

Iranian Intermediate EFL Learners' Opinions About Written Corrective Feedback: Impacts on the Perception and Production of Present Perfect and Past Perfect Tenses

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Abstract

The present study aims to investigate Iranian intermediate EFL learners' attitudes towards three types of written corrective feedback (WCF) (direct, indirect, and metalinguistic +/- revision) on perception and production of present/past perfect tenses. Two hundred and ten participants were randomly assigned to six experimental groups and one control group based on the Oxford Quick Placement Test (OQPT). Regarding different types of feedback +/- revision, two tenses were presented to each experimental group. Next, a pretest-posttest design was applied. A questionnaire containing two parts was administered to the learners in these groups. Then, the statistical procedure of analysis of variance (ANOVA) was conducted to compare students' perceptions regarding feedback provision. Based on the results obtained from the questionnaire, it was shown that the six groups receiving +/- revision feedback had positive attitudes towards feedback provision. The findings of this study might come in handy for helping students improve their writing quality and particularly use feedback as a facilitating technique in acquiring tenses in English.

Keywords: Direct Feedback; Indirect Feedback; Metalinguistic Feedback; Revision; Written Corrective Feedback

1. Introduction

Feedback can be used to establish a better relationship between two members of a community, help improve communication, performance, and the effectiveness of an organization. Feedback is "a central aspect of second language writing" (Hyland & Hyland 2019, p. 83), primarily

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because learners expect to receive feedback and teachers feel obligated to offer it (Bitchener & Ferris 2012; Guénette, 2007). Regarding the instructional process, feedback allows language learners to keep track of their performance and concentrate on their attempts, directions, and the remedial strategies for improvement. Feedback helps students feel valued and supported by teachers and peers, as well as to fit into the academic community (Zhang & Zheng, 2018).

As most practitioners would probably attest, the provision of corrective feedback on learners' errors in speech and writing is one of the main hallmarks of foreign language teaching in the vast majority of instructional settings (Pawlak, 2014). Practically, it means that as students walk into the classroom, they expect to be corrected on their erroneous oral and written production in the hope of learning something from their errors, and most of them would perhaps be surprised and disappointed if such corrective feedback were to be withheld. Recently, the effect of written corrective feedback in language teaching was reported as WCF is multi-dimensional, improves learners' grammatical accuracy, assists them in correcting their errors during revision, and is negotiable between the teachers and the learners. Having said this, it should be noted that:

Error correction is perhaps even more commonplace in the case of written production, both when it happens within *product-oriented approaches*, where the primary focus is on the quality of the final version of learners' work in terms of its structure and formal accuracy, and *process-oriented approaches*, in which the main emphasis is laid on the different stages of the act of composing as well as its recursive, exploratory and generative nature. (Pawlak, 2014, p. 7).

As yet, a great deal of research on teacher-written feedback in L2 writing contexts has been concerned with error treatment and whether this helps students' writing development. Thus, research in this area has sought to explore "if error correction is effective and what strategies and treatments teachers use for error correction, and to discover the effects correction has on students' immediate provisions and their longer-term development as writers" (Hyland & Hyland, 2019, pp. 206). Therefore, recognizing the important role teacher feedback plays in developing students' learning skills, especially in enhancing writing skills more effectively, further studies are required in this area. Identifying the effectiveness of teacher feedback on second language writing remains an important debate in applied linguistics.

As feedback is useful for helping both researchers and educators explore different dimensions of language teaching and learning, it is also a positive, reciprocal arrangement in which tutors' written comments

provide information to students about how well they are progressing toward their target, and students, in turn, use the comments to redirect their learning (Burke & Pieterick, 2010).

