employed to acquire knowledge, enhance students' skills on paragraph writing and contribute to the education system.

1.7 Delimitations of the Study

Certainly, it would have been preferable to have more grades and more secondary schools in this study. But due to time and financial constraints, the study is limited to one secondary school, two English teachers and 55 students. Moreover, students' paragraph writing assignments checked by their teachers were collected as data to the study. Although there are different language skills in which teachers and students may find themselves in language teaching-learning process, studying all the language skills simultaneously is difficult. This study was conducted on students' writing skills. In addition to this, the study was limited to English language teachers' corrective feedback practice on students' writing errors. Furthermore, for the purpose of making the study manageable in terms of time and energy, this study was conducted on one government school namely Chora Secondary School, found in Western Oromia, Buno Bedelle Zone, Didu Woreda, which is 516 kilometers far from Addis Ababa.

1.8 Definitions of Key Terms

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

Error: 'Deviations in usage which result from gaps in learners' knowledge of the target language',

Feedback: It is a technique teachers use to communicate to students about their writing, **Corrective feedback**: is a form of feedback provided on students writing from different sources with explicit and /or implicit clues.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

In this chapter, conceptual framework of writing skills and literatures related to corrective feedback were reviewed. In particular, concept of writing, theoretical background of writing, approaches to teaching writing skills, students' problem in writing and the meaning of error in writing were discussed. The other concern of this chapter was corrective feedback. In this regard, concept of corrective feedback, types of corrective feedback, provision of corrective feedback and challenges to provide corrective feedback were presented in the views of various scholars. Finally, foreign and local research works to corrective feedback were reviewed.

2.1 Concept of Writing

Different scholars define writing in different ways. Hedge (1988) says that writing is the way in which a writer puts together the pieces of the text, developing ideas thorough sentences and paragraphs within over all structure. Byrne (1988) on his part says that writing involves encoding of some kind of massage i.e. we translate our thoughts in the language. Supporting this, Harmer (2001) said that writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. Therefore, in presenting a piece of discourse, we should consider the appropriateness of form, the style, and the unity of topic (Harmer, 2001). In other words, writing is the ability not only to put ideas from mind to paper but also a means of communication in a variety of forms for a variety of purposes.

Mastering writing skills is important due to its need in almost all the professions which need documentation, especially in this era. It is necessary to enter any modern workplace with good writing skills. According to Zhu (2004), business world requires and expect potential employers with good writing skills and they are seen as the clients of corporate world. Therefore, it is vital to equip oneself with good writing skills to get appointed and to disclose to more job opportunities. In other words, employees with good writing skills are seen as *hot commodities*.

Other than that, it is one of the most serious skills to be acquired in tertiary education. Academic writing in tertiary is not just words but meaningful communication. Zhu (2004) added that academic writing includes understanding of distinctive procedures of ideas and interaction which needs basic or general writing abilities as a foundation. Besides that, writing promotes creativity, imagination, and understanding. Writing is a thinking process which involves brain process, in order to organize ideas to write, writers need to imagine and be creative in putting their thoughts in words. Therefore, it is compulsory to incorporate teaching of writing skills in primary schools as it is an important skill in communication in this globalized world (Hyland, 2015). Due to its importance, many countries have made English to be learnt in school as a second language including Malaysia. In Malaysia, students learn English in all level of education starting from preschool to varsity level. In second language learning, learners are identified as second language learners or ESL learners. Therefore, it is possible to say that writing is not only the representation of graphic symbols but also a means of communication in a variety of forms for a variety of purposes and audiences. People write to express their ideas, feelings, opinions and beliefs in their everyday communication. There are various methods and strategies used to suit the ESL learners to master the writing skills.

2.2 Paragraph as a Basic Organization in Writing Skill

Paragraph by definition is a group of closely related sentences that develop one single idea. From the mentioned definition, it is quite clear that only one topic is being discussed in a paragraph. The discussion of more than one topic is not acceptable under one paragraph. Let's observe the below paragraph.

> *"The assassination of Mahatma Gandhi shocked all Indians in every corner of India. Gandhi was a small man, and he was vegetarian. He lived a very simple life. The minorities lost a man who always stood up for them; the poor lost the only person who was working towards real equality. Even his enemies felt a great loss in his death because he never hated anyone, big or small" (Champa & Sasikumar, 2010, pp.2-3).*

While reading the above paragraph carefully, you will find out that two sentences do not form the essential part of it. They are irrelevant. The topic sentence, which is the main idea of the above paragraph, is: Gandhi's assassination shocked everyone, but sentences no. 2 and 3 *Gandhi*

was a small man, and he was vegetarian. He lived a very simple life are irrelevant sentences which have to be omitted.

2.3 The organization of a Paragraph

As discussed earlier that the English writing organization style is quite simple, which has a beginning, middle and an end. Moreover, the beginning should say that what the article is going to be about, the middle should talk about the topic of the article, and the end should say what the article was about. For the better understanding, here is a diagram of English style organization (Boardman, 2008).

In addition, paragraph is the basic unit of academic writing in English. Students who want to study in a college or university need to learn how to write a paragraph because all other types of academic writing such as essays, reports, compositions, and research papers are based on paragraph. Academic paragraph have a very specific organizational pattern. When you follow this pattern, your paragraph will be easy for your readers to understand. This simple pattern is based on topic sentence, supporting sentences and concluding sentence. Topic sentences most often appear at the beginning of a paragraph, though this is not a requirement. Placing topic sentences near the front of a paragraph can help you as a writer better keep in mind the subject you want to develop in the paragraph.

2.4 Theoretical Background of Writing

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

2.4.1 Writing within a Behaviorist Approach

Behaviorists view habit formation as key to learning any skill. They also believe that learning resulted in acquisition of new behavior that involves imitation, practice, and feedback. The theory stressed the importance of correct model, practice and feedback. Teachers would not allow students to engage in spontaneous speech because they are afraid that learners would make errors which could develop in bad habits. Therefore, teachers provided learners with correct models to avoid errors in the student output and provide appropriate feedback. Behaviorist

teachers correct students' errors immediately, use reinforcement, and use repetition and imitation to ensure that students master the problem. The treatment of error is consistent, overt, and immediate (Eva, 2012).

2.4.2 Writing within a Nativist/an Innatist Approach

Krashen developed the first innatist theory. While the behaviorism theory advocated corrective feedback, Krashen argued against treatment of errors. Krashen claimed that although corrective might be helpful, comprehensible input is sufficient for second language acquisition (Eva, 2012). According to his model, writing consists of three main elements including the planning stage, the translating stage, and the reviewing stage (Esther, Alicia & Juan, 2006). The planning stage involves smaller processes that are generating ideas, organizing ideas, and setting goals for writing. In the translating stage, learners write their thoughts that are generated from the first stage. Writers evaluate and revise texts in the reviewing stage. Therefore, the focus of this theory is on the process and not on the product approach of writing. Nativists believe that learners are active writers who generate thoughts and ideas. The main roles of teachers are fostering learners' creativity, guiding them in the process of drafting, revising and editing their writings. While teachers in the behaviorism theory model the texts, in the nativists model learners' processes in the writing tasks. In addition, Krashen argued that learners should be provided with opportunities for meaningful interaction instead of focusing on errors' feedback (Eva, 2012).

2.4.3 Writing within an Interactionist Approach

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

Corrective feedback can be provided using six main techniques which are recasts, explicit feedback, elicitation, metalinguistic feedback, repetition, and clarification requests (Eva, 2012). Lyster and Ranta (1997) defined and clarified the meaning of each strategy. They defined recasts as teacher's reformulation of all or part to a student's utterance minus the error. Explicit correction is correcting forms by the teacher. Providing comments, information, or questions related to student's utterance without explicitly providing correct form is called 'metalinguistic feedback'. When teachers use elicitation technique to provide corrective feedback, they either elicit completion by pausing to follow students fill in the blank, use questions to elicit correct forms or ask students to formulate their utterance. Repetition technique refers to teachers' repetition of the erroneous utterance. The last strategy of corrective feedback is called 'clarification requests' where teachers indicate to students that their utterance has been misunderstood (Lyster & Ranta, 1997).

2.4.4 Writing within a Psycho-Cognitive Approach

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

2.5 Approaches to Teaching Writing Skills

Writing approaches to first language users differs from the second language learners. Researches had formulated many theories and approaches to cater to ESL learners writing needs. These writing approaches have gone through a lot of changes over the years to enable the second language learners to become a good writer (Fujida, 2006). Different approaches identified by practitioners, for instance Md. Kamrul Hasan and Mohd Moniruzzaman (2014) for ESL learners such as product, process, genre approach and process genre approaches were discussed below

2.5.1 The Product-Based Approach

This approach is grounded on behaviorist principles and relates language teaching to linguistic form, discrete linguistics skills and habit formation. It is claimed that language consists of parts,

which should be learned and mastered separately in a graded manner. The learner's role is to receive and follow the teacher's instruction; an example of these approaches is the audio-lingual approach (Turuk, 2008). According to this approach, the teaching of writing focuses on the production of texts by individual students, often under time constraints and usually in silence.

Tribble (2009) claims that product approach in which the focus is on form, is a traditional, text-based approach which is still used in many materials today. In this approach, the teacher often presents authoritative texts for students to imitate or adapt. Errors are considered as something that should be corrected, or, if possible, eliminated. The teacher's main role is to instill notions of correctness and conformity. Pincas (1982) sees writing in product approach as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices.

Steele (2004 as cited in Hasan and Muhammad 2010) and Pincas (1982) in White and Richard, (2000) clarify that Product Approach consists of four stages. Stage one (Familiarization) is the stage where students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. Stage two (Controlled writing): This stage consists of controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practice the language used to make formal requests. Stage three (Guided writing): This is the most important stage where the ideas are organized. The organization of ideas is more important than the ideas themselves and as important as the control of language. Stage four (Free writing) is the end product of the learning process. Students choose from the choice of comparable writing tasks.

