

**WRITTEN AND ORAL CORRECTIVE FEEDBACK IN THE WRITTEN WORK OF
FIRST- ENTERING STUDENTS AT THE UNIVERSITY OF LIMPOPO:
PERCEPTIONS OF STUDENTS AND LECTURERS**

By

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Declaration

I, **Matome Derick Ramokgopa**, declare that **WRITTEN AND ORAL CORRECTIVE FEEDBACK IN THE WRITTEN WORK OF FIRST- ENTERING STUDENTS AT THE UNIVERSITY OF LIMPOPO: PERCEPTIONS OF STUDENTS AND LECTURERS** is originally my work and has not previously been submitted to any other institution of higher education. Furthermore, I declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

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Signature

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Date

Dedication

This mini dissertation is dedicated to my daughter, Seja, and to my grandmother Mokgadi, my aunt Makgoro and Nakedi, my uncles Lucas, Isaac and Ngoako, my sisters Tebogo, Leah, Ledile and Dineo, my niece Mabora, Kgaogelo, Kamo, Tshidi, Sally and Phamela. You (all) are the motivation behind this beautiful work.

You believed in me, and never stopped encouraging me in any way possible.

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Abstract

This study explored the perceptions of students and lecturers with regard to written and oral corrective feedback in a first-level English course at the University of Limpopo. Specifically, the study was designed to establish the views of first entering students and lecturers around oral and written feedback. This study responds to widely-held views that students do not pay much attention to feedback, that even if feedback is provided, some do not know how use feedback systematically to improve their works, and that some lecturers are not investing sufficiently on provision of detailed, usable feedback.

This study made use of classroom observations, questionnaires and focus group interviews to establish from students' perceptions about oral and written corrective feedback in their studies and overall attainment of study goals. Furthermore, lecturers were also invited to participate in interviews to ascertain their perception on whether they consider written feedback essential and how it improves the students' written English grammar. The study uncovered among others that students view oral and written corrective feedback as a tool that improves their grammar in English challenging long standing views that students are mostly interested in marks obtained in assessments. Data emerging from this study further suggests that participants view oral and written feedback as a device that helps students to improve in their usage of grammar and highlight the need to provide detailed, timely and constructive feedback in student's academic work.

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

It is commonly acknowledged that feedback plays a significant role in the learning cycle; however, students and lecturers often express their dissatisfaction and frustration about the apparent ineffectiveness of the feedback procedure. Therefore, students may protest about feedback on assessment whether is unhelpful or unclear, and from time to time even demoralising. In addition, Spiller (2009) believes that students sometimes do report about not being given direction on how to utilize the given feedback to improve their subsequent performance. "There is a debate about whether and how to give second language students feedback on their written grammatical errors that has been of considerable interest to researchers and classroom practitioners" (Ferris, 2004).

Truscott (1999) claims that there is no place for grammar correction in writing courses whereas Winne & Butler (1994) state that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies". Therefore, it plays a significant role in any educational process since it can expressively improve both students and lecturer's performance and indicate some key aspects of their performance which can be improved.

Furthermore, writing is one of the most vital creative skills of a language and it also one of the greatest productive vehicles to encounter the essential for communicating ideas and thoughts (Kahraman & Yalvac, 2015:73). Sentences containing numerous grammar errors can also distort meaning; hence the need for feedback on grammatical errors is also needed. Researchers (Bitchener & Knoch, 2010; Loewen & Erlam, 2006; Lyster & Mori, 2006; Varnosfadrani & Basturkmen, 2009) suggest that corrective feedback relates to second language learning, because it leads learners to be aware of second language forms. Corrective feedback can be explicit or implicit.

It is believed that the other method of classifying the types of feedback is to distinguish between input-providing corrective feedback and output-pushing corrective feedback (Ellis, 2006). For example, input-providing corrective feedback offers the precise reformulation through recasts; output-pushing corrective feedback suppresses the precise reformulation and encourages students' self-repair through prompts (Lyster, 2002, 2007; Lyster & Mori, 2006, 2008; Ranta & Lyster, 2007). The types of feedback will be discussed in detail in a later section.

As there are diverse views about feedback the study will investigate both written and oral corrective feedback in the English first year student classroom at the University of Limpopo; specifically, grammatical feedback. The investigation will also incorporate both students' and lecturers' perceptions of feedback.

2. RESEARCH PROBLEM

Despite its relative significance to learning and teaching, the centrality and the nature of feedback is not well researched in South African universities. Those working in higher education spaces, particularly, lecturers often decry how despite their effort to give written feedback on tasks or essays including tests, students tend to repeat the same errors and mistakes leading suggestions that little attention is actually paid to feedback they receive on their submissions. It is in this context that a need exists for research, taking its starting point as perceptions participants (both students and lecturers) hold about oral and written feedback in terms of how feedback enable the attainment of study goals. Such study is significant and will illuminate understandings about current conceptualizations of feedback, including what makes good feedback and students' general response to the kind of feedback they receive.

3. PURPOSE OF THE STUDY

3.1 Aim

The aim of this study is to establish whether students and lecturers consider the corrective feedback given to first-entering students improves their written English, specifically grammar and sentence structure.

3.2 Objectives of the study

The objectives of this study are:

- To identify the type of oral feedback given to students.
- To determine the perceptions of the first-entering students of the oral and written feedback given to them.
- To establish whether lecturers consider written feedback as essential to the improvement of students' written English.

4. SIGNIFICANCE OF THE STUDY

“Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals” (Brookhart, 2008). The study hopes to highlight the issue of effective feedback in the English language learning process for both students who receive it and lecturers and tutors who give it.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses theories that support feedback in a language teaching and learning environment, in particular social constructivism and assessment for learning. It includes definitions of different kinds of feedback such as corrective feedback, and the views of teachers and students about feedback.

2.2 THE ROLE OF THEORY IN THE STUDY

The study will use two theoretical frameworks; namely social constructivism and assessment for learning (formative assessment). Both theories, which are discussed below, emphasise the fact that effective learning takes place if there is effective interaction, scaffolding and feedback provided to the learners.

2.2.1 Social constructivism

Abdal – Haqq, (1998: 1) believes that constructivism is “an idea that teachers can use in class to engage all learners in the process of learning.” Based this meaning one can argue that constructivism has similar characteristics as formative assessment because it aims to develop learning (Nyembe, 2012). Therefore, constructivists provide teachers with ideas of how to develop the cognitive thinking of the learner. However, if learning is to be triggered, feedback gained from or provided to the learners will play a significant role in learning. According to Scott (2001: 33) “learning comprises discovering what they are and developing adequate models to explain them.” Therefore, it is significant to highlight that real learning includes learners constructing and a comprehension of the world and developing skills through psychological and physical actions within the social context in which they exist (Twining: 2001), not just memorising facts without comprehending their meaning (Morgan: 1993). Social constructivism implies that learners learn better through interaction with one another. “The addition of technology such as the interactive classroom response system can assist learning by requiring learners to engage with the material being taught and in helping them to think more carefully about their answers before they send answers to the teacher” (Nyembe ,2012). It might also offer opportunities for learners to interact with others.

In social constructivism, it is believed that knowledge is something that needs to be shared and it also demands a strong participation of individuals in the process of learning and meaning making (Vygotsky, 1978). This study is grounded within the framework of social constructivism, it is significant to comprehend that these are a group of theories that clarify information acquisition and learning from a constructivist point. In particular, social constructivists argue that knowledge is the outcome of social interaction and utilization of language (Jordan et al, 2008: 55). In this study constructivism is perceived as a theory of learning that is focused on what people do with information to develop knowledge. In addition, Jordan (2008: 8) argues that “constructivism holds that people actively build knowledge and understanding by synthesising the knowledge they already possess with new information.” This means that learners need to be equipped and ready to acclimate or to accommodate new knowledge in their minds. It seems as if the intentions of learning are to transformation or to modify the opinions of the learner (Nyembe, 2012). Jordan et al, (2008: 56) highlighted that “people construct mental models of the way things are and when new information is received, the new mental construct has to be accommodated within previous existing constructs” to assist learners to make meaning or sense of the world.”

In support of Jordan’s opinions, a learning setting needs to be premeditated in a way that allows learners to construct their own meaning (Nyembe, 2012). Therefore, this will be done if teachers make activities and ask questions that fall within the zone of proximal development (ZPD) of the learner. With regard to social constructivism, the focus will on how the Zone of Proximal Development can be used if one is to promote learning, the focus is on how feedback can be used to improve engagement. Vygotsky (1978 :86) defines zone of proximal development as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers". Vygotsky (1978) believed that when a learner is in the zone of proximal development for a certain task, giving the suitable aid will provide the learner with enough of a boost to achieve the task.

Therefore, when proper feedback is provided to the learner along with the zone of proximal development it will assist the learner to correct the errors or mistakes they have committed and it will also improve the learners' knowledge. Therefore, the notion of attainment a level of potential development and being maintained with the teacher's assistance, asserts that teaching is crucial to development. However, Vygotsky (1978) argues that if learners are taught current developmental levels, it means teachers will be condemning the learner to remain at these levels, but if teachers want the learner to grow, they need to be always in advance of his or her development, leading and guiding it. Therefore, it is difficult to teach, because it requires teachers to be well equipped and to know their subject very well in order to engage learners into the necessary thinking procedures (Nyembe ,2012). This might happen over informed questioning.

Teachers are therefore anticipated to inquire questions and make activities that stimulate their learners interest in the subject at hand and in this path, it will allow them to obtain more knowledge. The zone of proximal development can also be seen from the aspect of action within a particular activity. To the learner action is associated with the learning and teaching activities (Hedegaard: 1996). Teachers are obliged to comprehend and construct on the knowledge that learners already have by utilization formative assessment if they are to director their learners towards the next potential development stage (Nyembe ,2012). They are required to make wise and conversant selections of knowledge and approaches of teaching that suit the requirements of their learners. That is why in this study it is significant to establish learners' responses to feedback that is given to them, in order to determine if it has endorsed engagement and learning.

The idea of a zone of proximal development is emphasise the significance of scaffolding. This relies on careful observation of what learners can do, and the successive preparation of a curriculum which challenges their current capacity (Paund, 2005). Therefore, Nyembe (2012) noted that "the responsibility of the teacher to support learners in the process of constructing their own meaning of facts and concepts by giving them activities and asking questions that require higher order thinking". The role of the teacher is to provide a little bit of assistance and withdraw temporarily and allow learners to construct their own meaning.

Then the teacher will later assess the learners work and give them feedback and let learners on their own use the given feedback to fix the errors and mistakes. Scaffolding can involve resources such as the utilization of technology to improve learning, the introduction of challenging activities such as essay writing, and the provision of mentoring by teachers or more experienced peers (Nyembe ,2012). Therefore, the level of scaffolding required is also affected by how deep into the zone of proximal development learners have developed (Jordan et al, 2008: 68). In order to determine the level of the learner in the zone of proximal development Jordan et al, (2008: 64) quoted Tharp and Gallimon (1988) who have stated that four stages have been identified in learners' progression through the zone of proximal development:

1. Scaffolding is provided by the more knowledgeable others. Through interaction with other people the learner shares ideas with capable peers and grasp knowledge that will assist in dealing with misconceptions in class.
2. Scaffolding provided by the learners themselves, for example by self-talk. Learners are constructing meaning of the world in their head.
3. Scaffolding becomes redundant as learners act automatically. At school level, there is a need to plan expanded opportunities to accommodate those learners who seem to be ahead of others all the time to minimize this redundancy.
4. Scaffolding is required again if there are changes in task or context. Teachers need to state learning outcomes and learning objectives well in advance to give learners clear direction on how they are going to learn and be assessed.

In the light of these four stages of learners" progression through the zone of proximal development, it is useful to explore the role of the teacher in terms of scaffolding learning in a classroom setting by looking at different ways in which teachers can provide feedback in formative tasks.

2.2.2 Assessment for learning

Assessment for learning in this study is therefore, viewed as a weapon that can drive learning, because it can be utilised to engage and motivate learners in the tasks set for them.

This implies that there is a need to create learning environments that may assist learners in constructing meaning independently, but at the same time takes into consideration that learners may need the help of the teacher in order to learn something new or to discover the truth (Vygotsky, 1978). It is important to note that learning, teaching and assessment are correlated, meaning that they work hand in hand. With regard to assessment, the focus here is on the type of assessment that is designed at refine learning (Nyembe ,2012).

Therefore, it is essential in this report to shift the attention from traditional assessment, thus assessment of learning to assessment for learning. However, one must comprehend that both these types of assessment are interconnected, in a way that it is significant to utilize formative assessment appropriately to aid learners to accomplish and do well in their summative assessments (Nyembe, 2012). Therefore, it is highly important to comprehend the meaning of assessment and its aims in connection to education in order to regulate its role in endorsing learning. According to Lambert and Lines (2000: 106) assessment is “the process of gathering, interpreting, recording and using information about learners’ responses to educational tasks which is necessary when teachers are required to account to officials about their practice”. This means that assessment includes both those in more proper contexts and with formal actions involving written, timed tests which are marked under harsh conditions, and less formal settings involving reading learners’ work and be attentive to what they say (Nyembe, 2012). Thus, assessment incorporates replies to regular work as well as to particular devised tasks (Lambert and Lines, 2000).

In accordance to these accounts of assessment it is obvious that it is applicable in this study to establish various ways in which teachers give feedback in formative tasks in their desire to improve learning (Nyembe, 2012). As the primary aim of feedback is to improve and develop learning, learners’ responses to various kinds of feedback will be assessed to establish which kinds of feedback are best for developing learning. In order to mount the discussion and argument raised in this study about the ways in which teachers offer feedback in formative assessment tasks, it is applicable to adopt a technique of unfolding assessment (Sieborger & Macintosh, 1998).

They argue that “to assess means to measure something, usually what is measured is what has been learnt, what can be remembered, what is understood, or what can

be applied from what has been learnt in a different context” (Nyembe, 2012). In a subsequent to the above notion, teachers have the duty to apply procedures in place to maximize learners’ performance by preparing them for summative assessment. However, learners are also expected to play a vigorous role in adopting teachers’ approaches to assist themselves to improve their learning (Nyembe, 2012). Teachers’ strategies contain different ways of utilizing formative assessment to provide feedback to their learners. These consist of written and verbal feedback. Therefore, it is significant to explore the aims of assessment in education in order to assess its role in the development of learning at school (Sieborger & Macintosh, 1998). Lambert and Lines (2000:106) have suggested four significant purposes of assessment:

1. Assessment should play a formative role by providing feedback to teachers and pupils about progress in order to support future learning;
2. Assessment should provide information about the level of pupils’ achievements at points during and at the end of the school year (Summative);
3. Assessment should identify learning difficulties (Diagnostic); and
4. Assessment should judge the effectiveness of local education authorities, schools and teachers by using assessment data as performance indicators.

In education it is significant to look at what an assessor does in class in order to use assessment as a tool to improve learning (Sieborger and Macintosh, 1998: 5). This is because an assessor “is a judge or someone who estimates the value of something” Sieborger and Macintosh (1998: 5). Through formative assessment one can measure learners’ understanding of concepts by asking them questions which uncover their misconceptions. If teachers or peers ask questions that engage learners and make them think, then there is a possibility of correcting their misconceptions and of deepening their understanding.

Contrasting the two types of assessment (formative and summative) and their interdependence, there is an assumption that if formative assessment is not properly planned or conducted it will influence learners’ performance in summative assessments (Black, 2001). This means that teachers have to conduct formative

assessment well so as to prepare learners for success in summative assessments. Lambert and Lines (2000: 29) describe summative assessment as “a snapshot judgement that records what a pupil can do at a particular time. It is concerned with providing information about a pupil in a simple, summary form that can be used to review progress, can be passed on to a new teacher or school or can certificate the pupil's achievement in formal way”. In fact, summative assessment is meant for accountability to officials and parents, and seems to do little to improve learning.

As Black, (2003) indicates, “Summative assessment was and is mainly used in schools to account to the government officials, parents and children.” This form of assessment is mainly for marks (Black, 2003) that determine the success and the failure of the learner. However, one should not discount the probability that there is a chance to turn or to utilize summative assessment formatively, in a way that supports learning. On this account Weeden et al, (2002: 115) argue that “if the test is being utilized for learning, it can be used to diagnose areas of weakness and motivate pupils to look at those areas more carefully, for example, test papers can be returned marked but ungraded, and pupils can be asked to rework the parts they found difficult using the comments provided”. This idea needs devoted teachers who do not mind adding in more effort in marking learners' activities to aid them to improve. “If marking is perceived by learners' as something that does not encourage competition learners will be motivated to learn” (Black, 2003). As the outcome, ungraded marking aims to motivate learners to return to poorly answered questions and to try to understand how to improve their answers, so that their final grade is improved (Weeden et al, 2002:116).

Furthermore, it is possible to use summative assessment formatively in another way, by asking learners to work in groups with their marked papers to generate improved answers to a selection of questions. These can then be presented to the rest of the class and lower achievers will receive adequate feedback to the answers (Nyembe, 2012).

These approaches aim to assimilate the test into the learning so that learners view it as an opportunity to learn more, rather than simply an ordeal to be got through as quickly as possible. Both strategies thus have a formative purpose using the test as a motivator, not as a summative judgement (Weeden et al, 2002: 116). The challenge

in this regard, is to bring about change in teachers' beliefs about assessment as judgment, and instead to view it as an aspect of promoting engagement for learning (Black, 2003). In this respect, teachers are required to give learners enough time to review comments made in their scripts and to implement them to improve their summative marks in the future. As Weeden et al, (2002: 114) argue, "learners also need to be provided with opportunity and time to implement the suggestions made for improvement of their work." This might be good in theory, but in many instances teachers do not have enough time for adequate marking due to the large number of learners in the classes they teach.

Significantly, teachers also have to create conditions that are suitable for learners to receive in-time feedback and to integrate assessment into their everyday lessons. Traditionally, assessment of learning does little, if anything, to provide instant feedback to the learners (Nyembe, 2012). It is often the case that in order for learners to know what progress they have made, they need to be patient. For example, they might have to wait until the end of the chapter, unit, term or perhaps even a school year to know how they have performed and to see how they have progressed (Black et al, 2001). By that time it is too late for those who are under-performing to catch up to their peers. To deal with this challenge, the focus in this report is on formative assessment, which aims to provide regular feedback to the learners to aid them to improve before it is too late (Black et al, 2001). Through the utilization of technological tools, such as classroom respond system, to offer instant feedback to the learners, misconceptions can be corrected immediately. Lambert and Lines (2000: 106) stated that "formative assessment provides the theoretical framework to deepen and improve the quality of teaching and learning in the classroom." From this point of view, technology in classroom seems to be an ideal way of engaging learners as it encourages participation of all learners in tasks set for them by the teacher.

