Developing a conceptual model of effective factors in corrective feedback used among english language learners

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Abstract

The purpose of this study is to develop a conceptual model of effective factors in corrective feedback among English language learners. This research has a mixed, exploratory and inductive method. The statistical population of this study includes all university teachers and English language teachers in Lamerd who have been selected by chain reference method. In the qualitative Phase, the sampling method was purposeful and snowball sampling. And from these teachers, 14 people were purposefully and snowball selected, answered the questionnaire through semi-structured interviews. Also, in the second part of this research, after obtaining the conceptual model of the research, sampling was performed using the Cochran's formula including 384 people in terms of Google Form. The interview questions were entered in MAXQDA 2018 software and analyzed. The conceptual model of the research was then fitted by IBM Amos 24 software. The results also showed that structural rules and types of errors, teacher-related factors, learners-related factors, environmental and educational factors affect correctional feedback by 0.71, 0.87, 0.74 and 0.69, respectively.

Key Words: Grounded Theory Approach, Corrective Feedback, English Learners.

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Introduction

Researchers believe that learning a second language is the result of a public process that takes place when receiving comprehensible language data. Self-aware learning can only act as an observer whose job is to edit language products, which is done after the acquired system has been launch. Therefore, according to this issue, public information, whether in the form of inhibitory evidence or in the form of explicit instructions, can only affect learning and not learning the target language (Ghafouri, 2017). Identifying the factors affecting the success of language learners in learning a second language has always been part of the concern of language learning teachers and researchers. In recent years, the focus of studies on second language learning has shifted to the combination of meaning-based and face-based education. Since 2006, few studies that have directly or indirectly addressed this issue have been published (Lee, 2010 & 2014; Brown, 2014; McKey & Gouse, 2013; Lister, Sation & Sato, 2010; Russell & Spada, 2006). Although all of these studies confirm the positive effect of corrective feedback on language performance, "corrective feedback is a complex category with different aspects" and researchers should study these aspects in different language learning environments (Rouhi, Jafari Gohar and Abdavi, 2016). Corrective feedback is a symptom through which the learner realizes his / her mistake in using the target language. This symptom may be from any source (teacher, classmates, or native language speakers) (Ckook, 2008). Corrective feedback is not encouragement or punishment; rather, it only gives learners an idea of what they have done, where they have succeeded, and where they have failed (Scott, 2008). According to Ckook (2008), there are different types of feedback, such as: The method of explicit correction, evocation, repetition, correct readout and request for clarification. Chadron (2015) argues that the term corrective feedback is intertwined with other meanings. In his view, the term "error correction" can be merely a reference to any behavior that a learner engages in following an error in order to indirectly inform the learner of the truth of the error (Chadron, 2015). This correction may not be clear to the learner in terms of the response expected, and it may even require a great deal of time and effort to arrive at the corrected and desired pervasive response. Lightboon and Spada (2009) define corrective feedback as follows: The term corrective feedback means any reference to the learner that the form of use of their target language is wrong, which includes different responses that the learner receives (Ghafouri, 2017). One of the complexities of giving corrective feedback is the different effectiveness of corrective feedback in relation to different areas of language. Previous studies have shown that learners do not act the same in correcting their mistakes after receiving corrective feedback, depending on the type of

language error, learners perform better than language structure errors both in correcting lexical and pronunciation errors and in understanding the purpose of feedback (Kim and Han, 2007). To identify linguistic error and provide corrective feedback, there are many terms in research related to second language learning, the most common of which are "corrective feedback", "negative evidence" and "negative feedback" (Ghafouri, 2017). While the performance and effectiveness of face-based feedback is still debated, there is ample empirical evidence that face-based feedback can increase the accuracy of learners' writing. The distinction between direct corrective feedback and metalanguage explanations is also educationally important. Direct corrective feedback is time consuming; because teachers have to correct the errors and mistakes of each learner, but this type of feedback has been shown to be effective and efficient. Metalingual explanations are likely to be less of a hassle for teachers, because once they prepare it, they can use it many times if the same mistakes and errors occur in the learners' writings. Metalingual explanations also develop explicit information about the rules that language learners have not followed, and language learners can use it to monitor the accuracy of their future writing (Salimi, 2015).

Error correction has been a controversial topic in second language teaching and learning for the past forty years, which has led to a variety of perspectives in this area (Ellis, Leon, & Erlem, 2006). There are generally three perspectives on error correction and whether or not it is necessary: The first view belongs to a group that believes in corrective feedback and argues that correcting mistakes in the right context can help learn a second language (Schmith, 2004). And be more influential in its success than any other factor (Black and William, 2006). The second group has the opposite view of the first group (Ellis, 2009). Some argue that error correction does not facilitate the learning of a second language and may even delay it (Schmith, 2004). The third group argues that corrective feedback is a natural part of the second language learning process. The results of some of these studies have been the identification and classification of types of errors, feedback and immediate responses of learners to those feedback (Lister and Ranta, 1997).