To show what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product, such as a letter, story or essay. From the explanation above, it can be concluded that the weaknesses of product approaches are that process skills, such as planning, drafting, revising, etc are given a relatively small role, so that the knowledge and skills that learners bring to the classroom are undervalued. The strengths are that they recognize the need for learners to be given linguistic knowledge about texts, and they understand that imitation is one way in which people learn (Badger and White 2000).

From the above explanations, we understand that product approach to teaching writing emphasis mechanical aspects of writing, such as focusing on grammatical and syntactical structure and imitating models. Moreover, it is primarily concerned with correctness and form of the final product. Furthermore, this approach fails to recognize that people write for an audience and for a purpose and that, ideas are created and formulated during the process of writing.

2.5.2 The Process-Based Approach

The process-based approach gives great importance to the process of getting the end product. There are four processes involved in the writing process; planning, drafting, revising and editing. Kroll (2001, p.221) explains drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts is one of the crucial steps in the process-based approach. Adopting this approach enables writers to move back and forth to improve their writing. It also promotes creativity when the writers create their own composition. Thus, it is seen as a dynamic approach as recursive process takes place. Process approach is popular due to its benefits. Students can enhance their writing abilities in the classroom as scaffolding occurs. Other than that, feedback is given by teachers and peer, so it gives opportunity for students to become a better writer. According to Maarof et al. (2011, p.30) "teacher feedback is regarded as a main requirement for improvement in students' essay writing". In addition, it stresses on thinking process, this will promote creativity. Despite all the advantages, process-based approach has it disadvantages, it consumes a lot of time, focuses on the process instead of structures and grammar.

According to Richards and Rogers (2001), the process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. While the mechanical aspects of writing are important, they should not interfere with the composing process. This composing process requires much revision and rewriting. The teacher intervenes and guides students during the emphasis on correctness and the final product comes only toward the very end of the writing process.

2.5.3 The Genre-Based Approach

Genre approach looks writing as pre-dominantly linguistic but, emphasize that writing varies with the social context in which it is produced producing texts based on social context (Badger,

2000). Genre based approach give importance to various types of writing and text types and intertwined with social needs. It has some advantages as such as students learns variety of sentence structures for different text types. The objective of this approach is knowledge and certain genre and the communicative reason which will enable writers communicate with the community (Tangpermpoon, 2008). There are some advantages of this approach are it exposes students to different types of text types or genre.

Learners should be exposed to many examples of the same genre to develop their ability to write a particular genre (Elashri, 2013). In addition, genre-based approach concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing, like other writing, has its purposes to the readers (Tuan, 2011). Other than that, genre approach is suitable for beginners as model text is given to assist learning, this will reduce the anxiety among the learners. Above all, it scaffolds writing. Some limitations of this approach are students lack in knowledge of language structure and grammar to reach the target audience and learners basically focus on the product rather than the process and it underestimates the student's ability.

2.5.3.1 A Limited View

Teachers and learners are often attracted to universal rules that they can apply in all situations. Although such rules do exist, they are often too general and often not very useful in helping learners write effectively. For example, some teachers and learners believe that you can write anything as long as you can produce grammatical sentences. However, this ability alone does not allow writers to produce a text in a genre that with which they are not familiar. For example, a newly appointed Head of Department of English Language may have problems in writing a departmental report because he or she is not familiar with institutional expectations. He or she would have to refer to examples of previous reports. This scenario implies that genre knowledge is important.

2.5.3.2 A Holistic View

Swales (1990) explained that a genre is primarily recognized by its communicative purpose, which shapes how a text is realized. Texts that belong to a genre share similar characteristics, such as target audience, organization of ideas and language choices. For example, a thesis

statement is obligatory in an argumentative essay because the communicative purpose of this genre is to argue for or against a position.

The five stages of a genre-approach to writing are (Hyland, 2007):

1. Setting the context;
2. Modeling;
3. Joint construction;
4. Independent construction and
5. Comparing

The goal of the *setting the context* stage is to explore the communicative purpose (e.g., to persuade readers to care for the environment) of a particular genre. Learners can read a text and discuss its communicative purpose with their classmates.

At the *modeling* stage, teachers can guide learners to identify language features (e.g., tenses, personal pronouns) of a sample text of a particular genre. At this stage, learners should also pay attention to moves (i.e., writers' intentions) in the text. Examples of moves in a factual essay can include presenting an argument, supporting an argument, and predicting possible outcomes.

The aim of the *joint construction* stage is to reinforce features that learners identified at the *modeling* stage.

At the *independent construction* stage, learners write their essays with support from teachers if necessary. At this stage, it is suggested that learners can apply a process approach to writing

Finally, at the *comparing* stage, learners compare and contrast the communicative purpose and language characteristics of the genre they have learned with other genres.

2.5.4 Process-Genre Based Approach

Consequently, process genre-based approach is a combination of all the three above, it focuses on the process of writing, taking account knowledge of social context and purposes of text in genre writing and observes features of texts as in product-based approach (Rhalmi, 2018). Currently, process writing is given much emphasizes in ESL classrooms. It helps students to produce and kinds of writing by employing the four steps. Besides employing these approaches, teachers also employ different types of strategies to make the teaching and learning writing in

second language classroom in fruitful. Some of the popular strategies "include modeling, shared writing, guided writing, and interactive writing". (Lan et al. 2011, p.148). This approach has its plus points, that is, it is more suitable to students in secondary schools. Its limitations are, it needs careful and tedious planning, it consumes a lot of time in planning and teaching.

2.6 Students' Problem in Writing

Writing is one of the most challenging language skills for most students at any level of learning. Andrew (2002) in Tilahun (2016) stated that generating and structuring of ideas through question and answer, opposition and argument, is the difficult of secondary school students. In other words, students may face difficulty of conveying message in writing because no interaction and interaction facilities to communicate in writing. From this, we can understand that conveying message through their writing is a problem for secondary school students.

Moreover, organizing ideas in a way a reader who is not present and perhaps by a reader who is not known to the writer is also essential in writing work, Andrew (2002) in Tilahun (2016).   The students have the problem of structuring their writing, topic development of their writing and structuring a theme in a discourse. The most common students' problem in writing is either the written work is not limited to a single topic or a single topic is not developed or exemplified adequately. In other words, organizing ideas, differentiating a topic and supporting idea and generalization and specific details are problems of secondary school students.

2.7 The Meaning of Error

According to Erdogan (2005), errors are the flawed side of the students' speech or writing. They are those parts of conversation or composition that deviate from some selected norms of matured language performance. In addition to this, Hendrickson (1980), cited in Sun (2013) defines "error" is a form and/or function that a particular language deems unacceptable because of its inappropriate use or its absence in real-life discourse. Moreover, Long (2005) precisely defines an error as recognizable misconstrues of or lack of information.

In line with this definitions, many researchers classified errors into two broad categories. For instance, Harmer (2001) classified errors as surface and detail. As to him, students writing problems on structural aspects are said to be surface errors while problems on function are

named as detail errors. Surface errors need lesser corrections whereas deep errors do require the reasons of why they are made and what the appropriate one is. In another way, Lee (2004) classified errors as covert and overt. According to this researcher covert errors are errors that hinder communication while overt errors not.

2.8 Reasons of Errors in Writing

Regarding the reasons of committing errors in writing, scholars forwarded some of them. For instance, Gass and Selinker (1992) said,

> *The sources of errors are too many, but I think the most important and obvious are the following: Transfer of Native language. Native language transfer is an unavoidable factor in writing. There is overwhelming evidence that "language transfer" is indeed a real and central phenomenon that must be considered in any full account of the second language acquisition process.*

When Chinese college students learn English, especially in their English writing, transfer is manifested at various levels, such as lexis, syntax, and discourse. Chinese students always use the rules, the thinking way of Chinese in their English writing. For example: Pro-drop: Language may differ as to whether or not they require an overt pronoun in certain environments. One of the most striking differences between English and Chinese is that English necessitates an overt subject in sentences except imperatives. By contrast, if the referent can be grammatically and pragmatically retrieved, Chinese allows omission of subject pronouns in a sentence (Xu, 1992). This 'pro-drop' phenomenon, common in written Chinese, differs from English which regards subject less clauses as ungrammatical.

Therefore, pro-drop sentences in English writings by Chinese writers can be constructed as L1 transfer, and it can be extended to the subject in a sentence as well. For example: If have no money, you can do nothing. I tried hard to listen, but I just cannot hear.

Over generalization. When students apply a grammatical rule across all members of a grammatical class, (e.g., verbs) without making the appropriate exceptions. For example, goed (meaning went), a form they are unlikely to have heard, suggesting that they have intuited or deduced complex grammatical rules (here, how to conjugate regular verbs) and failed only to

learn exceptions that cannot be predicted from a knowledge of the grammar alone. In their writing works, many of the errors are caused because of overgeneralization.

Fossilization- At a certain stage students cease to learn new aspects of the TL. Although perhaps capable to express themselves in a grammatically correct way, students here do not proceed to explore the great reservoir of language any further in order to express themselves in a more refined and sophisticated manner. It causes many dis standard way of expressing in their writing. Simplification- Simplification is a result of an attempt to adjust the language behavior to the interests of communicative effectiveness. In order to avoid redundancy, students always use simplification. For instance, they use cutted, buyed instead of cut and bought. So, they often make errors.

2.9 The Concept of Corrective Feedback

The term corrective feedback (CF) refers to any type of feedback students may receive from teachers or others when they have made an error in their writing Russel and Spada, (2006) cited in Al-Jarrah (2016). In other ways, CF is any type of feedback provided to students from any source that includes with evidence of students' error of writing. As Murphy (1986) cited in Hinkel (2011) defines corrective feedback is a form of feedback provided on students writing errors to remind students towards standard use of target language. It may concern on fluency and/or accuracy because language in use exploits both form and function.

2.10 Types of Corrective Feedback

Ferris (2002) divided corrective feedback as positive and negative categories. She pointed out positive corrective feedback used reward students for their writing effort. In these types of corrective feedback, teachers write encouraging comments on students' writing in the margin. This kind of corrective feedback is provided with detail information about meaningfulness of ideas and ways to improve writing. It may have greater benefits than the tireless pursuit of what went wrong. On the other hand, negative corrective feedback is used to criticize students writing. This researcher thought that teachers should not abandon criticisms but should place it side by side with comments of encouragements.