Since this study is more concerned with feedback in a classroom setting, it is relevant to focus on the use of formative assessment (or assessment for learning) as a means of providing an immediate response to the learners, with the purpose of dealing with their misconceptions and deepening their understanding. The main reason to focus on formative assessment is because it occurs on daily basis and thus is designed to help

the learner to continue to show improvement (Black & William: 2001). Assessment for learning at times occupies an ambiguous and uncertain position in the world of education, as research (Lambert & Lines, 2000: 107-8) reveals that “day-to-day assessment is weak and the use of assessment to help planning of future work is unsatisfactory in schools. What is particularly lacking about standards they have achieved in a piece of work, and what they need to do to improve; whilst marking needs to be supportive of efforts made, it also needs to be constructively critical, and diagnostic of both strengths and weaknesses”.

The researcher is of the opinion that this might be a reason for the underperformance in the school investigated, which is why the study will look at formative assessment and feedback. Lambert and Lines, (2000) have stated that “many teachers are looking for a good practice of formative assessment that enhances learning. But the kind of good practice inspectors and researchers say they want to see is not exactly easy to find. That good formative assessment practice is hard to find is also somewhat perplexing, for we imagine that many, if not most, teachers would say that they do it. Nyembe (2012) state that “inspectors and researchers do not see it and it is the case that unlike formal summative assessment in the form of tests, for example, formative assessment may well be relatively invisible, in the teacher’s head rather than in some form of documentation.” It is significant to find out how teachers provide feedback in formative tasks to ensure that learning take place in a classroom environment.

According to Lambert & Lines, (2000: 108), examiners and researchers are hunting for the type of assessment that, assist teachers to plan for the upcoming work; notifies learners with the standards they have reached; demonstration to learners about what they require to do to improve; diagnostic of strengths and weaknesses; and constructively critical.

With these notions in mind, formative assessment entails a teacher to give feedback to the learner from time to time, and simultaneously learners require a chance to provide feedback to the teacher or to peers with regard to learning events. Feedback can be utilized to point out or fix learning gaps and challenges to release the potential of the learner (Nyembe, 2012). Is the responsibility of teachers to make more proper and organized opportunities for self-monitoring and a means of making verdicts about a learner’s development towards accomplishing goals. It is significant to note that self-

assessment tasks are constructive, as are activities that inspire reflection on both the procedures and the products of learning (Nyembe, 2012). A vital aspect of self-assessment includes assisting learners to point out the criteria that apply to their work and to make judgments about how their work relates to these standards (Nicol & Macfarlane–Dick, 1989). Therefore, if criteria such as rubrics and other assessment grids are made explicit to the learners, especially in writing, these can be utilized by learners as a frame of reference or checklist to meet the performance needed.

According to Shulman (2004: 227) “teaching necessarily begins with a teacher’s understanding of what is to be learned and how it is to be taught.” It is therefore vital for teachers to know how it is to be evaluated. In this way, every action or learning event needs to be made explicitly clear to ensure that learners are aware of what will be taught and how they are going to be evaluated. Therefore, a requirement for teachers to utilize certain principle to evaluate knowledge taught, as well as the learners’ performance or understanding of that particular knowledge (Nyembe, 2012). Assessment criteria appears to be vital in aiding the learner to improve, because learners are able to utilize these to assess the quality of their work before teacher or peer involvement takes place. As Gipps, (1999: 381) indicates, “this type of feedback encourages children to assess their own work and provides them with strategies that they could adopt to develop their work”. Teachers in this method include learners in the progression of assessment as well as indicating power with rather than power over them (Nyembe, 2012).

2.3 DEFINITION OF FEEDBACK

Feedback is a crucial aspect in the writing process and it plays a central role in learning this skill. Through feedback, learners come to distinguish for themselves whether they are performing well or not (Mi, 2009; Littleton, 2011).

When learners are not performing well further feedback will help them to undertake corrective measures to improve their writing and reach an acceptable level of performance.

2.4 CORRECTIVE FEEDBACK

The increasing awareness of the importance of Second Language Acquisition has conducted numerous research studies on the effectiveness of various forms of corrective feedback (Mackey, 2007). On the whole these studies point out that

corrective feedback, from either teachers, peers, or native speakers, triggers adult learners to notice the discrepancies between their output and the second language. It has also been found that corrective feedback is more effective for Second Language Acquisition than language input alone, and that explicit feedback may be more effective than implicit feedback (Norris, 2000). This was found both in interaction and in classroom and laboratory studies. However, due to many variable factors that may or may not determine the outcome of adult Second Language Acquisition, it has proven to be very difficult to draw firm conclusions about the effectiveness of different teaching methods (Norris, 2000).

Therefore, variability between studies and uncontrollable variables within studies weaken the conclusions, and the separate studies are difficult to combine to collectively point to one conclusion. Major difficulties are the variability among learners, the manner of providing corrective feedback, the setting, and the methods of determining the effectiveness of corrective feedback.

2.5 FEEDBACK ABOUT THE TASK

Hattie & Timperley (2007) suggest that the level comprises feedback about how well a task is being done or performed, such as differentiating correct from incorrect answers, obtaining more or diverse information, and constructing more surface knowledge. This kind of feedback is commonly known and is usually called corrective feedback or knowledge of results, and it can be associated with correctness, neatness, behaviour, or some additional standard associated with task achievement (Hattie & Timperley, 2007). Airasian (1997) states that about 90 percentage of teachers' questions (sometimes written but typically verbal) in classrooms are directed at this information level.

Teachers normally mix corrective feedback with information at the self-level that focuses on an individual performance rather than the whole class and the student may feel encouraged only at that time, therefore, it weakens the power of the feedback about the task, for example "good girl, that is correct" (Hattie & Timperley, 2007). If a student has accurate data it serves as a platform on which the processing and self-regulation is effectively constructed. Feedback about the task is significantly powerful when the interpretations are not clear and broken, not lack of data about the task (Hattie & Timperley, 2007).

If learners lack essential information, additional instruction will be more powerful than feedback information. However, Hattie & Timperley (2007) highlight that one of the difficulties with feedback at the task level is that normally it does not generalize to other tasks. Thompson (1998), for example, established that development was explicitly limited to the questions for which feedback was given and was not utilized to reply to other questions. Feedback aimed at moving learners from task to processing and then from processing to regulation is most effective.

2.6 TEACHER WRITTEN FEEDBACK

Teachers' written feedback is the most commonly used form of feedback that students receive on their written work from their teachers. Different researchers (Randolph & Karen, 2010; Alena & Pica, 2010) have questioned the efficacy of this type of feedback. Teachers' written feedback, however, is a complex area, and several studies have dealt with it from different angles. Some studies (Clement et al, 2010), for example, have investigated the methods (for example, direct correction, the use of codes, etc.) teachers utilise to respond to their students' written work.

2.6.1 The first type of the teacher's written feedback (Direct feedback)

Elshirbinl and Elashri (2013:7) define direct teacher feedback as "the teacher provides the students with the correct form of their errors or mistakes whether this feedback is provided orally or written. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and chance for them to think what the errors and the mistakes are". However, various scholars like (Rymanowski and et. al, 2011; Ko and Hirvela, 2010) argue that direct teacher feedback is not the most effective method of giving feedback to students' errors and mistakes.

Clements et al. (2010) suggest that direct approaches in giving feedback do not tend to have outcomes which are adequate to lure the learners' attention to surface errors. The reason for this is because direct feedback does not provide an opportunity for learners to think or to do anything to rectify their errors or mistakes (Elshirbinl & Elashri, 2013:7).

2.6.2 The second type of the teacher's written feedback (Indirect Feedback)

In this type of feedback Elshirbinl & Elashri, (2013) point out that, there are two types of teacher's indirect written feedback namely; coded indirect feedback and un-coded indirect feedback. Therefore, with the first type, "coded indirect feedback", "the teacher

highlights the errors or mistakes for the learner and then the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the student to think what the error is as this symbol helps the student to think” (Elshirbinl & Elashri, 2013:).

In the second type, Elshirbinl & Elashri, (2013) outline the uncoded indirect feedback, the teacher highlights or circles the error or the mistake and the teacher does not write the right answer or any symbols and the student will notice the error or mistake and come up with the solution to correct it. In indirect feedback, teachers respond to their learners’ errors by utilizing symbols and codes that specify the site and kind of error. Moser & Jasmine (2010) state that this approach is arguably the most effective than directly correcting the errors and mistakes. Ko & Hirvela (2010) explained that making a learner try to discover the right form could be often instructive to both learner and teacher. In addition, Moser & Jasmine’s (2010) have supported the claim and state that the research which found that the learners who utilized an error code in reviewing their essays made meaningfully greater improvements than those whose compositions were directly modified by the teacher. These symbols and codes, however, must be clear in a sense that it does not to confuse the students. In addition, Elshirbinl & Elashri, (2013) state that writing teachers can utilise symbols and codes only after they have given opportunities for the learners to know it better by themselves with them, so that they can be able to identify and utilize them.

Ko & Hirvela (2010) suggest that the correcting of students’ errors, can be directly or indirectly (i.e. using symbols and codes); teachers must be selective and not correct every mistake. They clarify that correcting every mistake may lead to learners’ developing negative attitudes towards writing and bad feelings about themselves as writers (Elshirbinl & Elashri, 2013).

2.7 FEEDBACK TO PROMOTE LEARNING

Effective written and oral feedback can be utilised to promote learning. This means one can claim that feedback plays a significant role in engaging learners in the process of learning. Therefore, it is crucial for one to understand that feedback should not be viewed or appear in terms of marks awarded or in any other forms of reward given to learners, because if that is the case it might have a positive impact on learners that

are doing well, yet have a negative impact on learners that are not attaining the required standard (Nyembe, 2012:36). However, Black (2003) argues that “feedback given as rewards or grades enhances ego rather than task involvement. It can focus pupils’ attention on their “ability” rather than on the importance of effort, hence damaging the self-esteem of low achievers and leading to problems of learning helplessness. Therefore, this clearly indicates that feedback needs to be planned in a way that can engage, motivate and improve the learning and thinking of a learner (Nyembe, 2012:36).

2.8 FEEDBACK AS PART OF FORMATIVE ASSESSMENT

Feedback is a significant element of the formative assessment procedure. According to Brookhart (2008) formative assessment provides data to facilitators and students about the progress of students in relation to classroom learning goals. Brookhart (2008) states that “from the student’s point of view, the formative assessment “script” reads like this: “What knowledge or skills do I aim to develop? How close am I now? What do I need to do next?” Giving good feedback is one of the skills teachers need to master as part of good formative assessment”. Furthermore, other formative assessment skills include pure learning targets, creating clear lessons and tasks that emphasise to reach targets to the students, and very often after providing decent feedback to help students learn how to come up with new goals that will be beneficial to themselves and also come up with strategic plans that will help to achieve those goals.

Brookhart (2008) believes that the strength of formative feedback lies in its own double-barrelled method, simultaneously emphasising both cognitive and motivational features.

2.9 FEEDBACK FOR MOTIVATION

Gass & Selinker (2001) state that motivation is a social psychological factor and a predictor of success in L2 (second language) learning. Therefore, “It makes sense that individuals who are motivated will learn another language faster and to a greater degree” as stated by Gass & Selinker (2001: 349). Additional studies have provided evidence that shows that different varieties of feedback that motivate language learning, Therefore, feedback is taken as a way to motivate students’ learning especially in L2 learning. Burnett (2002) and several researchers have focused on

both effort and ability feedback (Dohrn & Bryan, 1994; Mueller & Dweck, 1998; Schunk, 1984). Effort is internal, unbalanced, and manageable, which is quite favourable for motivation (Weiner, 1979; as cited in Schunk, 2003:2). Effort feedback is defined as oral or written feedback by teachers which connect performance outcomes with effort (Schunk, 1983; as cited in Schunk, 2003). It is believed, that learners who show success with good performance on a task are likely to continue to work. However, learners who poorly perform on a task or do not work hard are likely to continue their poor performance (Schunk, 1983; as cited in Schunk, 2003).

2.10 STRATEGIES TO GAIN FEEDBACK FROM STUDENTS AND THEIR PEERS ARE ALSO USEFUL

In order for a learner to gain an effective and useful feedback from their peers, there has to be a distinctive line between them, thus the learner who is going to provide feedback must be more knowledgeable than the learner who is going to receive the feedback. The strategies involve self-review and peer review. Race (2010) suggests self-review is for learners to reflect on the strengths and opportunities evident in their work. Therefore, the teacher can consider that and take into account and give feedback on these characteristics, which particularly targets learners thinking on their individual learning. Self-review provides an opportunity for learners to be able to go back to their work and identify where they made a mistake or error and try to correct the wrongs. Thus, it will be easier for teachers to provides a feedback based more on the strong points of a leaner than weak points.

Peer review encompasses learners judging another learners work. Race (2010) believes that the only alternative is to organise for learners to blind mark the work of other learners. The purpose is for learners to give formative feedback based on the marking principles. Race (2010) indicates this method is powerful because it supports learners to learn from the process by gaining awareness into the methods utilised by others. Therefore, “learners are able to place their work into context by reviewing other work that may be weaker or stronger than their own and based on this recognise how future work could be improved” (Race, 2010). Peer review can be utilized in the assessment of oral presentations, whereby learners can immediately give feedback on a rubric style feedback sheet. Mark distribution from peers throughout the procedure will be more complex and need cautious preparation to make it work.

2.11 THE IMPACT OF PRAISE AND FEEDBACK

Burnett (2002) utilised structural equation modelling to inspect the relation amongst feedback and students' perceptions of their connection with their teacher and the classroom situation. The outcomes confirmed that negative teacher feedback and effort feedback were correlated to their relationship with the teacher. Learners who described a positive relationship with their teacher professed that their teacher provided them with extensive effort feedback and slight negative feedback. Additionally, Burnett (2001) state that, "learners who described that their classroom was a positive atmosphere reported a positive relationship with their teacher and professed that their teacher provided them a great deal of ability feedback". Generally, non-targeted praise was not associated to either the relationship with the teacher or the classroom environment, and ability feedback was distinct to the relationship with their teacher.

Burnett (2001) noted that "the status of ability feedback as a self-concept enhancer and a useful classroom strategy is currently in limbo given Mueller & Dweck's (1998) concerns plus the findings that students have a strong preference to receive effort feedback and that ability feedback is unrelated to the relationship with the teacher". Burnett (2001) further observed that more studies are needed to find out why learners prefer effort feedback to ability feedback and to examine the reliability of the tall poppy syndrome hypothesis.

Additionally, a massive majority of studies examining teacher praise and feedback in the classroom have utilized quantitative approach that evaluate students' perceptions of the occurrence and type of interactions they have with their teacher, but have not observed teacher behaviour in the classroom (Burnett, 2001).

2.12 INTERACTIONAL FEEDBACK

Different kinds of interaction in second language classrooms are endorsed by form-focused instruction; the type describe by Long (1998) as 'focus-on-form'. According to Long's definition of focus on form, the process is crucially incidental; the given feedback through focus on form happens in reply to particular learners' errors or worries meaning-focused communication. Focus-on-form has been defined by Long (1998:40) as "interactional moves directed at raising learner awareness of forms, including 'briefly drawing students' attention to linguistic elements (words, collocations,

grammatical structures, pragmatic patterns, and so on), in context my emphasis, as they arise incidentally in lessons whose overriding focus is on meaning, or communication'. The kind of feedback given in this situation is termed interactional feedback. When triggered by learners' comprehension and production problems, interactional feedback such as recasts and negotiation fall under Long's definition of focus on form (Long & Robinson 1998). Ellis (2001) also provides a definition of form-focused instruction, which, while similar to Long's focus-on-form, is more inclusive, incorporating both planned and unplanned discussion of form.

Ellis (2011:1-2) describes form-focused instruction as 'any planned or incidental instructional activity that is envisioned to encourage language learners to pay attention to linguistic form and notes that incidental focus on form has received relatively little research attention. Ellis et al. (2001a) have called for triangulation of research methods, including experimental, introspective, and descriptive approaches, to examine cognitive processes and social factors that contribute to learning outcomes through the process of focus-on-form, and therefore corrective feedback will help learners to be aware on form and grammatical structure. " the addition of technology such as the interactive classroom response system can assist learning by requiring learners to engage with the material being taught and in helping them to think more carefully about their answer before they send these answers to the teacher" (Nyembe, 2012).

It might also offer opportunities for learners to interact with each other and by interacting they will be giving and receiving corrective feedback from each other and also from the teacher.

2.13 CONCLUSION

This chapter has outlined the relevant theoretical approach to support the study. This is done in order to provide a clear comprehension to how feedback is given to learners by teachers to improve their learning skills and how do they respond to it in a learning environment. All provided themes of this chapter are explained in detail.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of this study was to establish whether students and lecturers consider the corrective feedback given to first-entering students improves their written English, specifically grammar and sentence structure. This chapter describes the methods and procedures that were taken to achieve the goal of the study. The sub sections of this chapter involve a brief description of the following research methods: research design, sampling, data collection, observation, individual interviews, semi-structured interviews, and questionnaire. At the end of the chapter, ethical considerations pertaining to the study are outlined and general conclusions are drawn.

3.2 RESEARCH METHODOLOGY

Patton (2001) describes methodology as the more practical branch of the philosophy of science that deals with the methods, systems, and rules for the conduct of an inquiry. Therefore, the research methodology that was used to guide the study is qualitative method. The qualitative method was used and followed in this study to establish what views of the students and lecturers of the English course (HENB 011/ HENB 012) at the University of Limpopo, in Limpopo province about corrective feedback particularly with regard to the grammar and sentence structure in their written work, but also what they view as appropriate or useful in oral feedback. The qualitative method was suitable for this study because, “its aims are directed at providing an in-depth and interpreted understanding of the social world of research of participants by learning about their social and material circumstances, their experiences, perspectives, and histories” (Snape & Spencer, 2003). Furthermore, the qualitative method was appropriate for this study because it provides detailed information about the research topic. The method also allowed the participants to give information and expand it at their own will.

3.3 RESEARCH DESIGN

De Vos et al. (2005: 268) define a research design as “referring to the option that is available for researchers to study certain phenomena” according to certain “formulae suitable for a specific goal”.

Furthermore, Du Plooy (2002) describes a research design as a plan of how the research would be conducted, indicating who or what is involved, where and when the study will take place. This implies that the purpose of a research design is to ensure that evidence enables the researcher to answer initial questions as explicitly as possible (Phokungwana, 2002). The study thus employed a qualitative approach to investigate the issue under scrutiny. Qualitative research is “an umbrella term used to refer to a complex and evolving research methodology which has its roots in a number of different disciplines, principally anthropology, sociology and philosophy and is now used in almost all fields of social science inquiry, including applied linguistics” (Heigham & Croker, 2009). The qualitative method was used in the study, because it will aid to identify the participants’ beliefs and values (De Vos, 2005) about oral and

written feedback in the classroom. Furthermore, the study also uses a case study because the researcher will be using a small number of people (3 lecturers and only about 150 students from a larger population) as research subjects in a real-world situation. Simons (2009:21) states that “a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a ‘real life’”.