Despite the growing body of research on WCF and its impact on second language acquisition, there remains a significant gap in understanding EFL learners' attitudes towards WCF, particularly when combined with or without revision, on the perception and production of present and past perfect tenses. While studies have explored the efficacy of WCF in improving grammatical accuracy, few have focused on learners' perceptions of this feedback and how these attitudes influence their ability to internalize and produce complex grammatical structures. Additionally, the role of revision as a mediating factor in this process has been underexplored. Specifically, there is a lack of research examining whether learners' attitudes towards WCF differ when they are required to revise their work compared to when they receive feedback without revision opportunities. Furthermore, the differential impact of WCF on the perception/production of present and past perfect tenses, which are often challenging for EFL learners, has not been thoroughly investigated. This gap highlights the need for research that not only assesses the effectiveness of WCF in improving grammatical accuracy but also considers learners' attitudes and the role of revision in shaping their learning outcomes. Such research would provide valuable insights into how WCF can be tailored to enhance both learners' grammatical competence and their engagement with the feedback process. Thus, by considering feedback as a vehicle for L2 development, this research may provide insight into new ways to help students improve and change their views towards their writing skills, and specifically, acquiring tenses in English. Accordingly, the following research question was addressed in the study:

1. Are there any differences among EFL students' attitudes towards WCF on the perception and production of grammatical tenses?

2. Literature Review

Cognitivist approaches to the teaching of writing exploit students' ability to think inductively and draw on the cognitive skills they already have (Lawrence, 1972). Furthermore, the concept of language originating from Vygotsky's perspective of sociocultural theory (SCT) considers language as the main mediator of cognition (Ishikawa, 2018). In Vygotsky's (1987) view, "thought is not merely expressed in words; it comes into existence through them" (p. 219). Cognitive development occurs in social interaction, whereby an expert member of the society

(e.g., parent, teacher, more knowledgeable peer) provides appropriate forms of assistance to a novice. In contrast, it is not true that all forms of assistance are helpful and result in development. On the basis of SCT, for development to occur, the assistance needs to take into consideration the learner's current and potential level of competence, the so-called Zone of Proximal Development (ZPD) (Vygotsky, 1987). When teachers provide feedback on students' individual errors, they may be able to interact with students' ZPD and, therefore, help them better internalize grammatical concepts based on decontextualized grammar instruction when doing their writing tasks. When feedback provision is targeted at learners' ZPD, teachers may help students interact with their ZPD and progress with language mastery more effectively. Likewise, Krashen's (1985) input hypothesis proposed that students need comprehensible input ($i+1$) only slightly above the learner's current level of language ability. When teachers use certain types of intended feedback, they may be able to help students acquire features of the target language in an accurate manner. Long (1996) proposed an extension to the input hypothesis, that is interaction hypothesis, in which native speakers of a language can, via collaboration, ensure that L2 learners' input is maintained at $i+1$, rather than being overly advanced or overly simple. Long suggested that feedback facilitates language development and mastery "at least for vocabulary, morphology, and language-specific syntax" (p. 414), issues commonly seen in L2 writing.

Therefore, teachers can help their students by providing corrective feedback aimed at the students' individual needs. The potential level of confidence is assessed in terms of the learner's ability to take advantage of the assistance provided. Therefore, the assistance needs to be dynamic, responsive to the learner's evolving needs, rather than being static and predetermined. Lantolf and Aljaafreh (1995) referred to assistance within the ZPD as "an act of negotiated discovery".

One of the most complicated features of learners which affects the second language learning process and its outcomes considerably is the way learners think about the process of learning, namely learner beliefs. A large body of literature has been published on students' perceptions of teachers' provision of WCF. When we consider the role that CF plays in L2 acquisition, the feedback would contain both negative and positive evidence. Nunan (1991) noticed that feedback serves two basic functions: it lets students know they have performed correctly and increases motivation through praise. Encouraging or praising learners serves to foster a positive attitude to learning. Ur (1996) highlights the fact that correcting students may be considered necessary, but it is also seen as

potentially dangerous because it can damage learners' receptivity to language learning. Therefore, it needs to be introduced in an atmosphere of support and warm solidarity. According to Denton (2013), "the power of teacher language cannot be overstated". The language we use with students every day influences how they see themselves, their teacher, their classmates, and their experience with learning.