As Hendrickson, (1980) cited in Lee (2008), there are two types of corrective feedback namely: direct corrective feedback and indirect corrective feedback. Direct corrective feedback refers to overt correction of students' errors, that is, the teacher provides the correct one on parts of students writing errors and students may do the rest. Indirect corrective feedback refers locating errors using underlines/circle on errors or using error codes or using other strategies as providing criteria for students to helps them to correct themselves or each other rather than the teacher doing this.

Ellis (2009) identified Lee's categorization as explicit and implicit type of corrective feedback. The former one, the teacher corrects all or some errors by crossing out perceived errors and provides the correct one. The latter one in which either the teacher or other sources indicate the place where perceived error occurs by underlying or circling or using other strategies. It can be done with/without clues. In addition to this, focused and unfocused corrective feedback is also identified by this researcher. Focused corrective feedback involves the teacher correcting only on one or two specific types of errors. In other words, it concentrates on specific types of errors and ignores the other types. Highly focused written corrective feedback will focus on a single error type. Somewhat less focused corrective feedback will target more than one error type but still limit corrections to only a few pre-selected types. Whereas unfocused corrective feedback involves the teacher, provide correction on most of the errors in students' writing.

To the last, according to Sheen (2011) oral and written corrective feedback is identified. Oral corrective feedback is provided through dialogue or conversation .Thus, it is easier to remember than a note on a paper. It is usually given to the student immediately after the language error is made. It demands that the receiver remembers it long enough to learn from it. What is more, oral feedback can contain much less information about errors made and about the content. Written corrective feedback is given through writing. For the purpose of this study only written corrective feedback is reviewed.

2.11 Provision of Corrective Feedback

There may different person who is expected to provide corrective feedback on students' written work. This means responsibility of corrective feedback provision may be on the teachers, on the student, and on other students too. With this regard, students may correct their writing errors by

themselves, self-correction. Here the students identify their writing errors or second party may indicate their errors and let them to correct by themselves. As Lee cited in Yugnagdhar (2014), it is advantageous to foster learner independence. The challenge of this kind of correction is the students' skill of foreign language is limited and sometimes they cannot make correction of their own, particularly content wise. In other words, the students might not notice errors they committed and they may be confused what to correct (Hyland, 2003). This researcher suggested that it is not appropriate to overlook the writers as critical readers and reviewers of their own texts. From this, we can understand that sometimes students may not correct their writing errors by themselves, so requires teachers or others' reaction to the raised issue.

Peers are the other provider of corrective feedback on students writing errors. In this type of corrective feedback students may identify their writing errors by themselves or the teachers may indicates errors and students are able to correct each other. The process encourages learners to listen carefully to one another and it also brings confidence to the student making the correction. It encourages team spirit and has the benefit of reinforcing the language in the other students' own minds as well. On the other hand, as noted by Zublin (2011) some of the drawbacks with this source are: some students feel reluctant to correct their friends errors for fear that their relationship may broke up; students do not value their peers „knowledge and skill ; after getting correction by peer, they might feel that she or he is inferior to his friends; students feel reluctant about showing their work what they have written because they do not want their classmate to know about their errors. From the above mentioned perspectives, it is sensible to note that peer corrective feedback is not an absolute good technique; however, it should be supplemented with the other methods of corrective feedback where necessary.

Furthermore, teachers may correct students writing errors. According to Zamel (1985) cited in Zublin (2011) states that teacher's corrective feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Similarly, Byrne (1988:29) thinks that if teachers are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. Ancker (2000) cited in Zublin (2011) claims the disadvantage is that it may make students to be over dependent on the teacher. Hyland (2003) criticize the quality of teacher corrective feedback by stating it to be "frequently misunderstood, vague, and

authoritarian, overly concerned with error and often functioning to appropriate, or take over errors to directive.

2.12 Challenges to Provide Corrective Feedback

Provision of corrective feedback on students writing may be a complex process which requires a number of quick choices that the teachers have to make decision before they came up with a reactive move to students' erroneous responses. The first problem is decision related to the focus of errors to provide corrective feedback, i.e. teachers have to decide whether to emphasize on form which involves corrective feedback on grammar and mechanics errors or on content which involves corrective feedback on organization, idea and amount of detail (Richards & Renandya, 2002). Teachers have to first of all be aware of this complexity and the key to overcoming this complexity and providing useful corrective feedback is maintaining the balance of these different elements and this is called "instructional balance".

Again, issue of decision-making concerning type of corrective feedback techniques is a problem to corrective feedback provision. As Ashwell (2000) cited Lee in (2005) students prefer corrective feedback in the form of comments on content and ideas as well as explicit corrective on their structural or surface errors. They found that students preferred comprehensive corrective rather than selective corrective, and that students approved of overt correction as well as indirect corrective feedback such as coding. In other words, the problem of adapting corrective feedback to individual needs (varied proficiency levels) is another factor that hinders implementation of corrective feedback appropriately. According to Lee (2005), students appreciate receiving large amounts of different types of corrective feedback irrespective of the types of errors on which it is focused. According to Guenette (2007), no recipe for corrective feedback on writing (as what may work for one setting may not for another setting. For foreign language students, writing skill is even harder and more time consuming, so it is understandable that it is difficult to determine one method of providing corrective feedback is more beneficial than another.

2.13 Review of Related Studies

Corrective feedback has got emphasis with the advent approaches to writing. Research works related to this type of responding is becoming the state of the art in L2 contexts. In the following

subsections, some of the related studies conducted abroad and in country around the theme of corrective feedback are reviewed, and then the major concern of the present study is justified. There were some studies conducted on different aspects of corrective feedback. Some of these show ineffectiveness and uselessness while others indicate positive result with corrective feedback Truscott (1999), Ferris (1999). Truscott (1999) with his comparative study, investigated on effectiveness of corrective feedback. This researcher claimed that corrective feedback is ineffective, harmful, and therefore should be abandoned, since error is the sign of struggling to improve language. Also his studies in 2004 indicated that written corrective feedback does not provide any positive effect on foreign language learning.

However, Ferris (1999) refutes Truscott's idea by suggesting that corrective feedback can be useful for foreign language students, if it is 'clear, selective, and prioritized'. An effective corrective feedback can significantly reduce the number of frequent errors of students. A related study to the above is the work of Tedick and deGotari (1998) on the bridge of corrective feedback. They indicated that English language teachers should take the teaching context in to account and get know what kind of classroom interaction/behavior they display. They added that English language teachers thoroughly think and work on aspects students expect to improve. They also pointed out that teachers should practice a variety of corrective feedback techniques as different techniques might appeal to different students in terms of their needs and objectives of the lesson. Supporting this, Brown (2001) said that English language teachers can help students to notice their linguistic output in class, and slowly convert systematic errors in to appropriate forms. To do this, Ellis (2007) English language teachers find out their students' preference of corrective feedback, and then negotiate how best to use corrective feedback with them. He added they should identify the type of error to provide corrective feedback. He concluded that appropriate and effective written corrective feedback is the one which offer optimal condition to help students to notice their writing errors, understand them and incorporate the correct version in to their written work.

According to Hinkle (2011), corrective feedback is a way of reminding students to the forms of Standard English. It should not be a kind of criticism or punishment; think of corrective feedback as a way of giving information or feedback, just when it will support their learning, corrective feedback should not mean insisting on everything being absolutely correct.

A study by Tesfaye and Gebretsadik (2015) entitled "*Error Analysis in Essay Writing*" indicated that teachers give poor concern for students' written error like, content, organization and word choice. Hence, these are crucial aspects of the writing skills, to be corrected, and this might be one of the major causes of students' failure and ineffective writing practice.

Deressa and Bekena (2017) conducted the other study entitled "The relationship between teachers' feedback and students' self-correction ability of grammar error in writing". Their finding showed that English language teachers provision of explicit error feedback is poor to help learners to correct their errors. Yet, another researcher, Kassa (2013) "assessing students' participation in peer feedback process during paragraph writing activities". His study indicated that teachers do not frequently encourage students to correct each other. From this, it could be concluded that giving less emphasis to error feedback, providing solely general comment and less attention to peer correction are factors that hinders to provision of corrective feedback on students writing errors.

It is with the instance of the above literature review, what types of errors focused on to the corrective feedback provision by the teachers? What strategies do they use in the provision of corrective feedback? And what are the challenges that impede to the implementation of corrective feedback? To seek answers for these questions, this study was designed to investigate English language teachers' corrective feedback practice on students' paragraph writing errors.

CHAPTER THREE

METHODOLOGY OF THE STUDY

In this chapter, the research design, study population and sampling, sampling methods of the study, data collection instruments, data collection procedures, procedures of data analysis and ethical considerations were provided.

3.1 Design of the Study

The research design is a master plan specifying the methods and procedures for collection and analyzing the needed information (William, 2006). The main objective of this study was to investigate English language teachers' practice of giving corrective feedback on students' writing errors. For this purpose, descriptive research design was employed as it is suitable for the collection of intended data. According to Creswell (2006), descriptive design presents facts about the nature and status of a situation as it exists at the time of the study; it also concerns with the practices that are ongoing and trends that are developing. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

In addition, to obtain information from various research tools, mixed research approach was used. This approach helps to get comprehensive data to study the topic than either qualitative or quantitative alone. The reason for choosing quantitative approach was to get defined set of responses. It was done by closed-ended questions and data gathered through questionnaire. In contrast, qualitative approach was needed to obtain highly personalized data that should never be obtained through quantitative approach (Creswell & John 2011). Interview and document analysis were used for qualitative inquires in this study.

3.2 Study Population and Sampling Procedure

The target populations of the study were grade ten students and English Language teachers of Chora Secondary School. Teachers and students were the sources of data. With this in mind, the researcher used the sampling technique called availability sampling to choose the teacher

respondents. Accordingly, two English language teachers who were teaching grade ten students were taken as participants of this study.