3.4 POPULATION

Research population is the “total number of units from which data can be collected”, such as “individuals, artefacts, events or organisations” (Parahoo, 1997). The research population is further described as the elements that satisfy the criteria for inclusion in the study (Burns & Grove, 2003). The population in this study was three lecturers and their first year students enrolled for a first-year English course (HENB 011/ HENB 012) from the University of Limpopo in the Limpopo province, South Africa. These participants were chosen because it is a class of first year students and possibly need additional support in terms of academic English feedback. The population includes both male and female students as participants of the study. It was hoped that these of 150 students and three (3) lecturers would produce reliable results. The students and lecturers had already done extensive work in first the semester for HENB 011.

3.5 SAMPLING

Kumar (1999:148) states that “Sampling is the process of selecting a few (sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group”. A sample is described as a subset of individuals from the selected population to be part of the study (Bret & Bret, 2011: 7). Therefore, the sample of this study includes lecturers of English and a group of first-entering students who have enrolled for a one-year English Course: English for the professions. The sample is made up of three lecturers and students who are registered for first year English course (HENB 011/ HENB 012). They are divided into 8 groups of about 30 to 40 students per group, each tutored by a different lecturer. In addition, the study applied a convenience sampling, as the groups that will be sampled (and are representative of the study population) are accepted as they are on the day that the researcher will attend the classes for collection of data.

Convenience sampling “(also known as Haphazard Sampling or Accidental Sampling) is a form of nonprobability or non-random sampling where individuals of the target population that encounter certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are encompassed for the purpose of the study” (Dörnyei, 2007).

3.6 DATA COLLECTION

Burns and Grove (2005) describe the collection of data as a systematic process whereby the researcher gathers appropriate information to accomplish the study’s purpose and objectives. The researcher got permission from the head of department of English studies to collect data from the selected English classes (HENB 011\012). Observations with a checklist, semi-structured interviews and questionnaire and will be used to collect data.

3.6.1 Observation

Creswell (2003) states that observations are the conscious noticing and detailed examination of participants’ behaviour in a natural environment. Therefore, the researcher will observe the feedback from the lecturer to students and also to find out how learners respond to and interpret the feedback from their lecturers.

The researcher will use a checklist during the observation. Therefore, the researcher used 3 different HENB 012 classes of for observations to collect data.

3.6.2 Interviews

3.6.2.1 Individual interviews with lecturers

Interviewing is one of the most common methods of collecting information from individuals. Interviews can be structured, semi-structured or unstructured interviews. An individual interview is where the researcher sits down with the respondents and has a private one on one session to ask questions on an issue. In this study, the researcher conducted individual interviews separately with each lecturer and asked questions related to the proposed research. Therefore, individual interviews were conducted with 3 lecturers (2 female and 1 male). These individual interviews were semi-structured. The interviews were used to gather information about written and oral corrective feedback from lecturers of English. These were used to get a deeper understanding of respondents’ perspectives of corrective feedback.

3.6.2.2 Focus Group interviews

Semi-structured interviews permit the participants to elaborate by using their own experiences even their words and at the same time the researcher will give some structure to the interview (Creswell, 2003). Semi-structured focus-grouped were conducted with 3 groups in each three HENB012 classes. The 3 semi-structured focus-grouped interviews consisted of 5 students per group. Each selected group of participants were interviewed separately from other groups. While interviewing them, the researcher took notes on their feedback and recorded their views at the same time.

3.6.3 Questionnaire

Brown (2001:6) states that, "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Therefore, questionnaires were used to gather data about oral and written corrective feedback from students and lecturers of English.

3.7 DATA ANALYSIS

Data analysis refers to "the process whereby order, structure and meaning are imposed on the mass of data collected in a qualitative study" (McMillian & Schumacher, 2001). The collected data was analysed by using a thematic analysis method. The data obtained from the responses to the questionnaires and the two types of interview (recordings and notes) therefore, categorised under themes. Conclusions were drawn from the coded data.

3.8 ETHICAL CONSIDERATIONS

3.8.1 Permission for the study

Before the study began, the research proposal was submitted by the researcher to the university's research and ethics committee (TREC) for approval. This is done in order to obtain ethical approval from the university's research and ethics committee. The researchers also obtained a letter of permission from the HOD of English department.

3.8.2 Informed Consent

Before the participants took part, informed consent was obtained from them. It was essential that the participants are informed of precisely what it is they are requested to do, what the implications are, possible inconvenience, discomfort or

embarrassment, if at all any, before they decided to take part. The researcher provided an information sheet that is usually utilised to provide potential participants with information about the study. The researcher introduced himself, told the participants, at which institution he is doing his study and what the research topic entails. The researcher told the respondents how and why they were selected to be part of the study. The researcher further notified the respondents that even if they accepted to take part, they could change their mind and pull out from the study at any given time they wanted without providing an explanation. The participants were given a consent letter and consent forms that they signed before they can take part in the research.

3.8.3 Maintain Anonymity and Confidentiality

The researcher has made the data 'anonymous' by not involving the names of participants or any other material that can identify the respondents, for example job title, age and gender. This is done in order to protect the participant's identity.

The researcher explained whether the research is specifically to access private feelings, stories and concerns. The researcher also assured the participants that the confidentiality of the data would be respected.

3.8.4 Take particular care in research with vulnerable groups

The researcher will take care in obtaining data from vulnerable students, such as those who are disabled. The researcher will not cause harm to the participant either physically or psychologically.

3.8.5 Aftercare for participants

The study does not pose high risk or harm to lecturers participating in this study, however, it may have the potential of being emotionally discomfoting to students. In the unlikely event that a participant experiences discomfort or stress during the process he/she will be referred for professional consultation. The participants will also be informed that help is available should they need assistance regarding discomfort arising from completing the interview protocol. Addresses of professionals with debriefing competencies will be provided. The participants have the right to access the results after completion of the study. The researcher will ask interview questions in a manner that can be understood by the participants.

3.9 LIMITATIONS OF THE STUDY

Some students in class A did not want to part in the study, some took too long to return them while others did not even submit questionnaire and decide to drop out of the study and for that reason the researcher had to find other participants in the same classes.

3.10 CONCLUSION

This chapter covered all the research methods used in the study to collect data. The qualitative method was used to collect accurate data and the researcher used the exploratory-descriptive method. Observation with a checklist, Interviews, focused group interviews, questionnaires and recoding were utilized for data collection in HENB 012 classroom at the university of Limpopo. Furthermore, the chapter described the research methodology including the population, sample data, and collection instruments. The data analysis of the study used thematic analysis method.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

This chapter focuses on the presentation analysis of data which was collected using various techniques that were discussed in the previous chapter such as observation with a checklist, semi-structured interviews with lecturers (individual) and focused group with students, and questionnaires. The HENB 012 classes were selected for this study. The study focused on the perception of lecturers and students of first-entering on whether improves the students' written English, specifically grammar and sentence structure.

4.2 CLASSROOM OBSERVATIONS

4.2.1 Class 1

During the HENB 012 lesson which was observed, the lecturer asked the students to do an activity. It was noticed that the students take a lot of time doing the activity and the also lecturer takes a lot of time talking about general stuff (things that are) that are not academic. Again it was noticed that when the lecturer asks some of the students a question that will need them to refer to their course pack or dictionary most of them seem not to have those materials that are needed to be used or referred to during the

activities. Some students when the lecturer asked them a question they will literary not say anything. Furthermore, it was noticed that during the activity the lecturer will ask the question and the student answer that question but if the lecturer is not satisfied with the answer from the student the lecturer seek another different answer from the other students. There was no much of corrective feedback that was used. (See checklist at appendix A)

4.2.2 Class 2

During class b lesson, it was observed that some of the students were playful while other students were very attentive. It was also noticed that when students are given an activity they take a very long time to complete the activity. Furthermore, it was noticed that when the lecturer asks some of the students a question that will need them to refer to their course pack or dictionary most of them seem not to have those materials that are needed to be used or referred to during the activities.

It was noticed that some students are not willing to participate when asked to do the activity and when they are asked questions they just keep quiet the whole lesson. It was noticed that when the student makes an error the lecturer will try to help the student to work on the error rephrasing the students' error so that he/she can try to see where the problem and solve the problem. In addition, when the student makes an error the lecturer will redirect the question to the whole class so that they can help the other struggling student by providing the correct answer. It was also noticed that if the whole class struggle to come up with the correct answer the lecturer will give the correct answer so that they can all make the corrections. (See checklist at appendix B)

4.2.3 Class 3

It was noticed the lecturer was the one who initiates the days' lesson is going to be about and then the students listen and follow the lecturer. The students in this class were very determined and took their schoolwork seriously. It was also noticed that they participate in every activity that they were given by their lecturer. The lecturer will write the activity of the day on a chalkboard and ask students to come and write their answers on the chalkboard as so as they are finished. However, if a student does not provide the correct answer the lecturer will stop him/her and ask for the correct answer

from the classmates and when they fail to provide the correct answer, the lecturer provide them with the correct answer. It was also noticed that when the students get the correct answer the lecturer says "good" or "correct" and reread the correct sentence to the class. It was noticed that when the students write on the chalkboard and misspell a word the lecturer stops the student immediately and gives him/her the correct spelling even if the answer is wrong. (See checklist at appendix C)

4.3 QUESTIONNAIRES FOR LECTURERS

4.3.1 Meaning of corrective feedback by lecturers

The respondents were asked to provide what corrective feedback means to them as lecturers. Respondent A said "corrective feedback forms an essential part of growing and learning.

For learning to take place, students have to give their best attempt on activities and if they make mistakes, it is very important that they are given feedback to avoid such mistakes to be repeated". Respondent B highlight that it means that students receive feedback which corrects the wrong answers that they gave on the tasks assigned to them". Respondent C said "it means that students receive either formal or informal feedback on performance on various tasks given by the teacher". The first question required the respondents A, B, and C to provide the meaning of corrective feedback. All three respondents answered the questions differently but with the same idea. Respondent A highlighted that "corrective feedback forms an essential part of growing and learning. In order for learning to take place, students have to give their best attempt on activities and if they make mistakes, it is very important that they are given feedback to avoid such mistakes to be repeated". Respondent B said, "it means that students receive either formal or informal feedback on performance on various tasks given by the teacher". Respondent C said it means that students receive feedback which corrects the wrong answers that they gave on the tasks assigned to them".

4.3.2 The effectiveness or usefulness of corrective feedback

When the respondents were asked if they think corrective feedback is useful or effective for the students in English learning. Respondent A said, "Yes I do, if the feedback given to students is clear, learning takes place". However, if students are not given clear corrective feedback, chances are they will not be able to spot their

weaknesses and strengths". Respondent B said, "Yes it is because students can improve both their spoken and written English skills". Respondent C said, "it is useful and makes it easy to monitor the performance of students and effectiveness of teachers".

All the respondents agreed on the fact that corrective feedback is useful but give different views to support their answers. They believe if students are given clear corrective feedback learning will take place and students can improve their spoken and written English skills and it makes it easier to monitor the performance of students. Vygotsky (1978) believed that when a learner is in the zone of proximal development for a certain task, giving the suitable aid will provide the learner with enough of a boost to achieve the task.

Corrective feedback is useful because it provides the students with the necessary tools that make them improve their school performances and also boost their knowledge. However, if they are given poor or unclear corrective feedback one will not be able to spot students' weakness and strengths.

4.3.3 Corrective feedback improves students written English

When respondents questioned about if they think corrective feedback improves students' written English. Respondent A said "yes it does and state that, if the corrective feedback is explicit the student will notice their mistakes. For instance, if an assignment is returned to the student with clear comments and remarks, showing or indicting their spelling and grammatical mistakes, their language would improve. Furthermore, respondent B said "yes, if students write an assessment like an essay, giving them corrective feedback, it improves their written English in that, in their next written assessments they will not repeat the same mistakes. Lastly, respondent C said "it does, Students can know where their strengths or weaknesses lie in the use of written or oral English.

All respondents show their understanding of question that was posted to them and they believe that corrective feedback does improve students' written English. This means when lecturers mark the students' written work like assignment and tests they should give students corrective feedback that is clear and includes comments and remarks that shows the students' spelling and grammatical mistakes so that they can

learn from and not repeat them. In this way students will be able to know where strength and weakness lie when it comes to their oral and written English. In this sense, students' written English will improve drastically.

4.3.4 The importance of corrective feedback to students

The respondents were asked if they think it is important to give students corrective feedback. Respondent A said, "yes corrective ensures the learning process takes place thus without feedback learning might not take place, it is very important". Respondent B said "yes it helps students improve on the errors or mistakes committed. Furthermore, respondent C said "students can have self-evaluation of their performances. They all agreed to the fact that it is important but their opinions differ.

This means as a lecturer one should always bear in mind that is important to give corrective feedback to students because it ensures that learning takes place effectively, it helps students to improve their mistakes and students are also able to do self-evaluation of their performance. Providing corrective feedback, it seems to be something that takes students' performance from point A to point B, because of it able to close the gaps that students are lacking. Vygotsky (1978) believed that when a learner is in the zone of proximal development for a certain task, giving the suitable aid will provide the learner with enough of a boost to achieve the task

4.3.5 The benefits of corrective feedback in a formal classroom

Respondents were asked if students benefit from corrective feedback in a formal classroom. Respondent A said "yes they do, in the classroom when one student makes a mistake the corrective feedback given to them help the class at large not only that particular student. Respondent B said, "Yes, it helps students to prepare for future assessments". Respondent C said, "They benefit, and can measure their progress as well as personal make improvements that are necessary".

All respondents agreed and they also showed an understanding of the question presented to them but have different views. They believe corrective feedback in a formal classroom does benefit students because when the lecturer provides corrective feedback to a student who made mistakes however that corrective feedback also applies to the whole class so that they can be able to rectify those mistakes and never repeat them. Corrective feedback in a classroom helps all students at large so that

they can be able to prepare for future assessments and measure their progress. Corrective feedback in a classroom assist lecturers to save time and effort of telling students one by one the same thing and it also helps to make students pull up their socks because they do not want to be laughed by their classmates.

4.3.6 The shortcomings of corrective feedback

The respondents were asked if there are any shortcomings of corrective feedback. Respondent A said, "yes, sometimes lectures have large numbers of students in class and if these students are given a written task the lecturer will likely take a while marking the task".

In most cases, the scripts might be returned to the students after weeks and by that time students might have forgotten the task. Some students do not even go through their scripts, what they find important is only their mark. Respondent B said, "yes, but only a few, one can be, when the students do not positively accept corrective feedback". However, some students' attitude towards being corrected determines the effectiveness of corrective feedback". Respondent C said, "Yes, in my case a large number of students to be adjudicated are very impractical". Respondent A and B's answers were similar in a manner that they both highlighted the fact that a large number of students in class makes it impossible to give all of them corrective feedback. However, respondent C believes students' attitude towards being corrected does make it a shortcoming of corrective feedback. This means a large number of students make it impossible for lecturers to provide written corrective feedback because it will consume a lot of time to provide it from one script to another as the lecturer will be pointing and correcting different mistakes made by students. Oral corrective feedback in class will be key because the lecturer can tell the whole class about those mistakes and how to improve them.

4.3.7 Corrective feedback as good or bad for students' learning process

The respondents were asked if they think corrective feedback is good or bad for students' learning process. Respondent A said "corrective feedback is extremely important as it is one of the main reasons why learning takes place". Respondent B said, "Corrective feedback is good because students improve their language skills by

correcting their mistakes or errors". Respondent C said corrective feedback is good and state that self-evaluation is made possible for students.

All respondents believe that corrective feedback is good for students' learning process because is one of the fundamental tools of learning and teaching. It also improves students' language skills. This means corrective feedback plays an important role in the life of students as it enables students to improve and strengthens their performances. Corrective feedback provides students with the ability of self-evaluation so that they can be able to measure their learning progress.

4.3.8 Giving corrective feedback to the students

Respondents were asked if they give students corrective feedback. Respondent A said, "Yes I do, I give feedback to the students because I want them to learn and improve". Respondent B said "yes, in order for them to learn from their mistakes or errors". Respondent C said, "Yes, it allows students to have improvements". All respondents claim to give their students corrective feedback because it will make them improve and learn from their previous mistakes so that in future they do not repeat them. This means by providing corrective feedback to students it allows them to grow their knowledge and also boost their confidence in their studies.

4.3.9 The challenges to learning process if students are not given corrective feedback

The respondents were asked if they think there will be any challenges to the learning process if students are not given corrective feedback. Respondent A said yes and state that learning is affected when students are not given feedback. There is a saying that people learn through mistakes which means after making these mistakes, they are alerted and corrected to avoid repeating them. Therefore, learning might not take place in the absence of corrective feedback. Respondent B said, "yes if corrective feedback is not given to students, it hinders the learning process in the sense that the students will continue repeating the errors committed". Respondent C said there are challenges and highlights that students are able to monitor self-development. The

respondents think if students are not provided with corrective feedback the learning process will be affected because in order to learn one must first make mistakes and be corrected those mistakes, therefore students will learn from them and not repeat the same mistakes in future. If students are not given corrective feedback the challenge is that they will believe whatever they produce is write even though is not.

4.3.10 The ways in which corrective feedback is given to students

The respondents were asked if they normally give corrective feedback to their students. Respondent A did not answer the question. Respondent B said “usually verbal which includes interactions with students and if the verbal feedback is not effective I explore other methods”.

Respondent C said state that through assignments and re-assignments. It increases self-evaluation. The respondents believe corrective feedback is a way that they normally give students because it allows interaction between the lecturer and students. They also believe if you provide corrective feedback through their assignment they will improve and learn from their mistakes and errors. This means that corrective feedback can also close the gap between the lecturer and the student that strengthens their relationship.