Truscott (1996) argues that corrective feedback may cause L2 learners to be anxious and therefore discourage them from making improvements in their writing tasks. Zacharia (2007) looked into students' attitudes towards teacher feedback and revealed that students have positive attitudes towards it. In contrast to Truscott's view, Soori et al. (2011) argued that L2 learners not only demanded, but they also expected their teachers to provide correction on their writing errors. It has been demonstrated from their findings that L2 learners found CF very useful for helping them make fewer errors and keep them motivated.

Furthermore, in an investigation which set out to find out ESL students' views toward the existence and the need for teacher-written corrective feedback, Mulati (2018) found that the participants had a positive attitude towards written corrective feedback on their writing class activities. Further, in a study on students' attitude towards written error corrections, Nouraey and Behjat (2020) concluded that participants strongly preferred to receive feedback during the revising stage on all their written errors rather than some of the errors. Therefore, if teachers' instructions are catered to the learners' perceived needs, then these learners will develop a positive attitude toward what they are learning (Oladejo, 1993, as cited in Valizadeh & Soltanpour, 2020) because learners' emotional responses (i.e., affective reactions to teacher's WCF) can affect their understanding and utilization of written corrective feedback (Mahfoodh, 2017).

In another study, Zahida et al. (2014) indicated that providing feedback on students' essays would be critical and satisfactory, increase their motivation and creativity, and contain some positive comments and effective explanations. Harward et al. (2014) noted that an appropriate feedback type increases learners' effort and attitude to learn the target language better.

Detailed examination of learner attitudes towards written corrective feedback mediated learner engagement with WCF, as well as whether and to what extent learner beliefs were mediated by learners' experiences of processing and using WCF. Han (2017) showed that engagement with WCF was influenced by students' beliefs about the writing processes, the task they were undertaking, and the second language learning strategies they could deploy.

Furthermore, in a case study, Zheng and Yu (2018) found that while the participants' affective engagement was relatively positive, their behavioral and cognitive engagement was not extensive in the sense that their behavioral engagement did not necessarily result in greater language accuracy, and there was scant awareness at the level of understanding the WCF, especially for the direct CF. They also found that students' proficiency may negatively influence their cognitive and behavioral engagement with WCF and cause imbalances among the three dimensions of engagement (affective, behavioral, and cognitive). When receiving WCF and revising their texts in response to the type of WCF, students seemed to feel frustrated because they were aware of their lower linguistic competence.

The results of another study by Zhang (2016) showed that praise and criticism have no impact on improving the students' writing performances, but would affect the learners' attitude towards writing. In a study conducted by Ghaffari and Akbari (2018) on the relationship between EFL learners' attitude, self-efficacy, and their writing achievement, it has been shown that attitude was considered effective not only on language learning but also in writing instruction in particular. This could be attributed to the mental process used in writing ability. The more a skill is cognitive, the more it is affected by the personal attributes of learners.

A broader perspective on Turkish EFL learners' opinions and preferences for corrective feedback has been adopted by Tasdemir and Yalcin Arslan (2018), who argued that most students (92.2 %) were found to be willing to receive oral feedback. Results of their study indicated that students strongly believed in the effectiveness of teachers' provision of corrective feedback and that it could have a significant role in their learning. In another investigation, Ekinici and Ekinici (2024) used error correction codes to improve the writing success of EFL learners. The findings demonstrated that students developed positive attitudes about receiving feedback through error correction codes to improve their compositions and writing proficiency, so that they committed fewer errors. Another study conducted by Saragih et al. (2021) on the effect of WCF on students' perceptions of WCF implementation revealed that the feedback was frequently provided by the lecturers and was always on demand. It was admitted that WCF contributed to students' writing improvement.