Simple random sampling technique was preferred as it provides equal chance for each population to be a part of the study and it reduces the sampling bias in terms of population element (Cohen et al, 2000). A total of 273 students, 131 male and 142 female were learning in grade ten in the specified academic year being distributed across seven sections. On average, there were 39 students in each section. Total of 55 students (20% of the total population) were selected by lottery method as a sample populations. This technique helps all students to get equal chance to be selected as a sample size. Gay (1987:114) says that in descriptive study, the sample should be at least 10% of the population. Van Dalen (1979:128) also states that for descriptive research ten to twenty percent of the total population is often enough. Therefore, the researcher decided to take 20% (273 x 20 ÷ 100 = 54.6 = 55) of the population as respondents. All seven sections were given a chance to be selected for the study. A lottery method was used to select sample respondents in the following ways: Firstly, the total lists of the students were taken from the directors' office of the school. Next to this, pieces of papers were prepared and the tickets were numbered form one to the end and thoroughly mixed. Finally, the pieces of papers were put in a bowl and were taken randomly without looking at them. The members of the population who contained the numbers drawn were selected to be samples for the study.

3.3 Data Gathering Instruments

To collect the required data, three types of instruments: document analysis, questionnaire and interview were used for the purpose of the study.

3.3.1 Document Analysis

Document analysis was the second tool of data collection in order to get comprehensive data. As O" Leary (2004), this tool could provide valuable data about the practice and significant characteristics of the document. Therefore, students' assignment checked by the teacher was used as a valuable source of information concerning error types in the teachers' corrective feedback provision. In this study, students' written assignment checked by English teachers was collected from the teacher of English to identify focus areas in the corrective feedback provision. To carry out document analysis, five sections written assignments commented by teachers were

collected by the researcher. Based on this, corrected paragraph assignments of twenty (20) students, four from each five sections were collected. The collected assignments were evaluated based on the procedures recommended by Ferris (2001). Accordingly, the corrective feedback evaluation focused on content and language form. Checklist was adapted by the researcher to evaluate corrective feedback provided on students' written assignments. Hence, this tool is designed to address the research questions regarding the strategies teachers use in their corrective feedback provision practices.

3.3.2 Questionnaire

Questionnaire is one of the primary sources of obtaining data in any research endeavor (Richards & Schmidt 2002:438). It is also used to access the large population of students and teachers easily (Rugg & Peter 2007). In this study, students' questionnaire was employed. The questionnaires contained both open-ended and close-ended questionnaires. The open-ended form questionnaires provide a greater depth of response. Closed- ended questionnaires help respondents to choose from a selection of numbers representing feelings or attitudes ranging from strong agreement to strong disagreement. The questionnaires were designed based on the Likert-scale to make it more standardized (Rensis Likert 1932).

A supplementary step in the evaluation of the methodological Pitfalls, a pilot study of the questionnaires was conducted to assess the content, clarity of the questions. The respondents on this pilot study were non-participants of the study. This is because not to give pre-information for participants of the study.

Therefore, the researcher distributed 57 copies of questionnaires to the samples in the school. The questionnaire addressed the research questions about the types of errors focused on the teachers' corrective feedback provision on students' paragraph writing errors.

3.3.3 Interview

To be able to validate the information collected via questionnaires and document analysis, the researcher employed interview. The researcher did this because it can yield more respondent information than will the other tools used. It was set in a semi-structured way to guide respondents to their proper responses. Five interview items were prepared and conducted with

the participants in the target school. Grade ten English teachers were interviewed by the researcher. This was employed to assess teachers' corrective feedback practice in relation to focus areas: techniques and challenges to the corrective feedback provision on students' writing errors. The interview was recorded for validity of the process.

3.4 Procedures of Data Collection

In order to collect data for the study, the teachers and students who involved in the study were identified. After explaining the objective of the study to the respondents, the questionnaires were distributed to be filled. The researcher himself explained the objectives of the study and asked their willingness to take part in the study. Accordingly, questionnaire was administered to students. The administration of the questionnaire took place by the researcher and fellow teachers. Document analysis was carried out after the questionnaire was finished. Then, the time of asking a semi-structured interview was scheduled. Lastly, data collected by questionnaires and document analysis were triangulated by the interview.

3.5 Method of Data Analysis

After carefully gathering the appropriate data, they were analyzed using qualitative and quantitative method. The data from the semi-structured interview were analyzed and discussed qualitatively. This means, it was narrated using words, phrases, statements and paragraphs. However, the data obtained from close-ended items of questionnaire and documents were analyzed quantitatively.

The quantitative data were counted first. Then, they were organized into frequency tables where the responses are presented in the form of frequencies and percentiles. Finally, the frequencies and percentiles were compared with each other and with average point of reference to arrive at the common and dominant inclinations, which exist among the respondents and practice.

The presentation of the analysis follows the order in which the research questions were presented. All the items from three instruments that were concerned with the first question were analyzed and discussed at the beginning, those with the second follow, and those with the third come at the end. The results of the data were explained after analysis is completed. Finally, conclusion and recommendations were made based on the findings of the study.

3.6 Ethical Consideration

Qualitative and/or quantitative researchers are obligated to respect the rights, needs, values & desires of participants (Creswell, 2009). He also adds that appropriate step should be taken to observe strict ethical guidelines to maintain participants' privacy, dignity, rights, & secret.

Consequently, the researcher informed the participants about the purpose, nature, data collection and duration of the study. Any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from teacher respondents and the students were kept confidentially.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis and interpretation of data obtained from respondents of the study. In doing so, the data collected through students' questionnaire and document analysis are presented with the help of tables and percentages. The teachers' interview is explained in paragraphs because it is difficult to put it in tables or other forms like charts, graphs, etc. The data gathered through the above three instruments were presented and analyzed as follows .

4.1 Analysis of Students' Questionnaire

The students' questionnaire has three main parts. The first one is the errors which focused on the corrective feedback provision. The second part is about ways of corrective feedback on students' writing. The last part assesses problems that impede implementation of corrective feedback. The questionnaire was administered to 55 grade 10 students by researcher in the beginning of April, 2013 EC academic year, and all 55 students filled and returned the paper.

4.1.1 English Teachers' Corrective Feedback Practices on paragraph Writing Errors

Table 2: Students' response to whether teachers provide corrective feedback on paragraph writing errors

Response	Yes	No	Total
Frequency	55	-	55
Percent	100	-	100

As it was shown in the above table, 100% of the students responded that students were provided corrective feedback on their writing errors. This indicates that corrective feedback is a method used in the instruction of teaching writing skill of English language.

Accordingly, which errors are focused on, corrective feedback techniques and factors that influence corrective feedback provision are presented below.

4.1.1.1 Type of Errors Teachers Focus on in Providing Provide Corrective Feedback

To identify focus area in the teachers' corrective feedback provision, students were asked to answer items in relation to writing error in table 2 and 3.

Table 2: Students' response on writing error focused on the teachers' corrective feedback

No	On which aspects of paragraph writing error does your teachers' corrective feedback frequently focus on?	Responses				Total	
		Yes		No			
		Fr.	%	Fr.	%	Fr.	%
2.1	Development and organization of idea.	15	27.64	40	72.36	55	100
2.2	Grammar.	38	69.47	17	30.53	55	100
2.3	Vocabulary choice.	38	69.47	17	30.53	55	100
2.4	Spelling and punctuation.	35	63.16	20	36.84	55	100

As it can be seen from table 2, 27.64 % of the respondents replied that teachers' corrective feedback focused on development and organization of idea. The remaining, 72.36 % of the respondents replied that the teachers do not focus on this features of writing. 27.64 % of respondents showed that teachers CF provision frequently focused on errors related to development and organization of idea. As for responses to corrective feedback focused on grammar, 80 % of the respondents replied yes while 20 % of them replied no. This indicates that teachers' corrective feedback frequently focused on grammar, majority of respondents indicated as such. Regarding corrective feedback that focus on vocabulary , 69.47 % of the respondent replied yes and 30.53 % no. Majority of the respondents showed that teachers' corrective feedback focused on vocabulary. Response to whether teachers' corrective feedback focuses on spelling and punctuation, 63.16 % of the respondents replied yes while 36.84 % of them replied no. According to majority of participants' response, teachers' corrective feedback focused on errors related to spelling and punctuation.

In the above data, the majority of the participants expressed that teachers' corrective feedback basically focused on grammar, vocabulary and mechanics. From this, it can be generalized that these components of writing are the center of attention in the corrective feedback provision particularly in teaching writing skills.

To further assess error types focused on the teachers' corrective feedback provision, participants were asked to answer the following items in table 3.

Table 3: Participants' response to error type frequently focused on the teachers' corrective feedback provision

No	How often does the teacher's corrective feedback provision focus on following errors?	Response								Total		Mean
		Always		Sometimes		Rarely		Never				
		Fr	%	Fr.	%	Fr	%	Fr	%	Fr	%	
3.1	Teachers focus on the errors that might interfere with communicating idea	6	11.58	11	20	24	43.16	14	25.26	55	100	2.16
3.2	Teachers focus on the errors that are asked by students	7	12.64	14	25.26	23	41.05	11	21.05	55	100	2.3
Grand mean												2.23

As it can be seen in table 3 with grand mean value of 2.23, 11.58% and 20% of respondents replied always and sometimes to the frequency of teachers' corrective feedback that focused on

the only errors that might interfere with communicating idea. The mean value of item 1 was 2.16. On the contrary, 43.16% and 25.26 %of them replied rarely and never to this item. According to their responses, 31.58% of the respondents said that teachers' corrective feedback usually focus on errors that interfere with communicating idea. The response to the frequency of teacher's corrective feedback which focused on errors that were asked by them in item 2 which showed mean value of 2.3, 12.64% of the respondent indicated always, 25.26% sometimes, 41.05% rarely and 21.05% never. 37.9% of the participants reported that teacher's corrective feedbacks always and sometimes focus on errors that were asked by them.

According to the above data, teachers' corrective feedback does not frequently focus on errors that interferes communication and errors that are asked by students.