4.4 QUESTIONNAIRES FOR STUDENTS: 1-10

4.4.1 Class 1

4.4.2 The importance of receiving oral and written corrective feedback from lecturer

The respondents were asked if they think it is important to receive oral and written corrective feedback from their lecturers. Respondent1 said yes and state that it is important to receive corrective feedback because one will be able to rectify the mistakes they made. Oral corrective feedback encourages me to think things through and make them right, because whatever the lecturer is saying becomes clear for me as I ask him/her a question where I do not understand. Respondent2 said yes and highlight that if it is oral corrective feedback, there is a sort of interaction because it motivates me and make do better. Respondent3 said “yes, so that you can improve yourself”. Respondent4 said yes and state that the students get to see/realise their

mistakes or errors and rectify where they have gone wrong. Respondent5 said “yes, because they help us to improve academically and engage with us”. Respondent6 said yes and highlight that some students understand better when things are said and written down. Respondent7 said “yes, it is important because oral and written corrective feedback from lecturer plays an important role in developing writing skills”. Respondent8 said yes and point out that it helps and enhances interaction in class. Corrective feedback also helps to guide you into things you do not understand. Respondent9 said yes and highlight that it is very important to receive oral and written corrective feedback from my lecturer because he/ she knows better than I do. It helps me to understand where I made mistakes and be able to correct them. Respondent10 said yes and state that written corrective feedback as a student it will help revise my notes and see where I have made mistakes.

They all said yes but give different reasons to support their answer with one vision. They believe by receiving both oral and written corrective feedback able to rectify the mistakes and errors made and it also encourages students to think things through. Furthermore, it motivates students to do better because there is interaction involved. Oral and written corrective feedback helps to improve and develop writing skills and helps to guide students with things that they do not understand. Through oral and written corrective feedback student are able to know what is right and wrong for their learning.

4.4.3 The usefulness of corrective feedback towards learning

The respondents were asked if they think corrective feedback is useful towards learning. Respondent1 said yes and highlight that it brings clearance of the entire mistake that I have made on my assignments or tests. Respondent2 said "yes, there is nothing academic, that I will decide to take for granted because I always find them useful and I respect education". Respondent3 said "yes, so that you can know your weakness based on your results". Respondent4 said "yes" and highlights that it helps to know where you are lacking and it improves your performance. However, Respondent5 said "no, because I will not understand corrective feedback on a month or two". Respondent6 said "yes" and state that some of the students have low intellectual levels in a way that they ought to find it difficult to remember things that were told and that is why we prefer things written for us. Respondent7 said "yes,

corrective feedback is useful towards learning because it improves one's writing and speaking skills, as you get formal and informal feedback on your performance based on various tasks".

Respondent8 said "yes" and highlight that it helps students to improve on their learning and grammar. Respondent9 said "yes" and state that it is very useful because as a student he/she might not know so much but with corrective feedback from his/her lecturer, one will be able to know something and it will help on all other modules. Respondent10 "yes, it is useful because it assists to understand and be able to evaluate my notes as to gain more knowledge". Nine respondents said yes gave their different views stating that it brings clarity to the mistakes made in a test or assignment and it also enables one to know their weakness based on their results. They believe corrective feedback makes one improve their performance.

Furthermore, they highlighted that some of the students have low intellectual and it also helps one to improve their grammar and help to evaluate the notes to gain more knowledge. This is clear that corrective is useful as it is used as a vehicle towards students' learning process. It helps students to know where they lack and provide them with ways in which they can improve. However, for the respondent who thinks corrective feedback is not useful towards learning state that will not understand the corrections in a month or two, this means some students need more time to process things and the sooner they get corrective feedback the more they will use their time to go through it and make some adjustment where they are needed to their learning process.

4.4.4 Oral and written corrective feedback improves written English

The respondents were asked if oral and written corrective feedback does improve their written English. Respondent1 said yes and highlight that sometimes the lecturer tells me if I need to improve my grammar in English as well as checking how certain words are spelled since they might be closely related. Respondent2 said "no, I am good in English even from high school because I work towards getting a distinction". Respondent3 also said yes and state that oral and written corrective feedback makes it easy for me to recall what I have been told. Respondent4 said no and highlight that only written corrective feedback does that because it comes in a form of a hard copy, so students can read and reread carefully the written words. Respondent5 said "yes,

because the tests that I wrote were by I got feedback the results were better than those that I did not receive feedback". Respondent6 said yes it does and point out that being able to listen and write down precisely what you have heard is an effective way of learning. Respondent7 said yes it does improve your written English as one will be corrected the mistakes they made either in oral or written English.

Respondent8 said yes and state that it helps students to interact with grammar in a better way. Respondent9 said "yes, corrective feedback does improve my written English because English is not my mother tongue, sometimes I write words wrong but with feedback from my lecturer I will be able to use and write those words correctly".

Respondent10 said yes and state that it makes me to be aware of my grammar in written English and also helps to rectify my mistakes in spelling and more. The respondents who said yes they have similar answer where they highlighted that oral and written corrective feedback improves one's grammar in English, rectify spelling and also make things easier to recall. However, for those who said no they believe that only written corrective feedback does improve their written English because one can reread it carefully and the other respondent who said no believes he or she is good in English and oral and written corrective feedback does not help him or her.

4.4.5 The response to lecturers' corrective feedback

The respondents were questioned if they do respond to their lecturers' corrective feedback. Respondent1 said yes and point out that when the lecturer gives me feedback I take it as a sign that shows me that I need to work on whatever they pointed out that needs to be fixed. Furthermore, when a lecturer raises a certain point it shows that they are concerned about my studies and this encourage me to do better and improves the mistakes they pointed out. Respondent2 said no and highlight that at times there is never a chance to do that especially if you find it in a written form. You cannot respond and send the assignment back so that the lecturer can read, it becomes difficult to respond but it is easier in oral form because you can respond until you understand.

Respondent3 said "yes, because I want to improve my writing skills". Respondent4 said no and highlight that he/she never got any corrective feedback from the lecturer. Respondent5 said "yes, I appreciate verbal or oral corrective feedback than written

corrective feedback". Respondent6 said yes and state that it makes his/her learning more effective. Respondent7 said "yes, I respond to my lecturers' corrective feedback because what they are trying to do is help me with the mistakes I have made on my oral and written work". Respondent8 said yes and highlight that it will serve as a guideline for improvement. Respondent9 said "yes, sometimes I respond when I do not understand what the lecturer is saying, so I respond to get a clear or more understandable corrective feedback". respondent10 said yes and state that he/she does respond to the lecturers' corrective feedback because there is a need for discussion of things that he/she does not understand and get to compliment, also ask for more encouragement for studying.

This means students improve their performance because of their lecturers' corrective feedback. They respond to their lecturers' corrective feedback by making improvements and avoid repeating the same mistakes time and again. For those respondents who said yes they believe corrective feedback makes learning more effective and it encourages them to study more and be more determined. However, for respondents who said no they highlighted that they never receive corrective feedback from their lecturer, so it is going to be hard for them to respond to something they never had. They also state that there is never a chance or time to respond especially if it is in written form because they cannot rewrite their work that is already marked but if is oral form they can respond and engage with the lecturer until they understand.

4.4.6 Corrective feedback as good or bad for the learning process

Respondents were asked if they think corrective feedback is good or bad for the learning process. Respondent1 believe it improves how one view things and also discover how things are done in the learning process with the help of a lecturer or senior.in addition, respondent2 point out that it motivates students to do better and also facilitate a way for learning. Respondent 3 highlighted that it gives an opportunity to engage with the lecturer. However, respondent4 did not answer the question. Respondent 5 said no because he/ she do not understand corrective feedback as it is hard to go through it. Respondent6 state that it is good for learning especially for those who prefer to have everything written down. Respondent7 believes corrective feedback is good because it improves his/her writing and speaking skills. Respondent

8 highlights that, it enhances one's level of learning and thinking. Respondent9 said "is good because is if the lecturer does not say or do anything about one's mistakes they will end up failing the module". Respondent10 state that it helps one to assess him/herself and change the technique or methods of reading so that one can understand more. The corrective feedback is good for students' learning process because they believe one will be able to identify weak and strong spot on their learning, also improve the students' writing and speaking skills, it helps to discover how things are done, motivate students to do better, and gives them an opportunity to engage with the lecturer. In addition, it enhances one's level of learning and thinking, it helps students to do self-evaluation and change the technique or methods.

This means students gain a lot by receiving corrective feedback. However, there are respondents who think corrective feedback is bad for their learning process because they do not understand it and find it difficult to go through.

4.4.7 Corrective feedback as beneficial for learning

The respondents were questioned if they think corrective feedback is beneficial for learning. Respondent 1 highlighted that it helps him/her to dwell with things that they struggle with and put more effort on them by seeking help from the lecturer and seniors. Whereas, respondent2 said "I will get to know why I got certain marks". Respondent3 state that they serve as notes where he/she will refer to before going to tests and exams. Respondent4 state that students get to rectify and improve their performance. Respondent5 said they corrective feedback reflect as notes to him/her. Respondent6 believes it improves his/her learning. Respondent7 says it is beneficial because you are given feedback. However, respondent8 did not answer. Respondent9 state that is beneficial because it resulted in having him/her passing her modules. Respondent10 highlights that it helps them as students to excel in their studies and also be aware of their strengths and weakness.

The respondents believe corrective feedback is beneficial for learning because it helps them as students to dwell on things they struggle with, in other sense it makes leaning easier for learners to cope with. Corrective feedback benefits learning because students are offer correction to rectify their mistakes and they also improve their performance through it. Students can be caution with their studies and also their strength and weakness.

4.4.8 The understanding of lecturers' corrective feedback

The respondents were asked if they always understand their lecturers' corrective feedback. Respondent1 said "no, because the lecturers' English is very difficult to understand and the lecture halls are noisy and therefore they are making it difficult to hear a thing". Respondent2 also said no and point out that he/she does not understand the lecturers' corrective feedback because he/she feels like they are human and they are misinterpreted and that ends up having them as learners get low marks.

However, respondent3 said yes because they explain more than in tests and exams. Respondent4 said "I never get any kind of feedback from the lecturer". Respondent5 said he/she does not always understand the lecturers' corrective feedback because he/she forgets written corrective feedback easily than oral corrective feedback. Respondent6 said yes the lecturers' corrective feedback makes it easier for him/her to understand. Respondent7 said yes he/she understand because the lecturer is trying to help him/her to understand where he/she made mistakes. Respondent8 said no the lecturers' corrective feedback because sometimes it needs time and deep understanding. Respondent9 said yes to always understand the lecturers' corrective feedback because he/she claims to often make lots of mistakes and the lecturer is trying by all means to make him/her understand. Respondent10 also said yes to always understand the lecturers' corrective feedback because it makes things to be more comprehensible.

Some respondents do not always find it easy to understand their lecturers' corrective feedback because the lecture halls are very noisy and the level of English that is used by the lecturer is very difficult for students to understand. Students misinterpret what the lecturer is saying and that ends up confusing the student to understand the lecturers' corrective feedback. However, for those respondents who understand their lecturers' corrective feedback are able to gain because lecturers explain thoroughly for them to understand. Students are able to rectify their mistakes to show they do understand.

4.4.9 The type of corrective feedback as preference

The respondents were asked if they prefer to be given corrective feedback and which type of it written or oral corrective feedback. respondent1 said yes and prefers to be

given both oral and written corrective feedback because with oral corrective feedback a person can show with body language to note that they are concerned about something while with written corrective feedback on top of the script one can check and focus on few things on the work which are outlined on a paper. Respondent2 prefers oral corrective feedback because he/she can understand better and be able to respond immediately. Respondent3 prefers to be given both oral and written corrective feedback because he/she said do not easily forget them and they serve as notes.

Respdnent4 prefers to be given written corrective feedback because he/she thinks will understand it better than oral corrective feedback. Respondent5 said "I prefer oral corrective feedback because it gives me an opportunity to engage". Respondent6 prefers to be given written corrective feedback because it simplifies things for him/her. Respondent7 prefers both oral and written corrective feedback because they play an important role in developing writing and speaking skills. Respondent8 also prefers to be given both oral and written corrective feedback because they will improve his/ her learning abilities. Respondent9 prefers to be given both corrective feedbacks because the way he/she is able to see and hear his/her mistakes will be able to correct them with more understanding. Respondent10 prefers written corrective feedback because it conveys all the possible answers or notes in need for his/her satisfaction. However, with oral there is a possibility that one might forget some keywords. There are some respondents, who prefer to be given both oral and written corrective, and there are some prefers oral corrective feedback, and some prefer written corrective feedback.

therefore, for those who prefer both oral and written corrective feedback they believe that with oral corrective feedback the lecturer can use body language to emphasize a point while with written corrective feedback on top of the script students can check and re-check the corrections over and over until they understand. Both oral and written corrective feedbacks are significant when developing and improve the students' writing and speaking skills. There are respondents who prefer oral corrective feedback because they understand it better and it enable them to respond immediately, this means it provides them with the opportunity to engage with their lecturer. For students who prefer written corrective feedback believe it conveys all possible answers and it simplifies things.

4.4.10 The reaction towards corrective feedback given by the lecturer

The respondents were asked if they normally react to the corrective feedback given by the lecturer. Respondent1 said yes and state that it helps you to be aware of the wrong things you are doing and it also motivates you to keep it up if you are doing something right or good. Respondent2 said no and state that he/she appreciates what he/she get and work towards doing better every time.

Respondent3 said yes to normally react to the corrective feedback given by the lecturer because he/she get clarity on sections that are tough to understand. Repondent4 said no and highlights that he/she tries to find and check the mistakes made and try to improve them by making things right. Respondent5 said no and point out that he/she does not usually go through corrective feedback. Respondent6 did not answer the question. Respondent7 said yes and state that he/she react to the lecturers' corrective feedback because it plays an important role in his/her learning. Respondent8 did not answer the question. Respondent9 said yes and state that in this institution to learn you need corrective feedback from your lecturer because it matters. Respondent10 also said yes and state that he/she reacts in a good manner because if there is misunderstanding he/she can discuss them with the lecturer.

Some respondents said they react to their lecturers' corrective feedback because it helps them to be aware of the mistakes and errors, it motivates them to do things right, and it gives them clarity with things they do not understand. However, respondents who do not react to the lecturers' corrective feedback because they do not appreciate it. This means some students do not like being corrected, they only want to see how they score and not the comments or remarks.

4.4.11 Corrective feedback as an encouragement to learning

Respondents were asked if they think corrective feedback encourage learning. Respondent1 said yes and state that at some point it does because you are able to work on the difficulties you faced and it also motivates him/her to explore more about learning. Respondent2 did not answer the question. Respondent3 said yes and state that it shows which angles to use when studying for exams and personal gain. Respondent4 said yes and point out that it makes learning more interesting. However, respondent5 said no and state that as an individual he/she enjoys to engage in oral after receiving corrective feedback. Respondent6 said yes and highlight that it can make one improve academically. Respondent7 also said yes corrective feedback

encourages learning because he/she have to react to the feedback. Respdnt8 said yes and state that it improves the interaction between the student and the lecturer. Respondent9 said yes and point out that he/she is a victim of corrective feedback because it has helped him/her in many ways and it also encourages him/her to do better.

Respondent10 said yes and state that he/ she prefers corrective feedback to understand and analyse his/her notes and it also helps to identify, rectify and form ways or techniques of studying. Some respondents think corrective feedback does encourage learning. For those respondents who think it does, they believe it enable students to work on the difficulties they face and it motivates students to explore more about learning, it makes learning more interesting and students improve academically. Corrective feedback improves interaction between the student and the lecturer and students have the enthusiasm to do better, to understand and analyse their notes, and it also helps to identify and rectify their mistakes and form ways or techniques of studying. This means personally students can see improvements and gain.

4.5 QUESTIONNAIRES FOR STUDENTS 11-20

4.5.1 Class 2

4.5.2 The importance of receiving oral and written corrective feedback from lecturer

The respondents were asked if they think it is important to receive oral and written corrective feedback from their lecturer. Respondent11 said "yes, because with written corrective feedback other learners will not see it and they will also not be able to make fun of you which may end up decreasing ones' self-esteem". Respondent 12 said "yes, it is important because as a student, I will know where I did the mistakes so that I can be able to improve them". Furthermore, it is also important for a student to receive feedback so that he/she can be in the right direction. Respondent13 also said yes and highlight that students tend to get good feedback orally than written. However, both feedbacks are good since students are motivated through them. Respondent14 state that oral corrective feedback is important because one will be able to see the facial expression. Respondent15 said yes and highlights that as a student he/she that after writing a certain work one deserves to get feedback to know how you performed and

also to see whether the lecturer is happy about the work you wrote. Respondent16 said yes and point out that it motivates him/her to do better than the first time. Respondent17 state that oral corrective feedback is more important because it gives him/her as a student a little bit of anxiety to feel any part of school work and that comes with good outcomes.

Respondent18 said yes and point out that it can give the audience what they are supposed to do. With written corrective feedback one can always go back to it and refer to it when they do not understand. Respondent19 said yes and state that oral and written feedbacks are essential parts of effective learning. Furthermore, they help students to understand easily without encountering difficulties and they also encourage students to work more effectively knowing where and how to answer or respond to the questions. Respondent20 also said yes and highlights that it helps them as students to make sure that they hear the results of what they worked on. Furthermore, he/she said “in oral we get the feedback in class but with written corrective feedback we get the feedback secretly”.

Some respondents believe that it is important to receive both oral and written corrective feedback because it motivates them and they also form an unessential part of effective learning. Furthermore, they help students to understand when encountering difficulties and they encourage them to work more effectively with the correct direction. However, some respondents believe that written corrective feedback provides them with privacy so that other learners will not be able to make fun of them. With written corrective feedback whenever a student struggle with something he/she can always go back to it and refer so that one does not repeat the same mistakes because with oral feedback. Students tend to get motivated with oral corrective feedback and they receive it as a whole class. It encourages them to participate in class.

4.5.3 The usefulness of corrective feedback towards learning

The respondents were asked if they think corrective feedback is useful towards learning. Respondent11 said yes and state that it helps him/her to understand where he/she was wrong rather than repeating the same errors. Respondent12 said yes and highlights that it is very useful because as a student one will know from the corrective feedback what to improve and what it is right. Students will be able to know weak and

strong points form corrective feedback. Respondent13 said yes and state that it is helpful to the students to understand more. It also leads to the development of knowledge. Respdnent14 said yes and state that being corrected from an error enables him/her to ensure not to repeat the same mistakes. Furthermore, corrective feedback increases our vocabulary skills as students. Respondent15 said yes and highlights that the more their lecturer gives them corrective feedback the more students will improve and work hard. Respondent16 said yes and state that corrective feedback helps him/her to work towards the mistakes he/she did before in order to perform better. Respondent17 also said yes and state that corrective feedback motivates and inspires them as students to go back and see what went wrong as the facilitator will be indicating. Respondent18 said yes and pointed out that one has a chance to know if they did wrong by being provided with corrective feedback and know what they were supposed to do.

Respondent 19 said yes corrective feedback is useful because it helps to know where he/she made mistakes and not to repeat them. Respondent20 said yes it is useful and state that they will be corrected their mistakes and be given the right ones to work on. All respondents believe corrective feedback is useful because it helps students to have a better understanding of what is wrong and right, and inspire them to do better. They believe it helps students to not make the same errors and mistakes. Through it students are able to know their weakness, it leads to the development of knowledge and increase the students' vocabulary skills.