In a more recent study, Rasool et al. (2023) found that most students expressed willingness to receive written feedback because they think it keeps them motivated to learn and improve. Most of the students wanted

their teachers to provide them with corrections and explanations. In a similar attempt, Shen and Chong (2023) studied the impact of learner engagement with written corrective feedback in ESL and EFL contexts. It was concluded that learners demonstrated willingness (i.e., perceiving the value of WCF, taking responsibility, and aiming to improve accuracy) and capacity (i.e., possessing metalinguistic knowledge and being self-regulated) to attend to teacher feedback.

Though a good bulk of research has been conducted on students' perceptions of the merits of different types of WCF, the authors of the present study could not find any study merely done to examine EFL learners' attitudes towards their teachers' direct/indirect/metalinguistic WCF +/- revision on the perception and production of present/past perfect tenses. Hence, this gap demanded a thorough investigation into determining how students thought and viewed applying different types of WCF.

3. Methodology

3.1. Participants

The present study used convenience sampling for selecting a cohort of 210 intermediate students learning English in three different English institutes in Babol, Iran, based on their current proficiency level. They were all between 14 and 16 years of age who had already been assigned into seven groups in the main research project (six experimental groups and one control group) each with 30 participants, including the following: (1) DCF + revision, (2) DCF – revision, (3) ICF + revision, (4) ICF – revision, (5) MCF + revision, (6) MCF – revision, (7) control group. In addition to the assignment of the learners to the intermediate proficiency level based on the standards of the institutes, an OQPT test was administered by the researchers to ensure that they were at the right level of proficiency.

3.2. Instruments

3.2.1. Oxford Quick Placement Test (OQPT)

After the Oxford Quick Placement Test (OQPT) was administered to the initial population of participants, those who obtained scores between 40-47 were chosen to participate in the study as intermediate language learners. Table 1 shows the results of the OQPT.

Table 1. *Interpretation of Scores Based on OQPT Rubric*

| Score | 0-17 | 18-29 | 30-39 | 40-47 | 48-54 | 55-60 |
|-------|-----------|----------------|------------------|--------------|-------------------|----------|
| CEFR | A1 | A2 | B1 | B2 | C1 | C2 |
| Level | Beginning | High Beginning | Low Intermediate | Intermediate | High Intermediate | Advanced |

3.2.2. Multiple-choice (MC) Test (Perception)

Prior to commencing the treatment, a 20-item multiple-choice test (i.e., 10 items for the present perfect and 10 items for the past perfect tenses) was administered to the participants to test their perception of the present/past perfect tenses. The test also included 20 filler items (i.e., items not related to the present/past perfect tense) so that students would not get conscious about the focus of the test. The reliability and validity of the test were established in a pilot study prior to the main phase of the study. To test the reliability of the newly developed tests, 30 students similar to the target participants were asked to take the test. Chronbach's Alpha coefficient was 0.95. Furthermore, to test the validity, the test items were given to five specialists majoring in language teaching. They all ascertained that the items were qualified as valid test items. The posttest was a parallel test with the same number of items but different stems. The same number of fillers were included in the test, and the same scoring procedure was followed.

3.2.3. Dicto-Comp Test (Production)

Dicto-comp is a simple technique for guided compositions, which provides an activity intermediate between completely controlled writing exercises and completely free compositions. To conduct a dicto-comp test, a narrative text was read out loud twice at normal speed, and the key verbs of the story were put on the board. Then the students were asked to use the verbs in appropriate tenses (i.e., present/past perfect) in their writing. This technique was used both as a pretest and a posttest in the experimental and the control groups to test the participants' production of the present/past perfect tenses.

3.3. Procedures

To achieve the goals of the study, the following steps were taken. First, the OQPT was administered to select EFL learners from among the initial cohort of learners. Then, the learners were divided into seven groups, including DCF + revision, DCF – revision, ICF + revision, ICF – revision, MCF + revision, MCF – revision, and no corrective feedback or the control group. Next, a 40-item multiple-choice pre-test (i.e., 20 main items and 20 distracters/fillers) and the dicto-comp pre-test were administered. The learners were exposed to different types of treatment to teach present/perfect to the participants mentioned earlier. The treatment lasted for four sessions, and four texts, including present perfect and four texts containing past perfect tenses, were used for teaching the two tenses through writing.