4.1.1.2 Strategies Teachers Use to Provide Corrective Feedback

To assess teachers' corrective feedback techniques, students were asked to respond items in table 4 and 5.

Table 4: Students' response to strategies teachers' frequently used to provide corrective feedback

No	How often does your teacher use the following strategies to provide corrective feedback on your writing errors?	Response								Total		Mean
		Always		Sometimes		Rarely		Never				
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
1.1	The teacher gives general comments on errors committed by me	24	44.22	20	35.78	6	11.58	5	8.42	55	100	3.1
1.2	The teacher gives specific comments on errors committed by me	8	14.78	5	8.42	16	29.47	26	47.33	55	100	1.9
1.3	The teacher encourages me to correct my own writing errors	11	18.94	12	22.10	21	38.96	11	20	55	100	2.4
1.4	The teacher encourages me to correct each other.	8	14.78	9	16.81	25	45.26	12	23.15	55	100	2.2
1.5	The teacher corrects errors committed by me	20	36.86	22	40	9	16.81	4	6.33	55	100	3.1
	Grand mean											2.54

Table 4 shows the frequency of strategies used in the teachers' corrective feedback provision. Among all participants, 44.22% of the respondents indicated always, 35.78% sometimes, 11.58% rarely and 8.42% never on the strategy of giving general comments on errors committed by the

students. About 80% of participants mentioned that general comments are provided as a form of corrective feedback to their writing works always and sometimes. The mean value of item 1 in the above table was 3.1. As for responding to provision of specific comments on errors, 14.78% of them replied that their teacher do this always. The other 8.42% of them responded sometimes. The rest 29.47% rarely and 47.33% replied never to this item. 23.2% of the total participants indicated always and sometime that specific comments are given to their written work as form of corrective feedback. Its mean value was 1.9. Regarding encouraging correcting their own writing errors, 18.94% of the respondent showed always, 22.10% sometimes, 38.96% rarely and 20% replied never. 41.04% of respondents indicates always and sometimes that their teachers encouraged them to correct own errors. The mean value for item 3 was 2.4. To the question, how often the teachers encourage them to correct each other writing errors. 14.78% of them said always and 16.81% sometimes .While 45.26% of the respondents said their teachers rarely do this. The rest 23.15% replied that their teachers never encourage them to correct their own writing errors. Out of the total respondents, 31.59 % % of them showed always and sometimes that their teachers encourage them to correct each other. The mean value for item 4 was 2.2. Concerning teachers' correction on their writing errors, 36.86 % of the respondents replied always and 40 % of them replied sometimes. About 16.81 % of respondents replied rarely while 6.33 % of them replied never. About 76.86 % of respondents showed that teachers' correct students writing errors by themselves. The mean value for item 4 was 3.1 and the grand mean value of the above table was 2.45.

From the above data, the majority of participants indicated that teachers provided general comment as form of corrective feedback on their written works. Small portion of the respondent answered teachers encouraged them to correct their writing errors. Similarly, small percentage of respondents showed that teachers' encouraged them towards peer correction most of the time. On the other side, majority of the respondents mentioned that teachers' mostly correct on students writing errors by themselves. According to this, one can concluded that specific comments, facilitating students to correct one's error and facilitating students to correct each other writing errors are not usually used strategies in the corrective feedback provision. On the other hand, general comments and teachers' correction were strategies used frequently.

4.1.1.2.1 Ways Teachers use to help Students to Correct Errors by Themselves

In the table below, students were asked about the ways their teachers use in order to correct their writing errors by themselves.

Table 5: Participants response to the way they helped to correct their errors

No	How do the teachers help you to correct your errors by yourself?	Responses				Total	
		Yes		No			
		Fr.	%	Fr.	%	Fr.	%
2.1	The teacher gives me criteria to correct my writing errors	14	25.26	41	74.74	55	100
2.2	The teacher underline or circle on the errors to indicate my errors	38	68.42	17	31.58	55	100
2.3	The teacher uses error codes to indicate errors	34	62.10	21	37.10	55	100

As can be seen from the Table 5, 25.26% respondents marked yes while 74.74% of them marked no to the question whether the teachers give them criteria to correct their writing errors. Fewer participants mentioned that teachers' provide criteria to correct their writing errors by themselves. To the question whether the teachers' underline or circle on writing errors, 68.42 % of the respondents responded yes while 38.58 % of them no. More than half of the respondent students indicated that underline or circle on their writing errors to help them to correct their errors by themselves. Students were also asked whether teachers use error codes to indicate errors. Out of total respondents, 62.10 % and 37.10 % replied *yes* and *no* respectively. This data shows error codes are used as a corrective feedback strategy to help students to correct their writing errors by themselves, majority of participants reported as such.

From the above discussion, teachers do not provide criteria to students to correct their writing errors by themselves, quarter of respondent indicated as such. More than half of the respondents showed that teachers underline or circle and use error codes to help them to work on their writing errors. From this one can generalize that underling or circling on errors and error codes are

strategies used to help students to work on their errors. On the other hand, criteria are not provided for students to work on their writing errors by themselves.

4.1.1.2.2 Familiarity of Students towards Error Codes

Table 6: Students' response to whether they understand error codes

No	Item	Responses				Total	
		Yes		No			
		Fr.	%	Fr.	%	Fr.	%
1	Do you know error codes well?	13	23.6	42	76.4	55	100

As it can be seen in table, 23.6% and 76.4% of respondents respectively marked yes and no to the question whether they understand error codes. This reveals that very majority of participants do not understand error codes provided on their written errors.

4.1.1.3 Factor that Impede Implementation of Corrective Feedback

In this section students were asked to respond the problems that affect the implementation of corrective feedback on their writing errors.

Table 7: Students' responses to challenges that impede implementation of corrective feedback

No	Challenges related to provision of error correction.	Responses				Total	
		Yes		No			
		Fr.	%	Fr.	%	Fr.	%
1.1	Lack of teachers motivation to provide corrective feedback on my writing errors	41	74.74	14	25.26	55	100
1.2	Lack of my motivation towards self-correction	36	65.26	19	34.74	55	100
1.3	Lack of our motivation towards peer correction	38	69.47	17	30.53	55	100
1.4	Lack of trust to the corrective feedback provided by peers	34	62.10	21	37.90	55	100
1.5	Looking for teachers' correction rather than self or peer correction	39	71.57	16	28.43	55	100
1.6	The teachers' corrective feedback strategies do not consider my need.	45	82.10	10	17.90	55	100
1.7	The teacher uses the same strategies of corrective feedback provision	37	67.36	18	32.64	55	100
1.8	Shortage of time	47	86.31	8	13.69	55	100

In table 7, 74.74 % and 25.26 % of the respondents replied yes and no to lack of teachers' motivation to provide corrective feedback on their writing errors. This implies that lack of teachers' motivation is factors that influence corrective feedback provision. In response to lack motivation to self-correction, 65.26 % of the respondents agreed while 34.74 % of them not agreed. According to this, majority of participants are not motivated enough towards self-correction. As for responding, lack of motivation towards peer correction, 69.47% and 30.53% of respondents marked yes and no respectively. This implies that lack of motivation towards peer correction is a factor that hinders corrective feedback provision. Concerning lack of trust to the corrective feedback provided by peers, 62.10% of the respondents agreed while 37.90% of them

not agreed. This shows not trusting peers correction is another factor that hinders corrective feedback provision. Regarding the need to teacher correction than self or peer correction, 71.57% of respondents indicated yes while 28.43% of them said no. This data reveals, majority of students' problem is waiting for the teacher to correct students' writing errors by themselves. Response on whether the need of students is considered in the teachers' corrective feedback provision, 82.10% and 17. 90% replied yes and no to this question. With this idea, majority of respondents answered those teachers corrective feedbacks do not consider their need. As for responding to whether the teacher use various strategies to the corrective feedback provision, 67.36% and 32.64% of the participants agreed and not agreed to this item. Based on this data, less than half of the respondent indicates not using variety of corrective feedback strategy is not a problem that hinder to the implementation of corrective feedback on writing errors in this study. In response to shortage of time, 86.31% and 13.69% of the respondents replied yes and no. For this point, majority number of respondents indicated that time is most serious problem that hinders the corrective feedback provision.

From the above data, many factors affected to the implementation of corrective feedback on students writing errors. As majority of respondents mentioned, lack of teachers' motivation was the one among many. Another problem showed by not less participants is lack of their skill to identify and correct errors by themselves. What is more, lack of students motivation to self-correction and peer corrective feedback provision many more respondents indicated as such. In addition to this, lack of trust on CF provided by peers'. Moreover, great number of respondents showed that the other problem that hinders the implementation of corrective feedback is the students need towards teachers' correction. Still other problem indicated in the participants' questionnaire is that teachers do not use different strategies to provide CF. Thus, for the successful implementation of corrective feedback, issues raised above need to be solved by the concerned bodies.

4.2 Analysis of Data Obtained through Documents Analysis

To identify focus areas in the teachers' corrective feedback provision, 20 students' paragraph written assignment checked by English teachers were collected randomly. Check list was adapted from Ferris (2001) to evaluate the documents. Thus, the evaluation mainly focuses on

aspects of writing such as development and organization of idea, grammar, vocabulary and spelling and punctuation. The document analysis was done by two teachers.

Besides, the data were analyzed using procedures recommended by Dörnyei (2007). This author describes the steps involved in the analysis of data obtained through document analysis process. First of all, the documents at hand are read several times in order to familiarize the issue related to the study. Second, the data gathered has to be tallied to be counted. Then count the frequency of data obtained through document analysis. Finally, the data were interpreted and conclusions are drawn. In the current study, very similar procedures were followed in the analysis and interpretation data obtained through document analysis. Frequency of errors focused on the teachers' corrective feedback are tallied and counted and analyzed as follows.