4.5.4 Oral and written corrective feedback improves written English

The respondents were asked if oral and written corrective feedback improves their written English. Respondent11 said yes and state that the lecturer will be there to correct him/her one is wrong. Respondnet12 said, "yes" and highlight that it does improve his/her written English because he/she will do what is acceptable according to the given feedback. Respodent13 said "yes" and point out that when students get corrective feedback they check the phrase, meaning, and pronunciation which tend to lead to good writing in English. Respondent14 said yes and state that oral corrective feedback allows him/her to interact with the lecturer. However, respondent15 said, "no, because I would say oral corrective feedback does not improve my written English, I prefer written corrective feedback as I will take my time to go through what the

feedback is about". Respondent16 also said no and state that it only helps in building yourself to become a better person in the future.

Respondent17 said oral corrective feedback does improve his/her written English and state that whenever you feel to be exposed by oral corrective feedback or by your lecturer you tend to be serious with your schoolwork so that you can never be exposed. Respondent18 said yes and state that with oral corrective feedback it helps you to participate in discussion and written corrective feedback corrects you were you are wrong and rectify the mistakes. Respondent19 state that written corrective feedback improves his/her written English because something that is written down can always be revisited and remind yourself on how to go forward. Respondent20 said yes and state that in oral we are being corrected our incorrect grammar because the lecturer uses oral speech. Some of the respondents believe that corrective feedback improves the students' written English because they are shown and be corrected on how to write proper grammatical English. It helps students to check the phrase, meaning and pronunciation which tend to lead to good writing in English, allows them to interact with the lecturer.

4.5.5 The respond to lecturers' corrective feedback

The respondents were asked if they do respond to the lecturers' corrective feedback. Respondent11 said yes and state that it helps him/her where he/she does not understand so that on the next assignment or test can do better. Respondent12 said yes and state that he/she is a student in a place of learning so corrective feedback from the lecturer must be respondent in a good way to improve in the studies. Furthermore, he/she said, "I need help, knowledge, and input from the lecturer". Respondent13 said yes and highlight that the lecturer clarifies more in his/her feedback so that the students can understand better. Respondent14 said "yes, he is a lecturer and he was once a student, therefore, it is his/her duty to teach and correct, my duty is to listen and abide".

However, respondent15 said no and state that, because I prefer written corrective feedback as I take my time to think about what the lecturer is asking me. Respondent16 said yes and highlight that only if the feedback has something he/she

does not clearly understand for the lecturer to explain further. Respondent17 said yes and state that because he/she feels like he/she owes the lecturer a proper response to the effort that he/she has put in him/her, just because the lecturer wants to see him/her succeed.

Respondent18 said yes and highlight that it helps them as students to know where they have gone wrong and aid them to do better next time by rectifying the mistakes. Respondent19 said yes and point out that it makes him/her do a follow up to know how to respond to what he/she has been corrected. Respondent20 also said yes and state that he/she will try to figure out whether indeed was not correct. Furthermore, he/she said, "I do respond to the corrective feedback because by doing that I will also be learning more".

The respondents who respond to the lecturer's corrective feedback they believe it helps them where they do not understand and they respond to it by doing better on the next given task. They respond to it by rectifying the mistakes and participate in the classroom activities because they are given knowledge and input that clarifies their mistakes all they can do is to respond by succeeding. However, there is a respondent who does not respond to the lecturers' corrective feedback because it takes their time. This means there some students who have an attitude of not wanting to learn and there are also some who have a good attitude towards the person who is helping them to learn.

4.5.6 Corrective feedback as good or bad for the learning process

The respondents were asked if they think corrective feedback is good or bad for their learning process. Respondent11 said yes is good and highlights that if a lecturer does not give corrective feedback students will not be able to know where they are suffering. Respondent12 also said yes corrective feedback is good for his/her learning process and state that as a student he/ she will be able to know his/her level and what to work on as a student. Respondent13 thinks corrective feedback is good for his/her learning process because it contributes to students' knowledge and education. Respondent14 said yes and state that corrective feedback helps his/her vocabulary. Reponndent15 thinks it is good because it motivates them as students to work hard. Respondent16 said is good and highlight that it makes him/her not to repeat the same mistakes twice. Respondent17 said "yes and point out that it improves ones' capability to work hard

and also gives a lot of inspirations to students". Respondent18 said corrective feedback is good and states that it provides you with the light of what you were supposed to do in your activity or assessment.

Respondent19 also said "yes, corrective feedback is good because as a student I will have the courage of putting more effort in what I was corrected and make sure I do better". Respondent20 said yes it is good and highlight that for them as students of media studies their course is to speak orally and it much more practice and also be corrected. All respondents believe corrective feedback is good for learning process because if the lecturer does not give corrective feedback students will suffer. It contributes to the students' knowledge, motivate them to work hard, it inspires them to have courage and putting more effort into their academic work.

4.5.7 Corrective feedback as beneficial for learning

The respondents were asked if they think corrective feedback is beneficial for their learning. Respondent11 said yes and state that they will be communicating with their lecturer. Respondent12 said yes it is beneficial for his/her learning and state that every academic needs corrective feedback as part of the learning process. Furthermore, he/she highlighted that in order for his/her studies to improve in a better way corrective feedback is needed. Respondent13 said yes and thinks corrective feedback is beneficial to students since it ensures that they learn new things and it motivates them. Respondent14 said yes and highlight that it ensures that he/she will not repeat the same mistakes. Respondent15 said yes and point out that as soon he/she gets corrective feedback he/she makes sure that if there is something he/she did not write correct he/she tries to improve his/her reading skills.

Respondent16 said yes and state that it motivates him/her to work much better than the first time and that makes things easier. Respondent17 said yes and highlight that it helps him/her to engage in his/her work and also helps to know what is wrong and right. Respondent18 said yes and state that it is beneficial because it improves students' learning criteria and improves the learning method. Respondent19 said yes it is beneficial and point out that it helps him/her to improve his/her performance and also understanding skills. Respondent20 said yes and state that they are able to see where they made the mistakes and correct them after being given corrective feedback.

The respondents believe that corrective feedback benefits learning because it is an integral part of the learning process.

Students need it in their studies to improve their learning criteria and learning method, performance and understanding skills. It motivates them and makes things easier for the learning process.

4.5.8 The understanding of lecturers' corrective feedback

The respondents were asked if they always understand their lecturers' corrective feedback. Respondent11 said no does not always understand the lecturers' corrective feedback but state that he/she sometimes just need the lecturer to say verbally. Respondent12 said yes and highlight that he/she does understand the lecturers' corrective feedback because it means that the lecturer has identified his/her mistakes and what is left for him/her is to improve from those mistakes stated in the corrective feedback. Respondent13 said yes and highlight that the lecturer's corrective feedback makes them understand. Respondent14 said yes and state that the lecturer simplifies his explanation so that it is not difficult for him/her to understand. Respondent15 said yes and point out that always his/her lecturer gives them corrective feedback he/she listen and make sure as a student does understand. However, respondent16 said, "no, sometimes the corrective feedback comes with difficult English were one gets lost and that makes one wonder if he/she is wrong and it also confuses me". Respondent17 also said no ant state that sometimes corrective feedback comes in the wrong timing or the rate of the language used by the lecturer is too much for us as students to handle. Respondent18 said yes and state that it is effective and it helps us to improve our understanding. Respondent19 said no and point out that sometimes the lecturer gives corrective feedback that will need more explanation to fully understand. Respondent20 said yes and state that his/her lecturer becomes more understandable when they try to explain for them and when the lecturer corrects them, he/she explains a lot until they understand.

There some respondents who do understand the lecturers' corrective feedback because the lecturer put his/her explanation in a simpler form so that every student can understand. They believe the lecturers' corrective feedback is effective and it helps them to improve. They understand because the lecturer is trying to emphasize more when correcting students until they understand.

However, there some respondents who do not understand the lecturers' corrective feedback, because the level of the English that is used is too high for students and difficult to understand.

4.5.9 The type of corrective feedback as preference

The respondents were asked if they prefer corrective feedback and which type of do they prefer. Respondent11 said yes he/she prefers to be given oral corrective feedback and state that if it is written corrective feedback students might not understand because of the level of English that is used. Respondent12 said he/she prefers written corrective feedback because he/she believes will be the only one who sees where the improvement is needed and what is accepted of him/her. Furthermore, he/she said oral feedback will bring his/her level of confidence down because other students will hear about the feedback. Respondent13 said yes and highlight that both oral and written corrective feedback ensures that students get good feedback. Respondent14 said "I prefer oral corrective feedback because I can listen attentively unlike written corrective feedback where I will just see red pens and do not understand what is going on".

Respondent15 said yes and state that he/she prefers written corrective feedback because one will take time to read the feedback unlike oral corrective feedback were one might not get the message. However, with written corrective feedback one can read and reread until one can understand. Respondent16 said yes and state that he/she prefers written corrective feedback because if one does not remember something you can always refer to written corrective feedback in order to not do the same mistakes again. Respondent17 did not answer the question. Respondent18 said "yes, I prefer to be given oral corrective feedback it encourages participation and can improve communication skills". Respondent19 said yes, I prefer written corrective feedback because when the lecturer is giving oral feedback sometimes it does not come out in a good way, it can be offensive". Respondent20 said he/she prefers to be given oral corrective feedback because it is more practical, unlike written corrective feedback where you will not see if you can speak clearly.

Some respondents prefer to be given both oral and written corrective feedback because one might not understand what the lecturer is saying in written corrective feedback but be clarified when given oral feedback and even when a student does not understand oral corrective feedback but when given written corrective feedback see the light. However, there some respondents who prefer oral corrective feedback because it encourages participation and can improve communication skills. It helps to interact with the lecturer face to face because you will be receiving corrective feedback immediately. Some respondents prefer written corrective feedback because they believe it does not embarrass them in front of their peers, it takes time to read and re-read until you understand and it helps to not repeat same mistakes.

4.5.10 The reaction towards corrective feedback given by the lecturer

The respondents were asked if they normally react to the lecturers' corrective feedback. Respondent11 said "no, because she is helping us so that we do not repeat the same mistakes". Respondent12 said yes and state that he/she reacts positively because the lecturer knows better than students. Furthermore, the lecturers are here to guide and prepare students for the next phase. Respondent13 said "yes, because corrective feedback is helpful and understandable to us as students". Respondent14 said yes and highlight that he/she react to the lecturer's corrective feedback in order to show that he/she accept his/her mistakes and willing to correct them.

Respondent15 said yes and point out that as soon he/she get corrective feedback he/she make sure that he/she improves some of the topics that the lecturer feels the students did not perform well during the test or assignment. Respondent16 said and state that his/her reaction is always given to how the lecturer gives corrective feedback. He/she further state that is the lecturers' feedback is in a harsh way so does his/her reaction will be the same. Respondent17 did not answer the question. Respondent18 said yes and highlight that sometimes the lecturer gives the wrong corrective feedback and we cannot blame them because no one can always be correct. Respondent19 said yes and state that he/she do react to the lecturers' corrective feedback because he/she wants to make sure that does not repeat the same mistakes.

However, respondent20 said no, because he/she wait and check if indeed he/she was wrong and after checking he/she will admit and correct the mistakes. Some

participants react to the lecturers' corrective feedback because they believe the lecturer knows better than students. They react by accepting their mistakes and have a will to correct them. They react by improving and work on the mistake or error. However, there some participants who do not react to the lecturers' corrective feedback because they believe the lecturer do everything for them.

4.5.11 Corrective feedback as an encouragement to learning

The respondents were asked if they think corrective feedback encourages learning. Respondent11 said yes corrective feedback encourages learning and highlights that if corrective feedback is not brought to them as students they will think what they wrote is correct even if is not. Respondent12 said yes and state that corrective feedback does encourage learning because it means students will not commit the mistakes they have committed before. Furthermore, students will work harder. Respondent13 said yes and highlight that it encourages students to be comfortable and ensure that they do their best in order to achieve their goals. Respondent14 also said yes and state that it enables students to think outside the box and they will be able to avoid mistakes. Respondent15 said yes corrective feedback encourages learning and state that the more students get corrective feedback the more they will get motivated and improve their learning.

Respondent16 said yes corrective feedback makes you not to repeat the same mistake and it helps to motivates. Respondent17 did not answer the question. Respondent18 said yes and highlight that one can improve their learning skills and improve academically. Respondent19 said yes it helps students to know where they have to pull up their socks and be determined. Respondent20 said yes and point out that, if students learn without given corrective feedback they will work poorly and if they are given corrective feedback they will know how to do better. The precipitants believe if they are not given corrective feedback they will commit too many errors and mistakes. It enables students to think outside the box and they will be able to avoid mistakes, it motivates and improves the students learning skills and improves academically. This means corrective feedback does encourage learning because it used as a tool that ignites the students' knowledge and the capabilities in learning.

4.6 QUESTIONNAIRES FOR STUDENTS 21-30

4.6.1 Class 3

4.6.2 The importance of receiving oral and written corrective feedback from the lecturer

The respondents were asked if it is important to receive oral and written corrective feedback from the lecturer. Respondent21 said yes and state that it is important to receive oral and written corrective feedback from the lecturer because it encourages students to improve and it also makes things easier for students to feel free to consult with their lecturer when they encounter academic problems. Respondent22 said yes and highlight that one can know if things in their context are right or wrong and it also assist to know the correct method. Respondent23 also said yes and point that it helps students not to repeat their previous mistakes. Respondent24 said yes and state that by receiving corrective feedback from the lecturer I will benefit some tips and great advice on how to avoid grammatical errors. Respondent25 said yes and point out that receiving oral and written corrective feedback helps students to interact with their lecturer.

Furthermore, it also helps students not to repeat the same mistakes. Respondent26 said yes and highlight that it makes students see their mistakes and not repeat them. Respondent27 said yes and state that oral and written corrective feedback corrects you where you made mistakes and not to repeat them. Respondent28 said "yes, with oral corrective feedback the lecturer shows us our mistakes and also how to tackle them next time". In addition, with written corrective feedback the lecturer comments on the students' results which act as a reminder to help them to change and not repeat the same mistakes. Respondent29 said "yes, oral and written corrective feedback helps one to grow as a student". I also learn from corrective feedback whether it is positive or negative to improve and get better marks. Respondent30 said yes and state that for every work done one must receive corrective feedback to check the progress and also be able to correct their mistakes. The participants received oral and written corrective feedback from the lecturer believes it is important because they encourage students to improve and make things easier for them when they encounter academic problems.

Oral and written corrective feedback assists students to know the correct procedure to follow and not repeat their previous mistakes.

4.6.3 The usefulness of corrective feedback towards learning

The respondents were asked if they think corrective feedback is useful towards their learning. Respondent21 said yes and highlight that corrective feedback is useful towards learning because without it one will never know how, what and where one should check will doing their school work. Respondent22 also said yes and state that it is useful because as students they learn from their mistakes so that can do better in the future. Respondent23 "said, yes it makes us do better throughout our academic work". Respondent24 said yes and believes it shows that the lecturer is interested in his/her productivity and growth of his/her studies.

Furthermore, corrective feedback will help to avoid doing the previous mistakes and also to do better next time. Respondent25 said yes it is useful towards my learning as the lecturer corrects where I have done wrong and learn from those corrections, so that I can never repeat the same mistakes. Respondent26 said yes highlight that it gives one pressure and effort to achieve more. Respondent27 said "yes, it is very useful because you will not go wrong again". Respondent28 said yes and highlight that corrective feedback assists students to improve from certain level to another level. In addition, it also helps to simplify the wrong things to be right in order to improve learning. It also gives the students the courage and confidence in their learning. Respondent29 said yes and point out that if he/she fails to answer a certain question correctly and when given corrective feedback he/she will be able to answer the question correctly when it re-appears. Respondent30 said "yes, I have been able to improve my grammatical errors, especially when I am writing essays".

The participants believe corrective feedback is useful towards learning because it provides students with corrections that help them to deviate from doing mistakes and errors so that can do better in future. It gives students the desire to put more effort and pressure to achieve more in their studies. It assists students to improve from a certain level to another level. It simplifies, it gives courage and confidence in the student's learning process.

4.6.4 Oral and written corrective feedback improves written English

The respondents were asked if oral and written corrective feedback does improve their written English. Respondent21 said "yes, I think it does improve my English because not only content is being corrected but also grammar so that I know how certain words are supposed to be written". Respondent22 said "yes, it improves his/her writing because sometimes as a student I forget to put punctuation and that is why my grammar is sometimes incorrect". Respondent23 also said yes and state that it increases one's vocabulary level. Respondent24 said yes and highlight that the lecturer reformulates his/her errors and provides the corrections. Respdnent25 said yes, written feedback improves my written English because where I have made errors in my academic work, like spelling errors the lecturer is able to write on my scripts to correct me and that is how I learn how some words are written". Respondent26 said yes and state that he/she will not make some spelling mistakes again after receiving corrective feedback.

However, respondent27 said no and highlight that most of the time corrective feedback corrects the content, not the spelling. Respondent28 said "yes, it helps me to improve and change my written English and it also helps me to know how to pronounce and some words correctly". Respondent29 said yes and highlight that it does improve one's written English especially written corrective feedback because the lecturer will point out the wrong sentences and corrects them. Respdnent30 said "yes, I have improved in terms of grammar and punctuations". There some respondents who think corrective feedback improves students' written English because it does not only focus only on meaning but also on grammar, spelling errors, pronunciation and it increases the students' vocabulary. However, there is a respondent who does not think corrective feedback improves his/her written English because it corrects only the content (meaning). This means corrective feedback is meaning-focused not form-focused or both.

4.5.5 The respond to lecturers' corrective feedback

The respondents were asked if they respond to their lecturers' corrective feedback. respondent21 said yes I do respond to the lecturers' corrective feedback because it shows how much I understand what he/she is saying and it is important for me as a student to know that getting corrective feedback means that the lecturer sees that I can do better". However, respondent22 said, "no, I do not have time to consult after

we attend and the lecturer will be rushing to another class". Respondent23 said yes, he/she does respond to the lecturers' corrective feedback to show the feeling of appreciation. Respondent24 said "no, I barely go through my scripts and check my errors; instead I check only the mark or results". Respondent25 said yes he/she does respond to the lecturers' corrective feedback to improve the academic work and avoid repeating the same mistakes. Respondent26 said no and state that the lecturer has responded to him/her with that corrective feedback. Respondent27 also said, "No, the lecturers' corrective feedback is meant to correct you not to be questioned by yourself". Respondent28 said "yes, because I want to know more about my mistakes and try my best to improve them." Respondent29 said no and state that it takes negative corrective feedback for him/her to respond. Furthermore, highlights that I feel the lecturer cannot be wrong. Respondent30 said "yes, my lecturer usually after marking our scripts to class and discuss the errors and mistakes that most of us did in our work".