The researchers employed the dicto-comp technique for testing the two tenses in the six experimental groups, in which learners summarized a target-language text. First, the teacher prepared a text that included examples of the present/past perfect tenses. The teacher then read the text to the learners at normal speed while they took notes. Learners then prepared a summary of the text using the target structures. This technique encourages learners to focus on the forms of the present/past perfect tenses while summarizing.

The researchers then employed different combinations of direct/indirect/metalinguistic feedback +/- revision to teach the two target tenses. For the DCF group, the incorrect present/past perfect tenses were shown by writing the correct tense above it. For the ICF group, the tenses written inaccurately were circled or underlined. For the MCF group, each error was first indicated with a number. Notes for each numbered error were given at the bottom of a learner's sheet. The notes indicated what was wrong using metalinguistic information and also provided the correct form.

For the three groups who were required to revise their texts (i.e., DCF, ICF, and MCF + revision), the researchers took the students' pieces of writing home, corrected the tenses as required, returned their writing the following session, and asked them to revise the texts before submitting their finalized writing pieces. As for the groups not required to revise their writing (i.e., DCF – revision, ICF – revision, MCF – revision), the researchers received their works after they had finished the task. The control group received no specific instruction, but in case of any questions regarding the correct grammatical structures, they were orally answered.

After the treatment, the 40-item MC posttest (i.e., 20 main items and 20 distracters/fillers) and the dicto-comp posttest were administered to the participants one more time. The performance of the seven groups on the MC test and the dicto-comp test was compared through conducting statistical analysis. Finally, an attitude questionnaire containing seven items on present perfect and past perfect tenses and the way these tenses were treated in terms of teacher feedback was conducted using a Likert scale.

The collected data were analyzed using SPSS v. 26. Different techniques were utilized, such as descriptive statistics like mean, standard deviation (SD), frequency counts, and percentages. Levene's statistic and analysis of variance were also calculated to deal with answering the research question.

4. Results

Table 2 shows the frequency and percentage of scores for the seven items of attitude measured separately for different methods applied (DCF +/- revision, ICF +/- revision, and MCF +/- revision). Considering the methods of providing CF -revision, the following results were obtained. In sentences A and B for the method of ICF -revision, the code numbers of 3 and 4 (quite useful and very useful), with percentage values of 63.00 and 50.00 obtained. In sentences C and D for CF -revision, the code numbers of 3 and 4 with percentage values of 73.4 and 66.4 have been measured. And finally, the code numbers of 3 and 4 with percentage values of 73.4 and 73.3 were selected by the participants in this group, respectively. As can be seen, in all six groups, the percentage values were about 50 percent.

In contrast, in sentences A and B for the control group, the code numbers 3 and 4 with percentage values of 43.6 and 50.00 were selected. In sentences C and D, the code numbers of 3 and 4 with percentage values of 36.7 and 40.00 were chosen by the participants. Finally, the code numbers of 3 and 4 with percentage values of 39.7 and 40.0 have been selected by the participants. The point which needs to be considered is that in all cases the percentage values obtained were below 50 percent. Codes 3 and 4 (quite useful and very useful) with percentage values of 73 and 63.2 have been selected by the participants for items A and B on ICF+revision. Code 3 and 4 with percentage values of 83.3 and 63.4, have been obtained for items C and D on DCF + revision. Furthermore, the same codes with percentage values of 66.4, 63.4, and 66.8 have been indicated for items E, F, and G on metalinguistic CF + revision.