4.2.1 Focus Areas in the Teachers' Corrective Feedback Provision

Table 8: Frequency of errors focused on the teachers' corrective feedback

No	On which aspects of writing error does your teacher corrective feedback frequently focus on?	Responses	
		Frequency	Percent
1.1	Development and organization of idea.	6	30
1.2	Grammar.	11	55
1.3	Vocabulary choice.	2	10
1.4	Spelling and punctuation.	1	5
	Total	20	100

Table 8 reveals that 25% of the corrective feedback was placed on development and organization of ideas. This indicates that teachers' corrective feedback is highly focused on errors related to development and organization of idea. Out of the total papers 55% of the corrective feedback provided by the participants placed on grammar. This shows that participants' corrective feedback is also highly concerned on grammatical errors. It is about 10% of corrective feedback was placed on vocabulary related errors. This shows that vocabulary related errors are less focused on the teachers' corrective feedback. Regarding spelling and punctuation, 5% of teachers' corrective feedback was provided on this item. This shows teachers' corrective feedback is less focused on errors related to mechanics.

From the document analysis, 30% of corrective feedback is provided focused on development and organization of idea. On the other hand, focus areas in the majority participants' corrective feedback were grammar, and vocabulary choice and spelling and punctuation were less focused.

4.3 Analysis of Data Gathered Through Teachers' Interview

The interview was conducted to support data for the results obtained through questionnaire and document analysis. The researcher developed five semi-structured interview questions to

gather information concerning teachers' focus areas, corrective feedback techniques and challenges that influence the implementation of corrective feedback. Two male teachers those who were the grade were interviewed.   The interview was recorded to be heard repeatedly and analyzed later. For the purpose of presentation, the teacher interviewees were randomly given letter and numbers T1 and T2. The results of teacher interviewees' interview were analyzed and discussed below.

4.3.1 English Teachers' Corrective Feedback Practice on Paragraph Writing Errors

The interviewees were inquired whether they provide corrective feedback on students' paragraph writing errors. Even though their reason is different, all interviewees replied *yes* to this question. As T1 pointed out that:

> *Teachers have responsibility to use different methods of teaching to scaffold the students' paragraph writing proficiency to the standard as much as possible. So, providing corrective feedback is my responsibility to help students to reread and edit their work. In addition to this, to help students to improve their editing skill, it is better to provide corrective feedback.*

According to T2, the need of students was the reason to provide corrective feedback on students' written work.

From the above data, participants provide corrective feedback to enhance editing skill of students, to keep need of students towards corrective feedback, to identify strength and weakness part of students writing, and to indicate what were good and what were to be improved in the students' paragraph writing. Depending on evidences above, it is possible to conclude that teachers use corrective feedback as a method of teaching writing skill which depends on their reason behind.

4.3.2 Types of Error Focused on the Teachers Corrective Feedback Provision

To the types of error focused on the teachers' corrective feedback provision on students' paragraph writing errors, T1 responded,

I provide corrective feedback based on the general overview of the writing. I mainly focus on grammar and vocabulary related errors. Therefore, I provide CF on these aspects because they are needed by students.

To this question, T2 replied,

I focused on grammar and vocabulary related problems to provide CF. Most students have serious grammar and vocabulary related problems, there is not enough room to provide CF to the others, but ideally I thought I should also emphasize on other writing aspects.

From the above data, all of the interviewees' corrective feedback focused on grammar and vocabulary related errors due to the seriousness of students' problem on these aspects. On the contrary, purpose of the writing lesson is also the reason to focus on aspects of writing errors, one interviewee pointed out as such. It is possible to conclude that majority of participants focus on language use errors.

4.3.3 Strategies Teachers Use to Provide Corrective Feedback

Interviewees were asked to answer whether they help students to correct by themselves. To this question, T1 said,

Yes, I help them to correct their writing errors by themselves. I sometimes underline on students writing errors to show where the error is, and then I let them to correct their own or their partners' writing errors.

On the same issue, T2 also replied yes. He expressed that he used either error codes or underline or circle on erroneous parts of students writing. Then I give them a hint, for example, if I use errors codes or underline on errors, I correct one or two errors to show them the way to correct by themselves. According to the above data, underlining or circling or using error codes are strategies used by majority of interviewees to help students to correct their writing errors, but it is not done often.

4.3.3.1 Ways Teachers use to help Students to Correct Their Writing Errors by Themselves

The teacher interviewees were inquired about the strategies they use to the corrective feedback provision on students' paragraph writing errors. To this item, T1 suggested,

> *I correct some parts of students writing errors and let for students to do some. I sometimes correct few errors to low achieving students because it is difficult for them to figure out what is the right one, and may be discouraged to be corrected by their peers. However, for high achieving students I usually give opportunity to correct their own writing error or to correct each other's errors. What is more, most students need the teacher to correct their paragraph writing errors.*

Similarly, T2 commented,

> *I correct erroneous part on the students' written work. Most of the time students faced difficulty to correct by themselves, particularly self-correction is very difficult for students because if they understood what was the wrong they would not have written it in the first place.*

Depending on these data, one can concluded that majority of participants are in favor of teachers' correction instead of peer correction.

4.3.4 Challenges that Affect the Implementation of Corrective Feedback

On this topic, the researcher asked the interviewees to react on the challenges that affect the implementation of corrective feedback. Accordingly, T1 replied,

> *There are many factors that affect to corrective feedback practice, but the need of students is the most serious one. Most students ask me to provide CF on specific aspects of writing, particularly grammar and vocabulary. In addition to this, students ask me to correct their errors rather correct by themselves.*

On the same issue, T2 added,

Most students are unwilling to correct errors by themselves. When I ask them to locate errors by themselves, the result was not good. Even I locate errors most students do not know how to correct them. When I ask them to correct others' work, they tend to have many complaints. To add, I face difficulty of prioritizing errors to provide corrective feedback because most students' written work is full of erroneous.

From the above discussion, students need specific aspects of writing errors and teachers' correction, problem of prioritizing errors for CF provision heavy work load, bulkiness of the textbook, shortage of time and problem of cross checking students written work after self or peer correction are identified to be factors that affect the implementation of corrective feedback provision.

4.4 Findings and Discussion

The result obtained from the data analysis showed focus areas of corrective feedback provision, assessing techniques used in the corrective feedback, and factors that impede the implementation of corrective feedback. They were presented as follows in detail.

According to the analysis of students' questionnaire, finding indicated that teachers' corrective feedback did not focus on errors related to development and organization of ideas. However, discrepancies were observed, i.e. the data obtained from students' questionnaire, teachers' interview and document analysis showed that teachers' corrective feedback paid more attention to grammar and vocabulary choice than development and organization of idea and mechanics. These are language form rather than content. Here the form is represented by minor aspects of writing which consist of grammar and vocabulary choices while the content is represented by development and organization of idea. Thus, the predominant focus of teachers' corrective feedback is on language form. Also the obtained data from students' questionnaire shows that the corrective feedback does not focus on what they want or expect.

According to Van Patten (1990) cited in to Sonja Huiying Son (2013) corrective feedback focuses on major aspects of writing errors may aid students' English language writing performance. What is more, in the corrective feedback provision, priority should be given to

meaning over form because students have difficulty attending to both form and meaning at the same time. Similarly, Ur (1996) suggests that corrective feedback provision should be highly emphasized on writing errors that hinder communication.

On the other side, Harmer (2001) suggests teachers were expected to balance between content, form and technical matters on the corrective feedback provision because all are important for the quality of the writing. By doing so, teachers can help students develop a habit of focusing on important areas of the writing skill. Supporting this, Lyster, R and Ranta, C. (1997), Edwards, C. and Willis, J. (2005) and Hinkel, E. (2011) said that fluency and accuracy are the two basic components of writing. Thus, they claim that the corrective feedback provision may be placed on form (vocabulary choice, grammar, word order, spelling and punctuation) and corrective feedback on function (message, development, and organization of idea), but it is depend on the objectives of the lesson. Therefore, on balancing, focus areas to provide corrective feedback is depend up on objectives of the lesson and the context of the students.

Analysis made on techniques teachers use to provide corrective feedback, students' response shows that general comments over specific comments was frequently provided on students written work. As Magnesia A (2013) suggested that teachers shouldn't use general and negative comments because this kind of comments, on one hand, discourage students from trying again for improvement, and, on the other, doesn't show them the alternatives for improvement. Therefore, it is advisable to use positive and specific comments that motivate learners to work on their written work. Besides, the analysis of students response on other techniques indicates that teacher correct students writing errors instead encouraging students to correct by themselves.

According to Lee (2005) cited in Yugnagdhar (2014), students' self-correction of their own writing errors is advantageous to foster learner independence (to be autonomous learners). The challenge of this kind of correction is the students' skill of foreign language is limited and sometimes they cannot make correction of their own, particularly content wise, which demands teacher's effort. The students may be confused what to correct. Kassa (2013) using peer corrective feedback, the students can see that not only their English teachers but also there are peers who may read, review, appreciate and comment on their work. Again, they develop skill to provide feedback on others written work. The challenges to this way of corrective feedback are: sometimes students demoralize each other; students have no background of knowledge on some

features of writing (content wise); most of the students cannot give genuine correction, students give corrective feedback without being interested; and only few students are capable of giving appropriate corrective feedback. As Ankor (2000) cited Zublin, R. (2011) said teachers' correction creates overdependence on the teacher. Providing correction, which the teachers put at the first place of importance, is then considered less helpful since it focuses on providing substantive changes. It doesn't facilitate learning by discovering. Edge (1989) cited in Zublin, R. (2011) suggested that when the learner is unable to correct his/her own errors, unable to provide corrective feedback on each other work and requires teachers to do. According to Ping Wang (2010) altering corrective feedback techniques is very important to meet the need of students, to meet the current expectation of teaching writing. In other words, teachers' are expected to balance between the need of the students and the current expectation of teaching writing.