Some respondents do respond to the lecturers' corrective feedback by improving in their academic work and avoid repeating the same mistakes. However, some respondents do not respond because there is no time to consult, no time to go through the scripts and check the errors instead they check only the marks or results.

4.5.6 Corrective feedback as good or bad for the learning process

The respondents were asked if they think corrective feedback is good or bad for their learning process. Respondent21 said "it is good for my learning because it does not only make me improve my grammar; it also motivates me to do better and realize the mistakes I should have not made". Respondent22 said yes it is good and state that it helps because one will start to realize what the lecturer thinks is good or bad so that one can apply what is good. Respondent23 thinks corrective feedback is good for the learning process and states that it guides them throughout their learning journey. Respondent24 said "yes it is good because the lecturer repeats my errors and adjusts introduction to draw my attention to it".

Respondent25, said it is good and highlights that it helps one to realize the mistakes and errors they have done so that they can learn from them in order to never repeat

them as the lecturer gives you corrective feedback such work should be written or applied. Respondent26 said "yes, is good and it improves your learning skills as you will be aware of not to makes mistakes again". Respondent27 said yes, it is good and state that it helps to improve and work on your weakness. Respondent28 said yes, I think is good for my learning process because corrective feedback is the only way to see how one is performing with their studies. Furthermore, corrective feedback acts as a monthly payment for the work in my studies. Respondent29 said yes and state that if he/she gets corrected today there is no way he/she will repeat the same errors or mistakes. Respondent30 said "it is good because the objective of our learning is to get better". All respondents believe corrective feedback is good for learning process because it improves the students' grammar, it motivates them to do better and avoid repeating the same mistakes, it guides students throughout their learning journey, and help students to evaluate performing or academic process.

4.5.7 Corrective feedback as beneficial for learning

The respondents were asked if they think corrective feedback is beneficial for their learning. Respondent21 said "it is beneficial to my learning because I get to know what my lecturer expects from me in future". Respondent22 yes and state that it benefits a lot because in the future one will apply that corrective feedback. It also helps to know what to apply and not to apply. Respondent23 said yes and state that we achieve greater things through corrective feedback. Respondent24 said yes and point out that is very beneficial to ones' learning because it helps to reformulate his/her errors and provides corrections. Corrective feedback helps to avoid grammatical errors before submitting your work to the lecturer. Respondent25 said yes, it is beneficial and highlight that the lecturer corrects your mistakes so that you cannot repeat them and corrective feedback also helps to build ones' vocabulary as well as improving their academic work.

Respondent26 said yes and highlight that one will not lose a mark on their assignments or tests if he/she knows what is expected to be done. Respondent27 did not answer the question.

Respondent28 said yes because it reminds me of how to perform throughout my learning process and because corrective feedback is very beneficial for everyone it guides them to improve and work harder to be better. Respondent29 said yes, and

state that one can broaden his/her knowledge. Respondent30 did not answer the question. All respondents think corrective feedback is useful because students get to know what their lecturer expects from them in future, it helps to reformulate the errors and provides corrections, avoid grammatical errors, and improving the students' vocabulary and their academic work.

4.5.8 The understanding of lecturers' corrective feedback

The respondents were asked if they always understand their lecturers' corrective feedback. Respondent21 said "no, that not always he/she does understand the lecturers' corrective feedback because the distinction their vocabulary is at a higher level for students". Respondent22 also said no and state that he/she sometimes do not understand the lecturers' corrective feedback because the lecturer likes to convey feedback by writing it down and sometimes as a student I interpret that feedback wrongfully. However, respondent23 said yes, he/she always understand the lecturers' corrective feedback and state that it always makes things easier for them as students to understand. Respondent24 said no and point out that the lecturers are usually in a hurry and sometimes as I student I wonder if is necessary to pay attention and the lecturer also use words that I do not understand.

Respondent25 said no and state that the lecturer is not clear about where one is wrong or write down where one is wrong, but they only tell us we did not perform well without giving us corrective feedback to help improve our work. Respondent26 said "yes, it is simple and short or summarised". Respondent27 said no and highlight that sometimes you do not get a clear vision of what the lecturer is trying to say. Respondent28 no and state that the lecturer only gives us the marks without the comments and as students we only appreciate our marks but do not know how and where we made mistakes. Respondent29 said "no, sometimes I may not have any idea of what the lecturer is talking about, although they always try their best to explain thoroughly". Respondent30 said yes and state that most of the corrective feedback is oral.

Some respondents always understand the lecturers' corrective feedback because it always makes things easier for students to their complex academic work. The lecturers make it simple for students to understand because they explain everything in detail. However, there some respondent who do not find it easy to understand the lecturers' corrective feedback because they sometimes students misinterpret the lecturer's

corrective feedback, the lecturers use of language is at a higher level for students, students do not pay attention, the lecturer only gives the students marks without the comments.

4.5.9 The type of corrective feedback as preference

The respondents were asked if they prefer corrective feedback and which type of do they prefer. Respondent21 said, yes and prefers to be given oral and written corrective feedback because as a student I will thoroughly understand in detail everything. Respondent22 said "yes, I prefer corrective feedback for my future purpose". Furthermore, I prefer Written and oral corrective feedback because with written corrective feedback I might not interpret it correctly but with oral corrective feedback, it can verify the feedback conveyed. Respondent23 said yes and state that he/she prefers written corrective feedback because oral corrective feedback makes him/her feel inferior and that he/she knows nothing. Respondent24 said "yes and prefers to be given written corrective feedback because it shows that the lecturer took his time to check my mistakes and come with a way of improving my academic work".

However, with oral corrective feedback, I may forget it and not pay attention on some of the words. Respondent25 said yes and prefers both oral and written corrective feedback because when given oral corrective feedback in front of your classmates it helps you to improve and it also helps others to improve too and not repeat the same mistakes. In addition, written corrective feedback helps me to correct my spelling errors and learn from those mistakes. Respondent26 said he/she prefers both oral and written corrective feedback and state that he/she will not forget and be able to listen and corrects him/herself. Respondent27 said yes and prefers both oral and written corrective feedback because if written corrective feedback is not clear enough oral corrective feedback will be clearer.

Respondent28 said he/she prefers oral corrective feedback because it allows him/her to ask questions so that the lecturer can assist and it also important because the lecturer can tell you where and how to improve. Respondent29 said "yes, I prefer to be given written corrective feedback because I am not comfortable with oral feedback in front of other students especially if it is negative. Respondent30 said yes and prefers to be given oral corrective feedback because as a student I get to ask where I do not understand. Some respondents prefer both oral and written corrective feedback

because were written corrective feedback is not clear enough oral corrective feedback will fill the space. Some students might not interpret it correctly but oral corrective feedback can make it clear. However, some respondents prefer written corrective feedback because students will because it shows that take their time to check the mistakes and try to improve. Some students are not comfortable with oral feedback in front of other students especially negative. Some respondents prefer oral corrective feedback because it allows them to have an interaction with the lecturer. Students get to ask where I do not understand and until they get clarity.

4.5.10 The reaction towards corrective feedback given by the lecturer

The respondent asked if they normally react to the lecturers' corrective feedback. Respondent21 said "normally I will improve where am advised than to say anything out loud unless I do not understand what the feedback means". Respondent22 said "yes, I react to the lecturers' corrective feedback by applying it". What the lecturer thinks is right I will do it and not do what is wrong. Respondent23 said "yes" and point out that is good to be corrected. Respondent24 said yes and highlight that corrective feedback helps me as a student to grow knowledge and avoid grammatical errors. Respondent 25 said, "Yes, it helps to improve my work and gain a lot of confidence and try not to repeat the mistakes". Respondent26 said yes and highlight that it may be good and make me to give more effort. However, respondent27 said "no, I study to apply the feedback where I was wrong". Respondent28 said no and highlight that the lecturer does not give them a chance to ask questions. Respondent29 also said no and point out that he/she take corrective feedback as it is, because the lecturer knows what they are talking about and they always do a research before they give a lesson. Respondent30 said "yes, because the feedback is in oral".

Some respondents react to the lecturers' corrective feedback by improving where they are advised. They react by doing what is correct and help students to grow knowledge and avoid grammatical errors. Students react by avoiding repeating the same mistakes and give more effort. However, those who do not react to the lecturers' corrective feedback claim not to be given chance to ask questions by their lecturers. Some students do not react because they believe it is the lecturer's work to provide them with everything.

4.5.11 Corrective feedback as an encouragement to learning

The respondents were asked if they think corrective feedback encourages learning. Respondent21 said "yes, it does encourage learning because students look forward to classes and never feel that classes are dull since the relationship between them and their lecturer is solid". Respondent22 said yes and state that it encourages learning because as students we learn what is correct and what is not correct. Respondent23 said "yes, because we cannot have the courage of doing better if our mistakes are not being corrected". Respondent24 said yes and point out that the lecturer is directly elicited the correct form from students by asking questions or asking students to reformulate the utterance. Respondent25 said yes and highlight that it encourages learning as we see how we performed in our previous work and learn from the mistakes we made so that we improve from them. Respondent26 said "yes and state that it makes learning effective and as we are shown our mistakes and not to repeat them".

Respondent27 said "yes, it gives them the courage to study hard and improve". Respondent28 Said yes and highlight that it can give students the courage to improve their standards of learning. It also gives them confidence that will help them to tackle the upcoming tasks. Respondent29 said yes corrective feedback does encourage learning because the more students are given corrective feedback is the more they will learn. Furthermore, the best way of learning is to make mistakes and be corrected. Respondent30 did not answer the question. The respondents believe corrective feedback encourages learning because it gives students the courage to do better and improve their mistakes by correcting them and it boosts their confidence.

4.6 INTERVIEWS

4.6.1 Individual interviews with lecturers

4.6.2 Corrective feedback as an important part of teaching and learning

The respondents were asked if they think corrective feedback is an important part of teaching and learning, respondent A said yes and highlighted that he/she thinks so, because whether being written or oral corrective feedback students commit errors or mistakes if they not given feedback and they are likely to repeat the same mistakes. Respondent B also said yes and point out that, corrective feedback plays a huge role

in the learning process. Respondent C said that "according to my own opinion, I think this a universal opinion corrective feedback is necessary otherwise learning is not complete, learner needs to hear from the instructors to be able to know appropriately if what he or she has passed across is understood". As Weeden et al, (2002: 114) argue, "learners also need to be provided with opportunity and time to implement the suggestions made for the improvement of their work." The respondents think corrective feedback plays a significant role in the learning process because if students are not given corrective feedback they are likely going to repeat the same mistakes and errors. This means corrective feedback makes learning to be easy and a smooth process for both learners and lecturers.

4.6.3 The understanding of error and whether the lecturers do mark for errors or style

The respondents were asked if they know an error and whether they do mark for errors or style. Respondent A said, "let's take for example part of speech, an error will be if the correct answer is verb and a student decide to write a noun, that's an error because it is English and language, I mark for everything especially in essays, I make for errors and style". Respondent B believes errors take place when students are not aware of proper language knowledge, so he/she marks for both error and style. However, respondent C state that "usually one of the things about error when you look inner you will always find an error, rather I look for a style, the style of students differs from one another, as long as the point is made, as long as the is common sense, I pass the student, I give the student what is expected rather than looking for error".

Respondent A and B point out that they mark for both errors and style because students always make errors because they are not aware proper language use. The lecturers ended up marking for both error and style because of the nature of the subject they mark for both style and error. However respondent C believes that students differ from one another so he/she focus on style as long as the point is made.

4.6.4 The kinds of errors that students typically make

Respondents were asked about the kind of errors that HENB012 classes typically make and how do they help them to fix those errors. Respondent A said "lots of errors are grammatical; they usually make errors when it comes to concord. We fix them by

interacting in class". Respondent B highlights that they work on those errors together as a class. Respondent C point out that, their first level students are not well prepared for tertiary education, and that makes their job very difficult. They have issues of tenses. He/she further point if the instructor is dedicated they can stop that problem.

4.6.5 Corrective feedback: a selective or comprehensive tool for the learning process

The respondents were asked if corrective feedback be selective (randomly) or comprehensive (in great detail). Respondent A thinks it should not be selective for general understanding so that students get a chance to understand everything. Respondent B thinks it should be comprehensive to make it clearer to students so that they can understand. Respondent C also thinks it should be comprehensive in a sense that, rather than be selective in my own opinion. Being selective gives you a narrow-minded approach than when you are comprehensive seem to be broader. All respondents think corrective feedback should be comprehensive rather than selective because it generally put emphasis on the understanding and developing a student and it also helps them to see things clearly.

4.6.6 Corrective feedback be written in the content or as a list at the end

The respondents were asked if corrective feedback be given in the text or as a list at the end. Respondent A said "I give it in the text so they link the comments with whatever happened".

Respondent B state that he/she gives it in the text because it seems much better when the students go through their work noticing the mistakes they have made. Respondent C said "I like to give feedback on the content right before you get to the end". In the content, if you wait for the end is a summary. In the contents, if you are going step by step you can be able to help the candidate, step by step so that when he/she go back to the work will know the lines, rather than as a summary at the back of a work. This means that as long students are giving corrective feedback in their written work they will be able to revisit where they went wrong and correct those mistakes.

4.6.7 Corrective feedback as direct or indirect

The respondents were asked if they think corrective feedback be direct or indirect. Respondent A stated that it should be indirect, because they deal with different students and some do not appreciate being corrected directly, so to accommodate or make sure that everyone feels comfortable in class and not scared to try again in case they make mistakes, I chose indirect. Elshirbinl & Elashri, (2013) state that the teacher highlights the errors or mistakes for the learner and then the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the student to think what the error is as this symbol helps the student to think.

However, respondent B thinks it should be direct but not in a harsh way. Respondent C also think that it should be direct and there should not be any assumptions or ambiguity, because he/she believes that teaching and learning is not a hide and seek. He/she further said, "We shouldn't be scared of corrective applications and the students should not be intimidated to receive it". Elshirbinl & Elashri (2013:7) define direct teacher feedback as "the teacher provides the students with the correct form of their errors or mistakes whether this feedback is provided orally or written. The respondent that thinks corrective feedback should be directed to students he/she believes is the right thing to do because students are different and some will not appreciate being given corrective feedback in front of the class and it will boost them to try again if they make mistakes. Those respondents who think it should be direct they point out that it should not be harsh, there should not be ambiguity or assumptions and students should not be intimidated to receive it.

This means that for the learning process to occur there should be corrective feedback whether being direct or indirect to guide students to the right path because lecturers intend to see their students succeed in their studies.

4.6.8 The criteria for evaluating learner's performance

The respondents were asked the criteria for evaluating their learners' performance made explicit and if so how. Respondent A said, "I make it explicit, because when I give feedback, I do it indirectly with the evaluation criteria I make it explicit in a sense that I give the general errors they did". Respondent B said yes and highlight that immediately after noticing that the student made mistakes, he/she create an open discussion. Respondent C point out that it is explicit because the students are first-year and he/she assume that there are certain things that students when they are in a

grade 11 and 12, should have gone through because the lecturer does not want to be misunderstood by his/her students. The respondents think the criteria for evaluating the students' performance should be explicit because they want to be on the same page with them and not being understood by their students. This means that the lecturers give students feedback on the errors they did and create an open discussion, so it helps to clear things up that students do not understand.

4.6.9 The assessment of learners' progress on a day-to-day basis

The respondents were asked assessment of learners' progress on a day-to-day basis and the type of verbal corrective feedback that is given to them. Respondent A said, "By interacting with them". Respondent B points out that their course pack has activities which they do in class and work on them together. Respondent C thinks students should do research and also prepare for the class but if they did not prepare for the class he/she gives them a task during the class because the lecturer does not expect that a student to come and hear everything from him/her as the lecturer. So he/she joins them in a participatory knowledge by encouraging participation and telling them to prepare before coming to class. According to Lambert & Lines (2000: 106) assessment is "the process of gathering, interpreting, recording and using information about learners' responses to educational tasks which are necessary when teachers are required to account to officials about their practice.

This means for the assessment to take place lecturers should encourage participation in class and interact with his or her students during class activities and give students activities to do on a daily basis.

4.6.10 The need for corrective feedback

The respondents were asked if they think corrective feedback motivates students to try and improve their written work. Respondent A thinks so because he/she stated that they are writing for marks and if they take the feedback positively they will try to improve and get better marks. Respondent B believes it does because feedback helps students to improve in their second task. Respondent C said, "Yes, feedback makes them be aware of the expectations of the lecturer". All respondents do think corrective feedback does motivate students to try and improve their written work they believe that positive feedback and students' expectation of what lecturer expects from them

as students are the key areas that will make the students improve. (Nyembe, 2012:36) believe that feedback needs to be planned in a way that can engage, motivate and improve the learning and thinking of a learner. This means that in every corner of learning for improvement to take part in corrective feedback is needed as a driving tool that motivates the ambitions of a students' success in their written work.

4.6.11 Ways in which lecturers can conserve energy and avoid burnout in response to second language students' written errors

The respondents were asked about how can lecturers conserve energy and avoid burnout in response to second language students' written errors. Respondent A point out that when students make errors he/she does not go hard on them. Respondent B thinks the lecturer could give students group assignments and mark in them in the meantime. Furthermore, Respondents C highlights that he/she is looking for the product of student written work. This means for lecturers to avoid burnout they should bear in mind that the students are not native speakers of English so they are encouraged no to go hard on them, and group assessments are advised to be given to students as they will help each other especially the ones that are struggling. Students should be advised to carry an English dictionary at all times and make use of them.

4.6.12 Ways in which oral and written corrective feedback helps students

The respondents were asked to give their own opinion how does oral and written feedback helps students. Respondent A said, "Oral feedback helps instantly and with written feedback, it helps them for future use". Respondent B believe oral and written feedback improve learners written language knowledge. In addition, respondent C believes some people write very well but not that good, so he/she think oral feedback its fine because is the one that helps. The respondents believe oral and written feedback does help students to improve because they are the tools that enhance student's performance to be good and achieve good marks.

4.7 FOCUS GROUP INTERVIEWS WITH STUDENTS

4.7.1 CLASS 1

4.7.2 The views of feedback by students

The respondents were asked what they think feedback is. Respondents 1A they think the results that a student gets from their lecturer or is the corrections that someone receives after making a certain mistake. Respondents 2b they think feedback is when someone tries to assist you to respond in the future and it must be based on correct things. Respondents 3c thinks feedback is a form of response to any form of activity or something either negative or positive. (Mi, 2009; Littleton, 2011) state that feedback is a crucial aspect in the writing process and it plays a central role in learning. This means that the respondents think that feedback is a form of corrections or a response that one gets after committing a certain mistake.