Regarding the second part of the questionnaire, as can be seen in Table 3, in all six experimental groups, there was a difference between participants' attitudes towards feedback provision. The mean scores obtained for direct CF + revision were 48.96 and 46.3 for direct CF – revision. And, for the indirect CF + revision, it was 45.40, and 44.40 for indirect CF – revision, respectively. Furthermore, the mean scores for the metalinguistic CF + revision were 55.60 and 53.73 for metalinguistic CF – revision. Based on the results, the least mean value has been reported to be for the control group (44.93).

Table 2. *Frequency and Percentage of Scores for Attitude towards WCF*

| Method | Item | Not useful at all | Not useful | Quite useful | Very useful |
|----------------|------|----------------------|------------|-----------------|----------------|
| ICF + revision | QA | 2 | 6 | 9 | 13 |
| | | 6.6 | 20 | 30 | 43.4 |
| | | 4 | 7 | 8 | 11 |
| DF + revision | QB | 13.4 | 23.4 | 26.6 | 36.6 |
| | | 1 | 4 | 6 | 19 |
| | | 3.3 | 13.4 | 20 | 63.3 |
| MCF + revision | QC | 2 | 6 | 7 | 12 |
| | | 6.6 | 20 | 23.4 | 40 |
| | | 3 | 7 | 8 | 12 |
| ICF – revision | QE | 10 | 23.4 | 26.6 | 40 |
| | | 2 | 9 | 5 | 14 |
| | | 6.6 | 30 | 16.7 | 46.7 |
| DF – revision | QF | 4 | 6 | 4 | 16 |
| | | 13.4 | 20 | 13.4 | 53.2 |
| | | 3 | 8 | 8 | 11 |
| MCF – revision | QG | 6.6 | 26.4 | 26.6 | 36.4 |
| | | 5 | 10 | 6 | 9 |
| | | 16.7 | 33.3 | 20 | 30 |
| Control | QA | 3 | 5 | 9 | 13 |
| | | 6.6 | 16.7 | 30 | 43.4 |
| | | 2 | 8 | 9 | 11 |
| ICF + revision | QB | 6.6 | 26.4 | 30 | 36.4 |
| | | 1 | 6 | 9 | 14 |
| | | 3.3 | 20 | 30 | 46.6 |
| DF + revision | QC | 3 | 5 | 7 | 15 |
| | | 10 | 15.7 | 23.4 | 50 |
| | | 3 | 5 | 10 | 12 |
| MCF + revision | QE | 10 | 15.7 | 33.3 | 40 |
| | | 8 | 9 | 6 | 7 |
| | | 26.4 | 30 | 20 | 23.6 |
| ICF – revision | QF | 6 | 9 | 9 | 6 |
| | | 20 | 30 | 30 | 20 |
| | | 9 | 10 | 6 | 5 |
| MCF – revision | QG | 30 | 33.3 | 20 | 16.7 |
| | | 11 | 7 | 6 | 6 |
| | | 36.4 | 23.6 | 20 | 20 |
| Control | QA | 9 | 8 | 7 | 6 |
| | | 30 | 26.4 | 23.4 | 20 |
| | | 9 | 9 | 8 | 4 |
| DF + revision | QB | 30 | 30 | 26.4 | 13.3 |
| | | 8 | 10 | 7 | 5 |
| | | 26.4 | 33.4 | 23.4 | 16.6 |

Interestingly, there were also differences in the ratio of values obtained for mean scores of the three different groups with revision (49.32) and the

three groups without revision (49.14), but the difference was not significant.

Table 3. Descriptive Statistics for the Students' Attitude in Experimental and Control Groups

| Group | | Mean | SD | N |
|---------|------------|-------|-------|-----|
| DCF | + revision | 48.96 | 13.40 | 30 |
| | – revision | 46.30 | .83 | 30 |
| | Total | 47.63 | 9.51 | 60 |
| ICF | + revision | 45.40 | 1.30 | 30 |
| | – revision | 44.40 | 1.32 | 30 |
| | Total | 45.40 | 1.30 | 60 |
| MCF | + revision | 55.60 | 15.98 | 30 |
| | – revision | 53.73 | 15.30 | 30 |
| | Total | 54.66 | 15.55 | 60 |
| Control | control | 44.93 | 6.22 | 30 |
| | Total | 44.93 | 6.22 | 30 |
| | + revision | 49.32 | 12.39 | 90 |
| Total | control | 44.93 | 6.22 | 30 |
| | – revision | 49.14 | 9.96 | 90 |
| | Total | 48.61 | 10.74 | 210 |