Ways teachers use to help students to correct their errors by themselves, analysis made on students' questionnaires indicated that criteria is not provided for students what to correct by themselves. Lyster and Ranta (1997) and Lee (2008) recommend that teachers should provide criteria to students because students may be misled and confused what to correct by themselves. Supporting this, it has been expected for teachers to provide guide line for students helping them what to correct Lee (2008) and Mubarak (2013). Underline or circling on errors or using error codes is frequently used by the teachers to help student to correct their writing errors by themselves. However, most students do not understand the error codes used by the teachers. According to Mengesha (2003) encircling or underlining erroneous parts can be taken as best technique since it requires students to go further steps by their own to discover the error. In addition to this, according to Yugandhar (2014) suggests, teachers can use error codes to indicate the types of error students have made. As Lee(1997) cited in Yugandhar (2014) claimed that teachers may be over-estimating students' ability to interpret marking codes, as teachers may be using a wider range of met linguistic terms than students could understand. Therefore, clues should be given to the students so that they can correct their own errors. Makino (1993) cited in Yugandhar (2014) showed that Japanese learners of English were helped to correct errors better when cues were given than when they were not. In this regard, teachers' corrective feedback with the help of error codes should be handled with care to push students to learn independently, to generate awareness about errors and to involve them in more conscious correction of what they have produced.

There are several factors that hinder corrective feedback provision. Lack of motivation, lack of trust on peers' corrective feedback, very limited techniques used in the corrective feedback provision, shortage of time and class size are some among many factors. Thus, identifying and then minimizing the gap is crucial to the defendable pedagogical practices of corrective that are beneficial to students' writing improvement.

CHAPTER FIVE

SUMMARRY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The present study, as mentioned in previous chapters, was intended to investigate the overall EFL teachers' practices and challenges of corrective feedback provision on students' paragraph writing errors. Therefore, to reach at the overall purposes of the study, three types of data gathering instruments (questionnaire, document analysis and interview) were used. After a pilot study was conducted, the data were gathered through the aforementioned instruments and were presented, analyzed and discussed in chapter four. Based on the analysis and discussion, the following conclusions and recommendations were made.

5.2 Conclusions

On the basis of the findings obtained by analysis of data through questionnaire, document analysis and interview the following conclusions were drawn:

> ➢ Although corrective feedback is being practiced on secondary students' writing, it is found out that the focus areas are not being implemented according to the prescribed pedagogical procedures of corrective feedback provision. It is revealed that the teachers mainly focused on grammar, vocabulary spelling and punctuation and they delayed to provide on contents and organizations of ideas. Though the teachers know that their students have problems on contents and organizations of ideas when writing paragraphs or essays, they fail to address these issues in their corrective feedback provision. This might suggest that learners do not get the opportunity to work on meaning or communication.

> ➢ Most frequently used and relied methods of teachers' corrective feedback on students' written assignments are ineffective when it comes to developing and promoting students English writing skills. Strategies such as outright correction of surface errors, provision of general comments and unclear error codes have all been found to have little positive and some negative impact on students writing skills. It indicates that teachers have some

gaps related to corrective feedback provision. It also seems that there is still much room for improvement in this aspect.

➢ Lack of motivation, problem of prioritizing errors to provide corrective feedback and lack of trust on peers' correction has been found a hindrance for providing corrective feedback on students writing.

➢ Moreover, heavy work load, large number of students in a class, need of students to specific types of errors and strategies and shortage of time is found to be the other.

5.3 Recommendations

Based on the findings of the study and the conclusions drawn above, the following recommendations are made.

➢ English language syllabus designers should include topics to raise awareness of the issues such as situations that require corrective feedbacks, error types and corrective feedback strategies.

➢ Teachers should be prepared to provide corrective feedback on a specific error to enable students develop habit of focusing on specific areas to work on their writing errors.

➢ Teachers should be trained in terms of using various corrective feedback strategies depending on the objectives of the lesson at hand and context of students.

➢ Teachers should be informed about the situations that should be used to provide corrective feedback. For this purpose, teachers should give special attention whether an error distorts communication or not. In other words, they should notice the gravity of errors and its types.

➢ Teachers should consistently use a standard set of criteria and error codes to help students to correct by themselves. These types of strategies help students to be more conscious correction of what they have produced.

➢ Teachers should do their best in order to overcome the challenges of corrective feedback implementation.

➢ Interested researcher can also conduct experimental research to investigate students' performance and their level of proficiency that might result from the application of corrective feedback.

➢ In a nut shell, teachers need to develop more systematized and consistent forms of corrective feedback that take advantage of the writing and make it clear to students what the corrective feedback means and what they are to do with it. Moreover, teachers need to familiarize and train students in how to effectively use the corrective feedback in order to make gains in their proficiency and competence as English writers.

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Appendix A: Students' Questionnaire (English Version)

Dear students,

This questionnaire is designed for gathering data regarding practice of English language teachers' corrective feedback on paragraph writing errors. Thus, your genuine response to the questions will have a significant contribution for the success of this study. Your response will be kept secretly and will be used only for this study.

<div align="right">Thank you very much for your cooperation!</div>

Remember: You do not need to write your name on the questionnaire!

Part I: Please fill the gaps about your personal information

School Name: -------------------------------------

Grade: ----------------- Sex: ---------------------

Part II: The following items are used to identify error types focused on the teacher's corrective feedback provision. Read each question carefully and put a tick (√) mark in appropriate box of your choice.

1. Does your teacher provide corrective feedback on your paragraph writing errors?

Yes ☐ No ☐

2. If your answer in question "1" is "Yes" on what aspects of paragraph writing error does teacher's corrective feedback focus on?

No	Aspects of writing error focused on the teacher corrective feedback	Response	
		Yes	No
2.1	Development and organization of idea		
2.2	Grammar		
2.3	Vocabulary choice		
2.4	Spelling and punctuation		

3. How often does your teacher's corrective feedback focus on the following writing errors?

No	The teacher's corrective feedback focused on	Scales			
		Always	Sometimes	Rarely	Never
3.1	the only errors that might interfere with communicating ideas				
3.2	the only errors that are asked by you				

Part III: The following questions are used to assess the teacher's strategies to provide corrective feedback on your paragraph writing errors. Read each question carefully and put a tick (√) mark in appropriate box of your choice.

1. How often does the teacher use the following strategies to provide corrective feedback on your writing errors?

No	Teacher's strategy to provide corrective feedback on your writing errors	Scales			
		Always	Sometimes	Rarely	Never
1.1	The teacher gives general comments on errors committed by me				
1.2	The teacher gives specific comments on errors committed by me				
1.3	The teacher encourages me to correct my own writing errors				
1.4	The teacher encourages us to correct each other				
1.5	The teacher corrects errors committed by me				

2. How the teachers help you to correct yours or your partners' paragraph writing errors?

No	Strategies teachers use to help you to correct your paragraph writing errors by yourself	Response	
		Yes	No
2.1	The teacher gives me criteria to correct my writing errors		
2.2	The teacher underline or circle on the errors		
2.3	The teacher uses error codes to indicate errors		

3. Do you know error codes very well?   Yes   ☐   No   ☐

Part IV: The following items are related to difficulties to the provision of corrective feedback. Read each question carefully and put a "√" mark under appropriate boxes of your choice.

1. What do you think the problems that hinder to the implementation of corrective feedback on paragraph writing errors?

No	Challenges that influence implementation of corrective feedback	Response	
		Yes	No
1.1	Lack of teachers motivation towards corrective feedback on my paragraph writing errors		
1.2	Lack of my motivation towards self-correction		
1.3	Lack of my motivation towards peer correction		
1.4	Lack of trust to the corrective feedback provided by peers		
1.5	Looking for teacher's correction rather than to self or peer correction		
1.6	The teacher strategies for provision of correction do not consider your need		
1.7	The teacher uses the same strategies for the provision of error correction		
1.8	Shortage of time		

2. If you think there are other factors that impede the implementation of corrective feedback on paragraph writing errors, please list down.

_____

_____

_____

Appendix B: Students' Questionnaire (Afaan Oromoo Version)

Bar-Gaaffii Barattootaan Guutamu

Kabajamaa barataa/barattu, kaayyoon bar-gaaffiii kanaa   barsiisonni **Mana   Barumsaa Cooraaa   Sadarkaa 2ffaa** Afaan Ingilizii isin barsiisanu muuxannoo jarri dogoggora barattootni keewwata barreessuu keessatti uuman sirreessuu keessatti qaban xiinxaluu fi rakkoo kanaafis yaada firmaata kennuudha. Haaluma kanaan deebiin isin gaafannoo kanaaf kennitanu milkaa'ina qorannoo kanaaatiif gahee olaanaa waan taphatuuf ofeeggannoo fi xiyyeeffannoo guddaadhaan akka deebii itti kennitanu kabajaan isin gaafachaa deebiin keessan iccitiidhaan qabamee tajaajila qorannoo kanaa qofaaf akka oolu waadaan isiniif gala. Gargaarsa keessaniif guddaa galatoomaa!

Hubachiisa: Gaafannoo kanarratti maqaa keessan barreessuu isin hin barbaachisu.

Kutaa I: Maaloo waa'ee keessan bakka duwwaa armaan gadiirratti guutaa.

Maqaa M/B: _____

Kutaa barattu: _____ Saala: _____

Kutaa II: Gaaffilee armaan gaiif deebii sirri ta'ee saanduqa keessatti mallattoo "X" fayyadamuun deebisi.

 1. Barsiisaan ingiliffaa kee dogoggora ati barreeffama keessatti uumtu siif sirreessaa/itii?

   Eeyyce ☐   Lakkii ☐

2. Deebiin kee gaafii 1ffaa "eeyee" yoo ta'e sirreeffamni barsiisaan kee siif kennu maalirratti xiyyeefata?

Lak	Dogoggora barreeffama keeyyataa barsiisaan irratti sirreeffama kennu	Deebii	
		Eeyee	Lakkii
2.1	Ijaarsaa fi tarreeffama yaadaa		
2.2	Seer_luga		
2.3	Filannoo jechootaa		
2.4	Seera qubeessaa fi sirna tuqaalee		

3. Sirreeffamni barsiisaan kee siif kennu hagam dogoggora barreeffamaa keeyyataa armaan gadiirratti xiyyeeffata?

Lak	Xiyyeeffanoo kenniinsa sirreeffamaa barsiisaadhaan kennamuu	Gulantaa			
		Yeroo hunda	Altokko tokko	Darbe e darbee	Gonk -uma
3.1	Dogoggora waliigaltee miidhuu danda'an qofa				
3.2	Dogoggora ati gaafatte qofa				

Kutaa III: Gaaffileen armaan gadii tarsiimoowwaan barsiisoni dogoggora keessan sirreessuuf itti fayyadaman irratti kan xiyyeeffateedha. Gaaffilee kanneen hubannoodhaan dubbisiitii filannoo kee siirri ta'e dura saanduuqa jiru keessatti mallattoo "√" fayyadamuun deebisi.