4.7.3 Students' preferred type of feedback

The respondents were asked about the type of feedback they consider to be best for their learning between Written and oral and Why. Respondent 1A prefers oral and state that when is face to face one can be able to see the facial expression and get to interact with the person who will be correcting me. However, within the same group some respondents preferred written and state that only the lecturer is going to read and correct me. It does not have to be public because no one will laugh at me when am wrong or right.

Respondent 1b they think it should be written feedback because if it is written on your test paper or assignment, they going to serve as notes that one will use to correct the mistake that you made and you will understand better. If it is oral feedback you may forget some words they were saying but when written it sticks into your mind when you read, you check your mistakes in the written work. However, some respondents think oral feedback is best for their learning because some students do not collect their scripts. Respondent 1c they prefer oral feedback because they believe the best engagement to give feedback through it to understand, they further state that one may not understand what is written so is much better to hear it. This means within the groups some respondents prefer different feedback, the other ones prefer oral feedback and the others prefer written. With written feedback, one gets to revisit and revise the mistakes that are all read done however with oral feedback one can only hear it to correct the mistakes at that moment because one might later forget.

4.7.4 Receiving corrective feedback on language errors

The respondents were asked about whether they do receive feedback on language errors from your content-subject lecturers and how do they respond to it. Respondent 1A highlights that they do receive the feedback from their lecturers when they commit errors and it makes them happy because it increases ones' vocabulary and not to repeat the same mistakes. Respondent 1b said "yes" and highlight that when they write an essay they commit few errors and then the lecturer provides them with correctives feedback is either on top of the errors or at the back of the page. So one will have to improvise on the errors or like try to write the way the lecturer suggested they should write and that is how students respond to them. Respondent 1c they said yes and state they do receive corrective feedback from their lecturers and when the lecturer come to rectify us we get to learn something. They believe corrective feedback is for their benefit as students. This means that giving students corrective feedback on language errors genuinely make them to mature in language use and also improve in areas they lack.

4.7.5 The period students wait for feedback

The respondents were asked the how long they wait for feedback from their lecturer after written work is completed and how they feel about it. Respondent 1A they highlighted their lecturer gives them feedback the same day, so that they can know their mistakes and corrects them. They then highlight that it makes them happy However, respondent 1b they think it depends on them and how they get their work done because it does not have time-space. When students are given an assignment it will 2 or 3 days or maybe after a week for them to get feedback from their lecturer. Respondent 1c state that they cannot exactly specify the time they expect to get feedback as soon as possible so that they know where we did wrong. This means if students are given feedback as soon as possible, they will likely correct their mistakes while there is time.

4.7.6 The type of feedback demotivates students

The respondents were asked about the type of feedback that demotivates them as students. Respondent 1A they state that the type of feedback that demotivates is when

somebody gives them the feedback that incorrect and makes fun things that he/she has wrote without acknowledging the strength of them as students. However, respondents from 1B claim that they never had kind of feedback that does not motivate them. Respondent 1C highlights the kind of feedback that demotivates them it includes when the lecturers' tone is harsh and the response is also harsh because we feel offended as students. This means that if a lecturer gives students feedback in a harsh tone, students will feel offended and they also not going to appreciate if the lecturer makes fun of the mistakes because that demotivates them.

4.7.7 The students' opinions about feedback

The respondents were asked about feedback from their lecturers or peers and how it will help to improve and understand their work better. Respondent 1A they said "yes" and point out that once you are being corrected so that you not make the same mistakes again and it helps in your vocabulary because the different point of views makes you see the correct thing. Respondent 1B they said yes and state that they think when the lecturer tells a student that he/she did well or they should consider doing these than that, it motivates them.

They also believe it shows you the right path and assists students on how to write the right answer in the future. They also believe feedback from lecturers and peers does improve because they share different ideas, so students gain different languages, different knowledge from them. Respondent 1C said, "Yes, corrective feedback helps us improve academically as we can even get better marks because are learning". Furthermore, they highlight that the thing that motivates them when they give a correct answer and a lecturer says give applause to this student. This means students are able to correct their mistakes, improve their vocabulary and be motivated in their academic work because of their lecturer's and peer's feedback

4.7.8. The students' views on reading the lecturers' comments

The respondents were asked if they read their lecturers' comments and they respond to them. Respondent 1A state that they read their lecturers' comments and they are being told not to copy and paste. Respondent 1B they think that it depends on how many marks they got, they say if one qualifies with 65 percentages they will not read the comments but if they qualify 40 percentages they will read the comments. 1C they

highlight that they find the lecturer's comments useful, because lecturers' knowledge superior to them and correct their errors and mistakes. This means that the lecturer's comments do matter and helps in the learning and teaching environment because they help students to know what is right and what is wrong.

4.7.9 Things that the lecturers comment mostly about

The respondents were asked about the things the lecturer's comment mostly about content or grammar. Respondent 1A they highlight that their lecturer comments the most about the content because according to their opinion they think the lecturer always wants to motivate them and encourage them to increase their vocabulary by using new words. Respondent 1B they state that their lecturer comments the most about grammar because they believe the reason is because some of the students went to public school and some to private. However, within the same group some said they correct mostly on my content because their grammar is not bad. Some state that when it comes to English they comment most on both grammar and content we cannot.

Respondent 1C they state that what the lecturer comment the most about the content and grammar because that is what lecturer of English should do. This means the lecturer's comments about grammar or content motivates and encourages students to increase their vocabulary and makes their grammar better.

4.7.10 Students' view on their lecturers' comments

The respondents asked if their lecturer give positive or encouraging comments. Respondent 1A they state that their lecturer does give positive comments because the lecturer builds students to do better than before. Respondent 1B they highlight that they are given both positive and encouraging. Respondent 1C state that their lecturer gives both positive and encouraging because with those comments they feel motivated to do better on their studies. This means that when the lecturer gives positive encouraging comments, students turn to benefit more because they feel motivated and have the courage to do better than before.

4.8 CLASS 2

4.8.1 The views of feedback by students

The respondents were asked about what they think feedback is. Respondent 2A they highlight that is the response you get after giving information. Respondent 2B said they think feedback is when you are responding to them so that next time you do not go wrong. They further highlight that it helps check one's progress on their studies or in the module. Respondent 2C said that "they think feedback is your opinions or ideas on something that could help that person to improve the development of whatever you will be discussing about". Furthermore, they think is a response that is negative or positive and is the response which you get from your lecturer after you submit your work and tells you what he/she thinks about your work. The respondents think that feedback is a response that students get after from your lecture after submitting your work, they think it helps to improve so that next time you do not go wrong.

4.8.2 Students' preferred type of feedback

The respondents were asked about the type of feedback they consider to be best for their learning between written and oral feedback. Respondent 2A they point out written feedback because with written you will have something to refer to, if you do not understand or you forget or even when you want to rectify some mistakes in the future. However, within the same group, others think both oral and written feedback because with written feedback you can go back and check what mistakes you did and with oral feedback you can take notes. Respondent 2B highlight that think oral feedback is best for their learning because they understand better when they are read something they get the opportunity to speak or to communicate or to engage using a specific language which might not be English.

However, some believe written feedback is the best for their learning because written one can always be able to revisit and have a clear understanding when you forgotten rather than oral feedback. Respondent 2C they think oral feedback is best for their learning because one will get to understand it better and then can also argue until one understands and it also improve interaction in the class between the lecturer and students. They also believe it encourages participation in class. The respondents

choose differently when they were asked about the kind of feedback they consider to be best for their learning between oral and written feedback. For those who choose who consider written they believe that is something you can refer to in case you forget or you do not understand to avoid committing mistakes in the future. However, those who consider oral feedback to be best for their learning they believe that it gives them the opportunity to engage with their lecturer and they also think it increases participation or interaction in class.

4.8.3 Receiving corrective feedback on language errors

The respondents were asked if they receive feedback from on language errors from their content-subject lecturer and how they respond to it. Respondent 2A state that their lecturer does not give them written feedback on the language error but what they get is oral feedback were they have to take notes when they receive it. However, some respondents within the same group think it depends on the lecturer that gives a lecturer.

Respondent 2B said "Yes they do, because this module is about the use of the English language, and we are constantly being corrected because we are not native speakers of English". 2C they said "yes" and highlight that they take them into considerations, because sometimes they make spelling mistakes and then when they are given feedback about those mistakes they correct them for future reference. There is also a respondent within the same group who claims not to ever receive feedback on language errors from your content-subject lecturers. This means if students are given feedback on language errors by their lecturer they are likely going to improve on their spelling and grammar. However, for those who do not those corrective feedbacks on language errors, they will never improve and stuck on the same level.

4.8.4 The period students wait for feedback

The respondents were asked about how long do they wait for feedback from their lecturer after written work has been completed and how do they feel about it. Respondent 2A highlighted that they wait for the next class and some state that it takes a lot of time to get feedback. They highlight that they are being impatient because they want to know how they performed. Respondent 2B they state that they normally wait for a period of a month or a week but it usually depends on the capacity the number

of students who are studying the module. Furthermore, they say it is frustrating. Respondent 2C said, "It depends on the pace that the lecturer uses to mark, as it takes longer I fell too depressed waiting for the results". Some say 7 days or a week to get the feedback. However, some say they normally get 12 days and then when they get the feedbacks they work towards improving the feedback. This means that the more lecturers took their time to provide feedback after students have written or completed their task is the more some students will feel frustrated and impatient.

4.8.5 The type of feedback demotivates students

The respondents were asked about the type of feedback that de-motivates them. Respondent 2A they state that oral feedback demotivates them because there are many chances to forget what you have learned. However, there are some respondents within the same group who claims none of the feedback demotivates them because they are trying to helping them.

Respondent 2B said oral feedback demotivate and state that sometimes the lecturer just points them and say something for the sake of just saying something not giving you a proper attention so that she can move to the next person and that does not encourage them. However, some say written feedback demotivates them because there is no engaging in conversation. Respondent 2C they state that the feedback that demotivates them is negative and that will result in them giving a bad attitude but they will change it to become positive feedback because sometimes they need to be motivated in order to improve their work. The respondents choose differently and some say oral demotivates them because you may forget and some say negative feedback because it will result in them giving bad attitude.

4.8.6 The students' opinions about feedback

The respondents were asked if they think feedback from your lecturers or peers will help improve and understand your work better. Respondent 2A "yes" and state that you are being corrected your mistakes so that you will know that next time that you are going to do this and some can give you techniques you should use to overcome certain things you do not understand because some have better ones that can help you. Respondent 2B they highlight that feedback from their lecturer and peers does help them to understand and improve because lecturers want to see us succeeding

so they try by all means to build us and motivate us by giving us positive feedback to help us improve in our academic work. Feedback about our peers encourages us because we are on the same level and that means we should be able to work together and engage.

Respondent 2C said "yes, the lecturer they are professional and they know better and as a student, I just have to listen to them and comprehend what they say". It helps us as students because we came to learn and it encourages us to do better. This means students can correct their mistakes and also with the help of their lecturer and peers they can understand better and improve in their academic work and they also feel encouraged to do better.

4.8.7 The students' views on reading the lecturers' comments

The respondents were asked if they read their lecturers' comments or corrections and how do they respond to them. Respondent 2A said, "We take them positively and also them into consideration because where you do not understand you go back and then correct yourself". They further say you learn easily by getting correction from other people and viewing their own opinions on what you did it is right or wrong because it helps them to improve. Respondent 2B claims that they never seen their lecturers' comments but only ticks and marks. Respondent 2C Highlight that they do read the lecturer's comments and corrections and sometimes they ignore them because they take it on their own and assess them. This means if students are given comments and corrections by their lecturer they are likely going to consider them and improve where they are struggling.

4.8.8 Things that the lecturers' comments mostly about

The respondents were asked about what their lecturer comments the most (content, style or grammar). The respondents 2A highlight they that the lecturer comments the most about grammar because we are not from the same background, so we are not good at the language we still learning how to pronounce and how to use grammar in

a correct way to have good grammar. Respondent 2B they state that grammar because this module is more English so it deals more with grammar in writings and spellings but most of the time they generalize things. Respondents 2C they state that their lecturer they complain much on our spelling maybe you find that we do not put words in order because most of them are not fluent in writing English, sometimes they make spelling errors. However, there are some respondents within the same group who highlight that the lecturer comments the most on content because they turn to misunderstand what is written to them but they do not have problems with grammar. This means most of the first-year students have poor grammar usage and make lots of spelling errors and that is the problem that the lecturers of first-year faces.

4.8.9 The students' view on their lecturers' comments

The respondents were asked if their lecturer gives positive or encouraging comments. Respondent 2A said "yes" their lecturer does give them positive and encouraging comments and state that they do not judge them; the lecturer takes time to explain certain things even and tell us to refer to the dictionary to understand more. Respondent 2B said "yes" and highlights that they have a very good lecturer who sometimes can be strict but he/she always encouraging us and give positive feedback which motivates us as students so that we understand better. Respondent 2C said, "it is neutral; you can never know whether is positive or negative but it also encourages them". This means if students are encouraged and given positive feedback they feel motivated and they are likely going to improve.

4.9 CLASS 3

4.9.1 The views of feedback by students

The respondents were asked about what they think feedback is. Respondent 3A they highlighted that is the results or something that you were told after you have done a particular activity, it might be a person correcting you the mistakes and errors that you did on the activities. Furthermore, they believe that is the information on the results

given back based on information that was asked or a question or research. Respondent 3B they think feedback is a sort of a respond of whatever you are looking for, it might be a research or respond that you give after listening to what has been said. Respondent 3C they think according to them feedback is the review that you get after you have done something and evaluate whatever that you did. They also believe that feedback it corrects; it builds, and is the results that you get or a respond. The respondents think feedback is the results or respond that you get after you have done an activity and they believe it corrects a student to be better.

4.9.2 Students' preferred type of feedback

The respondents were asked about the type of feedback they consider to be best for their learning between written and oral feedback. Respondent 3A point out oral feedback because is fast, it boosts one's confidence while written feedback might be difficult for one to understand some of the words that are written and information changes it does not stay constancy.

With oral feedback, one can ask questions to rectify their mistakes and it is easy to understand. However, within the same group, some respondents prefer written feedback and they state that it helps them where they made some mistakes. Respondent 3B highlight that they prefer written feedback because they can always be able to revisit in case they forget, one can go through the words they do not understand and use a dictionary. However, some respondents prefer oral feedback and state that is easy, and quick because English hard for us so when we talk is easier than writing because in writing we write things we do not even understand. Respondent 3C said they prefer oral and state that they can explain and they will have the opportunity to ask questions and engage the lecturer on whatever it is they are giving feedback on. This means there are some students consider oral feedback is immediate and students get the opportunity to engage with their lecturer and ask questions where they do not understand. However, some students consider written feedback as best for their learning because they can revisit it in case they forget or when they do not understand something in class.

4.9.3 Receiving corrective feedback on language errors

The respondents were asked if they receive feedback from their content-subject lecturer and how they respond to it. Respondent 3A state they do receive language errors from their lecturer mostly on their essays and they respond in a good manner because the lecturers know better than them. They also highlight that it improving their English grammar because the lecturer corrects them and in that way we are learning, it also helps us to realize our mistakes so that next time we do not repeat such mistakes. Respondent 3B they state that they do receive feedback on language error from their lecturer and we respond very well because the feedback is polite as it is a part and parcel of learning, we learn by being corrected. Respondent 3C said "yes", and they state one may find that we doing and applying the error for a very long time so the lecturer's language use should be the one of a high calibre for that we find difficult to adjust to new correct words. This means if students are feedback on language errors they are able to realize their mistakes in grammar and try to improve their English grammar because students learn by being corrected.

4.9.4 The period students wait for feedback

The respondents were asked for how long do they wait for feedback from their lecturer after written work has been completed and how do they feel about it. Respondent 3A they highlighted it takes two weeks or sometimes a month for us to receive the feedback because we are many in this class and sometimes we think it the lecturer's workload so I think we should be patient on how they will give us feedback on our language. Respondent 3B they think it depends on what the lecturer is been lecturing the class about is not as it always going to come late but sometimes it comes at during the and it might be a little bit annoying for us as a student but we must just accept it the way it is because there is no other way or there is no other better way for you to get it.

However, within the same group point out after writing a test we normally wait for seven working days then after getting feedback and how one responds it depends on how one has prepared for that certain written work. Then individual assignment and group assignment they normally come back after a week also if not five days and my

response is also going to be the same if I prepared well I will respond positively and be happy but and with group assignment my response may not be good because we are working with people and we encounter different challenges. Respondent 3C said "it takes seven days" and we feel like it is long, we think they should respond to us maybe after two days or one day make some corrections if are if there have been some faults where we were writing. This means that the students get their feedback after a while because of them being many in class and also for the fact that their lecturers might have a heavy workload, therefore, some feel a bit annoyed.

4.9.5 The type of feedback demotivates students

The respondents were asked about the type of feedback that demotivates them. Respondent 3A they highlight that oral feedback demotivates them because they do not like being told how I performed in front of the class as it embarrasses them. However, there some respondents within the same group point that written feedback demotivates them because they say sometimes u do not understand what the lecturer has written to you, so you might have to go to him so that he/she can explain to you to understand.

They said written feedback them because they want everybody in class to see their results so that we cannot repeat the wrong things we have done and we will be embarrassed. Respondent 3B said oral feedback demotivates them, "because sometimes the lecturer gives you feedback in the presence of other students and is my weakness to be given feedback in front of other students in case it is negative". They further state that the lecturers will approach you in a manner that is not suitable or that is not right in front of other students and that can honestly lower your self-esteem.

However, some respondents within the same group point out that written feedback demotivates them so if the lecturer speaks out their marks or just presents my marks is better for them to get back and be motivated by this kind of marks they are not being expose in front of everybody. Respondent 3C said, "oral feedback because it is where the one who is giving us the feedback we can also judge, our thoughts and feelings about the concepts which we will be discussing". However, some point out that they cannot specify what kind of feedback demotivates them, because we believe any kind of feedback motivates us, so if we did badly we try by all means to improve. Some

students choose oral feedback like the one that demotivates them because they feel embarrassed when they are given it in front of their peers and it also lowers one's self-esteem especially you are being pointed out. However, some students highlight that written feedback demotivates them because they want their marks and remarks to be exposed to a class in the presence of their peers.

4.9.6 The students' opinions about feedback

The respondents were asked if they think feedback from your lecturers or peers will help improve and understand your work better. Respondent 3A they said "yes" and state that it helps to rectify your mistakes as well as know your strongest points and weak points about a particular thing. Respondent 3B they said "yes" and state that it encourages us to do better and it also helps us to get different deception and different points of views from other people because by yourself you will never be able to understand everything.