Table 4 represents the students' attitudes in the experimental groups. The group variable is a qualitative variable which involves two forms: code 1 for groups + revision and code 2 for groups – revision. There were 90 participants in group 1 (+ R) and 90 more in the second group (– R); furthermore, there were 30 students in the control group.

Table 4. Representation of the Students' Attitude in Four Experimental Groups

| | | Value Label | N |
|---------|------|----------------|----|
| Group 1 | 1.00 | Direct | 60 |
| | 2.00 | Indirect | 60 |
| | 3.00 | Metalinguistic | 60 |
| | 4.00 | Control | 30 |
| Group 2 | 1.00 | + Revision | 90 |
| | 2.00 | Control | 30 |
| | 3.00 | – Revision | 90 |

Levene's statistic was conducted to test the homogeneity of the scores obtained regarding participants' attitudes towards teachers' Written Corrective Feedback (WCF) provision (Table 5).

Table 5. Levene's Statistic for the Homogeneity of Variances of Tests

| F | df1 | df2 | Sig. |
|--------|-----|-----|------|
| 1.8022 | 6 | 203 | .075 |

a. Design: Intercept + group 1 + group 2

Table 6 indicated students' attitude in six experimental groups and the control group with two qualitative variables. Through comparing the means of the scores obtained for participants' attitude in all experimental groups and the control group, it can be concluded that there was a significant difference between the means of the experimental groups and the control group at $p \leq 0.05$, equal to 13.81. But considering the F-statistic for the variable of group two equaled 0.01 at $p \leq 0.05$ showed that there was not a significant difference between the mean scores of WCF + revision and WCF – revision regarding EFL students' attitudes. Therefore, it could be concluded that these six groups (CF +/- revision groups) have positive attitudes towards feedback provision.

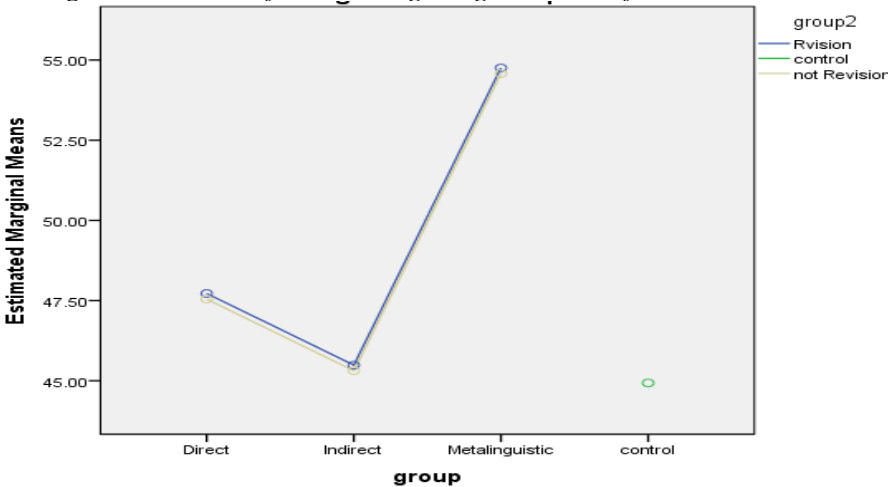
Table 6. Analysis of Variance: Tests of Between-Subjects Effects

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | 3283.41 ^a | 4 | 820.85 | 8.078 | .000 |
| Intercept | 407134.21 | 1 | 407134.21 | 4006.82 | .000 |
| Group 1 | 2806.53 | 2 | 1403.26 | 13.81 | .000 |
| Group 2 | 1.42 | 1 | 1.42 | .014 | .906 |
| Error | 20830.11 | 205 | 101.61 | | |
| Total | 520514.00 | 210 | | | |
| Corrected Total | 24113.52 | 209 | | | |

a. R Squared = .136 (Adjusted R Squared = .119)

The mean scores of WCF +/- revision did not show a significant difference regarding the variable of attitude (Figure 1). It can be concluded that there was no significant difference between the mean scores of participants' attitudes across direct, indirect, and metalinguistic CF groups and the control group.