1. Barsiisaan ati barreeffama keessatti uumte siif sirreessuuf tarsiimoowwan armaan gadii hagam fayyadamu?

Lak	Tooftaa barsiisaan dogoggora barreefamaa kee sirreessuuf itti gargaaramu	Gulantaa			
		Yeroo hunda	Altokko tokko	Darbe e darbee	Gonk -uma
1.1	Barsiisaan dogoggora barreeffamaa ani uumerratti yaada waliigaltee naaf kenna.				
1.2	Barsiisaan dogoggora ani uumerratti yaada gooree naaf kenna.				
1.3	Barsiisaan dogoggora koo ofii koof akkan sirreeffadhu na jajjabeessa.				
1.4	Barsiisaan dogoggora keenya waliif akka sirreessinu nu jajjabeessa.				
1.5	Barsiisaan dogoggora nuti uumne ofiif nuuf sirreessa.				

2. Haala barsiisaan kee dogoggora kee kee/kan hiriyaa keetii akka sirreessituuf itti si gargaaru

Lak	Tooftaa barsiisaan dogoggora barreefamaa kee akka sirreessitu gochuuf itti gargaaramu	Deebii	
		Eeyyee	Lakkii
2.1	Barsiisaan dogoggora barreeffamaa ani uume akkan ofii sirreeffadhuuf ulaagaa naaf kenna.		
2.2	Barsiisaan dogoggora ani uumerratti geengoo taasisa ykn jala sarara.		
2.3	Barsiisaan dogoggora koo na beeksisuuf koodii dogoggoraa fayyadama.		

3. Koodii dogoggoraa sirriitti ni beektaa? Eeyyee ☐   Lakkii ☐

Kutaa IV: Gaaffileen armaan gadii rakkoo duub-deebii sirreeffamaa dogoggora barrreeffamaa barattootni uuman sirreessuurratti nama quunnamu ilaallata.

1. **Qabattootni dogoggora barreeffamaa sirreessuu miidhan maal faadha jettee yaadda?**

Lak	Qabattoota dogoggora barreeffamaa sirreessuu miidhan	Deebii	
		Eeyyee	Lakkii
1.1	Barsiisaan dogoggora barreeffamaa ani uume naaf sirreessuuf kaka'umsa dhabuu.		
1.2	Anumti dogoggora koo sirreessuuf fedhii dhabuu koo		
1.3	Nuti dogoggora walii keenyaa sirreessuuf fedhii dhabuu keenya.		
1.4	Sirreeffama dogoggoraa hiriyaan kennu tuffachuu.		
1.5	Dogoggora ofii sirreessuurra ykn hiriyaadhaan waliif sirreessuurraa sirreeffama barsiisaa qofa eeguu.		
1.6	Haalli barsiisaan dogoggora keenya itti sirreessu fedhii keenya giddu-galeessa godhahuu dhabuu.		
1.7	Tarsiimoon barsiisaan dogoggora barreeffama keenyaa ittiin sirreessu walfakkaachuu.		
1.8	Hanqina yeroo.		

2. Rakkooleen biro kanneen adeemsa kenniinsa sirreeffama dogoggora bareefama keessatti uumamaniif kennamu miidhan yoo jiraatan tarreessii.

_____
_____
_____
_____.

Appendix C: Document Analysis Check-list

Part I: What types of errors do teachers focus on while providing corrective feedback?

No	Error types focused on in corrective feedback provision	Frequency of errors	Percentile
1.1	Development and organization of ideas error		
1.2	Grammar error		
1.3	Vocabulary error		
1.4	Spelling and Punctuation errors		
	Total		

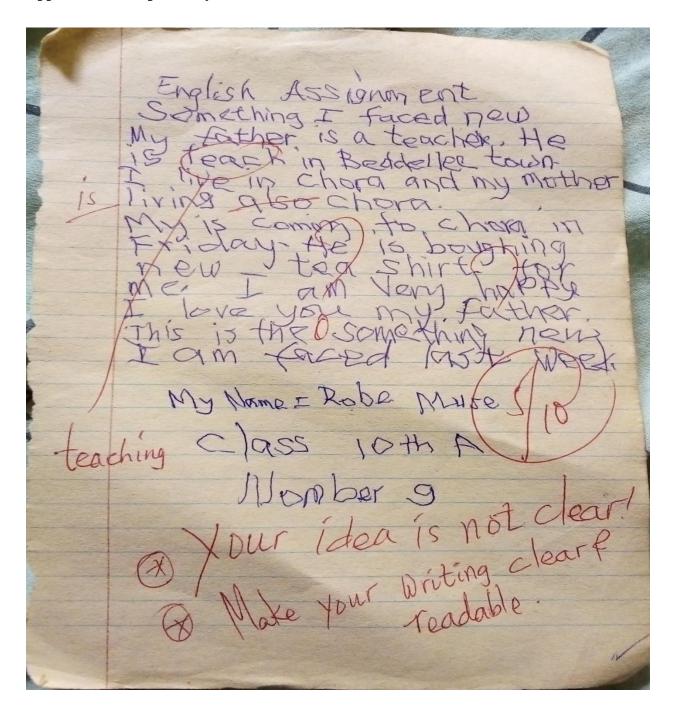**Part II: what strategies teachers used while providing corrective feedback**

No	Strategies teacher use to help you to correct their students' paragraph writing errors	Frequency	Percentile (%)
1.1	The teacher gives criteria to correct their paragraph writing errors		
1.2	The teacher underline or circle on the errors		
1.3	The teacher uses error codes to indicate errors		
	Total		

Appendix D: Sample Analyzed Document

Name - Lelise Oli   Number - 23
Section: 10C

English Assignment   Prepared

Last week I did rivist, I prepare
my self for final Exam asreading
my Books, Exercise book in my
free time healping my sisters
in home by pertarming different
works for Example By washing
elatnesk, Tools cleaming the holy
curring child and so on in the
last, I go to my friend wedding
and Enjoy the Cermony with my
other friends and we visit
Qumbabe good.

Please, pay attention.
It's to your spelling, and
play, punctuation.

6/10

Jimma University

College of Social Sciences and Humanities

Department Of English Language and Literature

Appendix E: Teachers' Interview Questions

Good morning /Good afternoon/. I am writing a thesis in partial fulfillment of the requirements of the degree of master of Art in TEFL at Jimma University. This interview constitutes an essential part to study on English teachers' corrective feedback on students writing at Chora Secondary School. Your genuine responses are very crucial for the success of the research. Hence, you are cordially requested to provide real responses to the questions. I assure you are guaranteed for the confidentiality of your responses.

Thank you very much for sparing your valuable time and effort in this interview.

I. Background Information

- ➢ Qualification: ----------------------
- ➢ Teaching experience: ----------------
- ➢ Sex: ----------------------------------

II. Questions

1. Do you usually provide corrective feedback on students' paragraph writing errors? Why?

2. On what aspects of writing errors do you give more attention to provide corrective feedback on students' paragraph writing? Why?

3. How do you provide corrective feedback on students' paragraph writing? Why you use these kinds of techniques?

4. Do you help your students to correct their paragraph writing errors? How?

5. What are the challenges you often face in implementing corrective feedback?

College of Social Sciences and Humanities

Department of English Language and Literature

Appendix F: Sample script of Teachers' Interview

Sample of interview with teacher 1

Good morning Mr. Gashaye Tefera. I am writing a thesis in partial fulfillment of the requirements of the degree of master of Art in TEFL at Jimma University. This interview constitutes an essential part to study on English teachers' corrective feedback on students writing at Chora Secondary School. Your genuine responses are very crucial for the success of the research. Hence, you are cordially requested to provide real responses to the questions. I assure you are guaranteed for the confidentiality of your responses.

Thank you very much for coming to my interview session and for being voluntary to be interviewed.

The Researcher: Do you usually incorporate provision of corrective feedback on students writing errors?

The teacher: yum, of course.

The researcher: alright, why you do this?

The teacher: because it is need my students towards corrective feedback.

The Researcher: On what aspects of writing errors do you pay more attention to provide corrective feedback on students writing? Why?

The Teacher: Okay, I usually focus on grammar and vocabulary and sometimes I focus on mechanics because most students have too much grammar and vocabulary related problems, there is not enough room to provide CF to the others, but ideally I thought I should also emphasize on other writing aspects.

The Researcher: How do you provide corrective feedback on students writing?

The teacher: Sometimes I correct some errors because   most of the time students face difficulty to correct by themselves, particularly self-correction is very difficult for students because if they understood what was the wrong they would not have written it in the first place.

The Researcher: Do you help your students to deal with their own writing errors? How do you help?

The teacher: Of course

The researcher: How?

The researcher: I use either error codes or underline or circle on erroneous parts of students writing. Then I give them a hint, for example, if I use errors codes or underline on errors, I correct one or two errors to show them the way to correct by themselves.

The Researcher: alright , To the last , what are the challenges you often face in implementing corrective feedback process ?

The teacher: When I asked them to locate errors themselves, but the result was not good. Even I locate errors most students do not know how to correct them. When I asked them to correct others work but they tended to have many complaints. They don't have trust on their peers'

The researcher: It is good, can you add some more?

The teacher: ok.e,e,e..., I face difficulty of prioritizing errors to provide corrective feedback because most students' written work is full of erroneous.

The researcher: Do you want to add any more again?

The teacher: No,

The researcher: Ok thank you again for sacrificing your precious time and your effort to the interview.

The teacher: No matter, Thank you, and bye!