Respondent 3C "yes" and highlight that it can help because their observation matters as to sometimes we cannot see what is happening with us and they will help me to figure that out and because we get feedback from different people with their different mental expressions so that we can improve a lot and we can also refer and compare our understanding with theirs. This means that feedback from lecturer and peers helps students to rectify their mistakes and they also encourage students to do better.

4.9.7 Students' views on lecturers' comments

The respondents were asked if they read their lecturers' comments or corrections and how do they respond to them. Respondent 3A said "We find the lecturer's corrections useful because they are going to help us in future never repeat that mistakes again, and also going to improve in our writing". You will be aware of what you are struggling with and dwell much on it and also avoid the things that are not needed when you are writing and you will be able to write all the important things that are needed. the other respondent said "i think the comments are very useful because most of the time we make mistakes and we don't know whether they are mistakes or not but if we can have more comments we will be able to change the way we write, the way we talk and I think they are very helpful before we write the exams we could maybe read more and

change the grammar". Respondents 3B "Yes" and state that we find the comments and corrections sometimes offensive and beneficial for us because the comments are going to bring back your motivation and your inspiration for that kind of module.

Some respondent highlight that lecturer write come and see me I think they help because if the lecturer says come and see me, they going to help me where I do not understand. Respondent 3C said "I take them into considerations because what they might have noticed from my errors it might be correct because we as students sometimes we make unnecessary complications when it comes to our academic work, so I do consider and try to improve and try to recommend for me". This means students should read the lecturer's comment and corrections because they help to improve their writing and avoid repeating the same mistakes. The lecturer's comments come with inspiration and motivation.

4.9.8 Things that the lecturers comments mostly about

The respondents were asked about what their lecturer comment the most (content, style or grammar). Respondent 3A highlight that their lecturer comments the most about content and grammar because sometimes you might write the content that is not related to the topic and also make grammatical mistakes within the same content. however, there are some respondent within the same group who said "the lecturer comment on mostly on our witting style because she emphasizes that we moved from being a learner to being a student, so we must show that in our writing that we have moved, so we mustn't write like as if we are still learners". respondent 3B they stated that Mostly my lecturer comments on my grammar error because sometimes I miss concept and a proper meaning that should have been written perfectly, therefore the lecturer tries to rectify those kind of mistakes by underlining them so that I can correct them. Respondents from 3C said "they mostly comment about content, grammar, and spelling. This means the lecturer's comments are useful whether being grammar, style or content because they are all going to help the student to improve and do better.

4.9.9 The students' view on their lecturers' comments

The respondents were asked if their lecturer gives positive or encouraging comments. Respondent 3A point out that the lecturer gives encouraging comments because they

tell us to go to the library to get some information as the university promotes self-study. They give both because at some point you might be showed that the work that you did was well done and also you need to improve one, two, three things about the way you do your work. Respondents from 3B said "both positive and encouraging well I do not believe a comment could always be negative because they are trying to make us pull up our socks and improve in our academics, so the comment is positive and encouraging". They further highlight that they push us to do better in the future and not repeat the same mistakes. Respondent 3C they highlight that the lecturer gives positive and encouraging comments by utilizing oral and written feedback. This means the lecturer's positive and encouraging comment they inspire students to improve in their academic work.

4.10 CONCLUSION

The chapter was concerned mainly the presenting of data and analysing the collected data. The findings of the study revealed that in classroom observation, students were not given enough oral feedback. However, when both students and lecturers give their opinions on oral and written feedback they believe it is a tool that improves their grammar in English, rectifies their spelling and also makes things easier for students to recall and to do better in future. This, therefore, confirms that students need to be given more oral and written with regard to their class activities. The next chapter concludes the study and makes recommendations for future use.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

The study was based on the students' and lecturers' perceptions with regard to written and oral corrective feedback in the written work of first- entering students at the University of Limpopo. The aim of this study was to establish whether students and lecturers consider the corrective feedback given to first-entering students improves their written English, specifically grammar and sentence structure. This chapter provides a summary of the study as a whole from the collected data and draw a conclusion and recommendations.

5.2 OVERVIEW OF THE FINDINGS

The objectives of this study were necessary in order to guide the investigation of the students and lecturers' perceptions with regard to written and oral corrective feedback in the written work of first- entering students at the University of Limpopo.

- To identify the type of oral feedback given to students by means of observation checklist.
- To determine the perceptions of the first-entering students of the oral and written feedback given to them by using questionnaires and Focus group interviews.

- To establish whether their lecturers consider that their written feedback improves the students' written English work by using Individual interviews and a questionnaire.
- To identify the kind of written feedback that is given to the students with interviews.

With regard to objective 1; three lecturers and only about 150 students from a larger population of HENB 012 for first-year were observed during class and provided with questionnaires and interviews were conducted to investigate and try to establish the problem which could have led students do not pay much attention to feedback. Some lecturers may not give much feedback or it is vague and the student does not know how to correct his work or what the problem may be.

This area has been selected to establish the views of first entering students and lecturers around oral and written feedback. The aim of classroom observations was to identify the type of oral feedback given to students by their lecturers on a day-to-day basis. In some classroom it was found that there was no much of oral corrective feedback that was used in the classroom and also some of the students were not willing to participate during class activities. It was noticed that when the student makes an error the lecturer will try to help the student to work on the error rephrasing the students' error so that he/she can try to see where the problem and solve the problem or the lecturer will redirect the question to the whole class so that they can help the other struggling student by providing the correct answer. It was also noticed that if the whole class struggle to come up with the correct answer the lecturer will give the correct answer so that they can all make the corrections. It was also noticed that when the students get the correct answer the lecturer says "good" or "correct" and reread the correct sentence to the class. It was noticed that when the students write on the chalkboard and misspell a word then, the lecturer stops the student immediately and give him/her the correct spelling even if the answer is wrong. (See checklist is attached as appendixes A, B, and C)

The second objective of the study was to determine the perceptions of the first-entering students of the oral and written feedback given to them. The questionnaire and focus group interviews were used to determine the views of students and lecturers with regard to oral and written feedback, it was clear that students view oral and written

corrective feedback as a tool that improves their grammar in English, rectify their spelling and also make things easier for them to recall.

Regarding objective 3, individual interviews and questionnaires were used to establish whether the lecturers consider that their written feedback improves the students' written English work. All respondents show their understanding of question that was posted to them and they believe that corrective feedback does improve students' written English. This means when lecturers mark the students' written work like assignment and tests they should give students corrective feedback that is clear and includes comments and remarks that shows the students' spelling and grammatical mistakes so that they can learn from and not repeat them. In this way students will be able to know where strength and weakness lie when it comes to their oral and written English.

In this sense students' written English will improve drastically. This means that in every corner of learning for improvement to take part corrective feedback is needed as a driving tool that motivates the ambitions of a students' success in their written work.

With regard to objective 4, To identify the kind of written feedback that is given to the students. It should be the one that contains corrections in text or in content so that students can quickly link with a part where they went wrong in order to rectify their mistakes. This means that as long students are giving corrective feedback in their written work they will be able to revisit where they went wrong and correct those mistakes.

5.3 SUMMARY OF THE STUDY

Chapter 1 function as an orientation for the study and it outline the problem that forced this study. The problem statement for this study was that students do not pay much attention to feedback and also some lecturers may not give much feedback or it is unclear to students and that results in students not knowing how to correct there work. In order to close this gap, the researcher tried to investigate both written and oral corrective feedback in the English first-year student classroom at the University of Limpopo; specifically, grammatical feedback. The investigation will also incorporate students and lecturers' perceptions of feedback.

Chapter 2 presented two theoretical frameworks; namely social constructivism and assessment for learning (formative assessment) they emphasise that effective learning takes place if there is effective interaction, scaffolding and feedback provided to the learners. A literature review classified in themes, which are definition of feedback, corrective feedback, feedback about the task, teacher-written feedback, the types of the teacher's written feedback (direct and indirect feedback), feedback to promote learning, feedback as part of formative assessment, feedback for motivation, strategies to gain feedback from students and their peers are also useful, the impact of praise and feedback and interactional feedback.

Chapter 3 provided the research methodology of this study. It displayed the relevance of qualitative research design to a study that sought to establish the students' and lecturers' perception with regard to written and oral corrective feedback in the English first-year student classroom at the University of Limpopo; specifically, grammatical feedback. The research design was reflected through sampling was utilized to arrive at a representative of the study population. Data collection, the researcher got permission from the head of department of English studies to collect data from the selected English classes (HENB 011\012). Observations with a checklist, semi-structured interviews and questionnaires and will be used to collect data.

Chapter 4 presented the analysis and interpretation of the study. The data was analysed by the thematic method. The following themes were presented and analysed; class observations, questionnaires, interviews with lecturers and focus group interviews with students.

5.4 CONCLUSION

The aim of the study was to establish the students' and lecturers' perceptions with regard to written and oral corrective feedback in the English first-year student classroom at the University of Limpopo; specifically, grammatical feedback. The findings of the study revealed that in classroom observation students were not given enough oral feedback but both students and lecturers give their opinions on oral and written feedback. it turned out that lecturers and students view oral and written

corrective feedback as a tool that improves their grammar in English, rectify their spelling and also make things easier for students to recall to do better in the future. Therefore, the use of written and oral corrective feedback will definitely make things easier for students to cope and be encouraged to do better in the future. Students' and lecturers' perception do matter because they unveil things that are very useful in the learning and teaching environment. However, more research is necessary to close the gap of students' and lecturers' perceptions with regard to oral and written corrective feedback in English first-year classrooms.

5.5 RECOMMENDATION

The study revealed that there is a lack of oral feedback given to first-year students of HENB 012. Therefore, there is a need for lecturers to provide more oral corrective feedback to student, so that they can engage with them. It also been noted that when students have been asked to a certain activity in class, majority of them appears not having the course pack to do the activity so that the lecturer can be able to engage with them and provide feedback where necessary. Therefore, there is a need for lecturers to encourage students to come to class with the course pack so that they can assist students with the activities and provide feedback where necessary. Lecturers should also allow more interaction with students.

The study indicated that students and lecturers view oral and written corrective feedback as a tool that improves their grammar in English rectify their spelling and make things easier. Therefore, lecturers should be encouraged to provide oral and corrective written feedback to students because students will benefit and able to improve their grammar.

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APPENDIX A: CHECKLIST FOR CLASS 1

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

| | YES | SOMETIMES | NO |
|------------------------------------------------------------------------------------------------------------|-----|-----------|----|
| 1. Is there any use of corrective feedback? | | ✓ | |
| 2. Do learners understand the kind of corrective feedback given to them by their lecturers? | | ✓ | |
| 3. Do learners benefit from the given corrective feedback? | | ✓ | |
| 4. Are there any difficulties that lecturers encounter when applying corrective feedback in the classroom? | | ✓ | |
| 5. Is corrective feedback useful or effective in classroom interactions between learners and lectures? | | | ✓ |
| 6. Do learners respond to the corrective feedback given to them by their lecturers? | | | ✓ |
| 7. Does corrective feedback help the student to correct where they made a mistake? | | ✓ | |
| 8. Does corrective feedback motivate the students' performance? | | ✓ | |
| 9. Does the lecturer give more comments about corrective feedback concerning content, writing and grammar? | | ✓ | |
| 10. Is corrective feedback regularly used in the classroom? | | ✓ | |
| 11. Do students pay attention when receiving corrective feedback? | | ✓ | |

APPENDIX B: CHECKLIST FOR CLASS 2

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

| | YES | SOMETIMES | NO |
|------------------------------------------------------------------------------------------------------------|-----|-----------|----|
| 1. Is there any use of corrective feedback? | | ✓ | |
| 2. Do learners understand the kind of corrective feedback given to them by their lecturers? | | | ✓ |
| 3. Do learners benefit from the given corrective feedback? | | | ✓ |
| 4. Are there any difficulties that lecturers encounter when applying corrective feedback in the classroom? | ✓ | | |
| 5. Is corrective feedback useful or effective in classroom interactions between learners and lectures? | | | ✓ |
| 6. Do learners respond to the corrective feedback given to them by their lecturers? | | | ✓ |
| 7. Does corrective feedback help the student to correct where they made a mistake? | | ✓ | |
| 8. Does corrective feedback motivate the students' performance? | | ✓ | |
| 9. Does the lecturer give more comments about corrective feedback concerning content, writing and grammar? | | ✓ | |
| 10. Is corrective feedback regularly used in the classroom? | | | ✓ |
| 11. Do students pay attention when receiving corrective feedback? | | | ✓ |

APPENDIX C: CHECKLIST FOR CLASS 3

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

| | YES | SOMETIMES | NO |
|------------------------------------------------------------------------------------------------------------|-----|-----------|----|
| 1. Is there any use of corrective feedback? | | ✓ | |
| 2. Do learners understand the kind of corrective feedback given to them by their lecturers? | ✓ | | |
| 3. Do learners benefit from the given corrective feedback? | ✓ | | |
| 4. Are there any difficulties that lecturers encounter when applying corrective feedback in the classroom? | | | ✓ |
| 5. Is corrective feedback useful or effective in classroom interactions between learners and lectures? | ✓ | | |
| 6. Do learners respond to the corrective feedback given to them by their lecturers? | ✓ | | |
| 7. Does corrective feedback help the student to correct where they made a mistake? | ✓ | | |
| 8. Does corrective feedback motivate the students' performance? | ✓ | | |
| 9. Does the lecturer give more comments about corrective feedback concerning content, writing and grammar? | | ✓ | |
| 10. Is corrective feedback regularly used in the classroom? | | ✓ | |
| 11. Do students pay attention when receiving corrective feedback? | ✓ | | |

APPENDIX D: FOCUSED GROUP INTERVIEW FOR STUDENTS

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

Q 1: What do you think feedback is?

Q 2: Which type of feedback would you consider best for you to learn? Written or oral feedback? Why?

Q 3: Do you receive feedback on language errors from your content-subject lecturers? How do you respond?

Q 4: How long do you wait for feedback from your lecturer after written work has been completed and how do you feel about that? Why?

Q 5: What type of feedback de-motivates? Why?

Q 7: Do you think feedback from your lecturer or peers helps or could help to improve and understand your work better?

Q 8: Do you read your lecturers' comments and corrections? If so, how do you respond to them? Give a reason for your type of response.

Examples:

| Possible reasons | Possible responses and reason for this response |
|---------------------------------------|-------------------------------------------------------------------------------------|
| Ignore them | <i>Do not improve the essay or do not look up the correct way to write an item.</i> |
| Do not understand them (Why not?) | |
| Find them useful | |
| Correct only grammar errors indicated | |

Q 9: What does your lecturer comment the most about (content, writing, grammar)?

Q 10: Does your lecturer give positive or encouraging comments?

(Adapted from Ferris (2007) and Nyembe (2012))

APPENDIX E: INTERVIEW FOR LECTURERS

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

Q1: Do you think corrective feedback is an important part of teaching and learning? Why?

Q2: What is an error? Do you mark for “errors” or “style”? Why?

Q3: What kind of errors do ESL writers most typically make?

Q4: Should error feedback be selective (randomly/ here or there) or comprehensive (in great detail)?

Q5: Should error feedback be given in the text or as a list at the end? Why?

Q6: Should error feedback be direct or indirect? Why?

Q7: Are the criteria for evaluating your learners’ performance made explicit? If so, how?

Q8: How do you assess learners’ progress during a lesson on a day to day basis and what type of verbal feedback do you give to the learners?

Q9: Do you think feedback motivates students to try and improve their written work? If so, why?

Q10: How can lecturers conserve energy and avoid burnout in responding to L2 student writers’ errors?

APPENDIX F: QUESTIONNAIRE FOR LECTURERS

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

1. What does corrective feedback mean to you as a lecturer?

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2. Do you think corrective feedback is useful or effective for students in English learning? Substantiate your answer.

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3. Do you think corrective feedback improves students' written English (yes or no)? Explain your choice.

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4. Do you think it is important to give students corrective feedback (yes or no)? Explain.

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5. Do you think the students benefits from corrective feedback in a formal classroom (yes or no)? Explain.

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6. Do you think there are any shortcomings of corrective feedback (yes or no)? Explain.

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7. Do you think corrective feedback is good or bad for students' learning process? Why?

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8. Do you give corrective feedback to the students (yes/no)? Why?

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9. Do you think there are any challenges to learning process if the students are not given corrective feedback (yes/no)? Explain.

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10. In what way do you normally give corrective feedback to your students? Why?

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APPENDIX G: QUESTIONNAIRE FOR STUDENTS

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

1. Do you think it is important to receive oral and written corrective feedback from your lecturers (yes/no)? Explain.

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2. Do you think corrective feedback is useful towards your learning? If, yes or no, why?

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3. Does oral and written corrective feedback improves your written English (yes/no)? Explain.

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4. Do you respond to your lectures' corrective feedback (yes/no)? How?

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5. Do you think corrective feedback good or bad for your leaning process (yes/no)?
Why?

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6. Do you think corrective feedback is beneficial for your leaning (yes or no)? Why?

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7. Do you always understand your lecturers' corrective feedback (yes/no)? Explain
your answer.

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8. Do you prefer to be given corrective feedback (yes/no)? What type of feedback do
you prefer (Written or oral or both) and why?

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9. Do you normally react to the corrective feedback given by your lecturer (yes/no)?
How?

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10. Do you think corrective feedback encourage learning (yes/no)? Why?

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APPENDIX H: CORNSERNT FORM

Written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perceptions of students and lecturers.

Researcher: Matome Derick Ramokgopa

My name is Matome Derick Ramokgopa, I am studying Masters of Arts in English here at University of Limpopo. I am doing a research concerning written and oral corrective feedback in the written work of first- entering students at the University of Limpopo: perception of students and lecturers. I am asking you to be one of my research participants in this research am conducting.

I will make you aware of the dangers and risks that concern my research, these include copies of your recordings if you agree to take part in my research. You will have to understand that the information you will be providing it will be a secret between you and me. Your identity will be protected if you agree to take part in this research.

You have all the power to ask any questions about this research regarding you taking in the study. You will to be aware and understand that your participation in this research it is by voluntary and your free to decide if you do not want to take part in this research at any time you want. If you refuse not to take part in this study no harm will come to you or put your profession in jeopardy.

If there is something you want to check regarding this research you can contact Matome Derick Ramokgopa at 0764838624 or my supervisor Dr MJ Mogoboya at 0731883364 if there is anything that worries you about the research you can check with Ethics Officer, Human Research Ethics Committee at University of Limpopo (TREC).

By your signature at the bottom it means you agree to take part in this research. You will have to understand that the information you provided will be used mainly for Masters of Arts in English. If you agree with the information that you provide to be used in this manner.

Signature

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Date

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Names (please write)

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