Figure 1. Mean Plot for Estimating Marginal Means of Students' Attitudes



5. Discussion

The present study was conducted to find out the students' attitudes towards feedback provision. The research question dealt with examining EFL learners' attitudes towards different types of corrective feedback on the perception and production of grammatical tenses in seven experimental and control groups. To compare the different methods in relation to the students' viewpoints about teachers' feedback provision, analysis of variance was used. Group one was for comparing the different types or methods of applying CF and showed a significant difference among mean scores, but in group two, which considered participants with and without required revision, the difference in mean scores was not significant. The result indicates that EFL learners benefit so much from teacher corrective feedback and consider it useful. The finding is in line with Zacharia (2007), Soori et al. (2011), and Nouraey and Behjat (2020). Feedback is one of the required factors in enhancing the students' motivation in language learning skills, especially in writing, as shown by Zhang (2016) and Ghaffari and Akbari (2018). Regarding the Sociocultural theory, which focuses on collaboration among people, either students interacting with teachers or with other students (peers), to produce writing and learn from each other (Cumming, 2013). Teachers must employ strategies and special tactics to elicit ideas from learners to be written on a piece of paper to increase their verbal ability. Furthermore, instant and critical feedback needs to be given on their output, so that their confidence is elevated (Haider, 2012). Therefore, it can be concluded that students' willingness to receive WCF is undeniable as it improves their learning, especially their writing skills the most, a finding supported by Tasdemir and Yalcin Arslan (2018), Ekinici and Ekinici (2024), Saragih et al. (2021), Rasool et al. (2023), and Zhang (2016). In other words, students believed that teachers' feedback provision on the writing activities led to improvement in their revised drafts. Last but not least, the findings of the present study are in concordance with Harward et al. (2014), indicating that when an appropriate type of feedback is provided, learners' efforts and motivation can increase for better learning the target language.

6. Conclusion

Even though this study differentiated the groups of students who were required to revise their final draft after feedback provision from the groups who were not asked to do revision based on the three different types of WCF strategies through administering the multiple-choice and dicto-comp tests, yet students in all six groups perceived feedback as helpful.

Thanks to the great demand to learn English as an international language and in light of the findings of the recent studies on feedback, both language teachers and researchers benefit in the field. Providing WCF for intermediate students, similar to the students in this study, causes lower anxiety and makes students highly self-confident. After all, when students are provided with information about their performance and achievement, they will be highly motivated and eager to apply their second language more dynamically. It consequently seems advisable for language teachers to supply their students with information about how well they can perform in the class to motivate them.

Moreover, some students are not interested in being notified and criticized when in class with their other classmates, as this behavior may be rooted in their cultural background, which has not been taken into consideration in the present study. Therefore, the cultural background of the classrooms can provide valuable insights into teachers' practice. Finally, regarding the dynamic characteristics of WCF provision, it may represent that the teacher spent more time helping their students be able to generate a piece of writing that is correct grammatically, that is, the instruction can foster the production of correct texts. Consequently, understanding how different ways of providing written corrective feedback work effectively may inform teachers' practices. But for most L2 learners, teachers should select a few error patterns based on students' needs and instructional objectives, and help students develop written accuracy in a focused and incremental manner. This exactly corresponds to the findings of the present study. Besides, doing a qualitative study to find out the students' attitude towards the value and effectiveness of WCF may be crucial.

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