Feedback is used as one of the strategies for assessing and teaching language skills. Feedback is a tool to enhance the teaching and learning process that helps the learner measure and improve their language practice. Basically, one of the main differences between in-person training and tele education is receiving or rejecting feedback; in other words, one of the main reasons for the learner's presence in the classroom is to expect feedback from the teacher and classmates and face to face interact with them. On the other hand, feedback has different types and each has its own way of implementation, impact and

efficiency. In teaching some foreign languages, such as English, the issue of feedback has been considered as it should be. But in the meantime, due to the conditions of educational classes and educational environments and in accordance with the language learners, some aspects of this issue have been ignored from different perspectives and studies. In this study, an attempt has been made to investigate the factors affecting corrective feedback in language learners by developing a comprehensive model.

Review of related literature

Theoretical background

Research has shown that feedback is a definitive plan for teaching and learning processes and an important element in a set of learning-related strategies (Gibbs,
G. and Stobart1997). In the 1970s, information processing theory revolutionized the concept of feedback. According to this theory, errors are an important source of information about students' cognitive processing that can assist teachers in the teaching-learning process (Bruning & et al., 1999). Accordingly, feedback helps learners judge their understanding levels and become aware of their mistakes (Hattie,J& Timperley, 2007). Teacher feedback in the classroom is a response to student performance, and student performance is an attempt to demonstrate dominance in achieving learning goals. Accordingly, in order to give feedback to students in the classroom, teachers should have clear indicators regarding the goals and content of the program. Feedback is value-neutral. Feedback is not praise or punishment, approval or lack of approval. Feedback gives the student an idea of what he or she has done, what parts he or she has succeeded in, and where he or she has failed (Scott, 2005). In terms of what is effective feedback? Epstein and Bruswick (2004) believe that effective feedback is the feedback that is provided to the learner immediately after observing the performance. The benefit is that if the performance is correct, it will strengthen the students' motivation and if the performance is wrong, it helps students prevent further misbehavior and performance. Feedback also provides learners with information on how to achieve goals. Feedback is divided into internal and external categories according to the source of presentation. Internal feedback is usually done by the individual himself / herself using the self-review process. External feedback is usually given by peers, parents, teachers, etc. Teachers apply feedback in a variety of ways, such as written, verbal feedback, body language and gestures, confirmation of student statements, encouragement, and criticism (Dinham, 2005). Written feedback is provided based on the outcomes and results of the student's performance and improves his / her performance. Written feedback is very valuable to the teacher because it allows the teacher to write down students 'strengths and weaknesses in completing

homework for them and to set aside enough time to address students' shortcomings. It also helps the teacher to describe in writing the extent to which students' success and achievement of predetermined criteria, as well as their improvement in performance. In particular, the teacher can provide step-by-step awareness of students' success through written feedback and provide that awareness as well (Sadler, 2010). On the other hand, in verbal feedback, the teacher focuses on students' mistakes in a quite friendly and sincere tone and explains the reason for the student's mistakes to them (Lee and Hong, 2001).

Feedback can be used at different times, but experts believe that feedback is more effective at the time of evaluation than at other times. However, there are different types of evaluation, and although feedback affects all of them, researchers believe that the effect of feedback is more important during formative evaluation, because formative assessment happens during the learning process, therefore we can enhance students' learning experiences in this way (Sadler, 1989).

when information is given to students about how to correct their answers , this awareness helps them to change their learning style and have more control over their learning process. Such feedback leads to the formation of self-efficacy beliefs in them. Today, talking and discussing human functions such as motivation, learning, self-regulation, and progress is impossible and incorrect without mentioning the role of self-efficacy beliefs (Pajares, 2006). Self-efficacy refers to students' beliefs about their ability to understand or do homework (Elson & Hurgenhan, 2007). Self-efficacy has been defined as a motivating factor that activates, nurtures, sustains, and directs behavior toward a goal (Pantrich and DeGroot, 1990). According to Pintrich & DeGroot and DeGroot (1990) expectation value model, self-efficacy is one of the components of expectation that is formed by various factors such as feedback. Feedback, both internal and external, plays an important role in shaping and promoting self-efficacy beliefs if it is immediate and result-oriented, along with error correction, how information is processed, and appropriate use of learning tactics and strategies. (Butler & Winne, 1995). On the other hand, one of the important goals of teacher evaluation is for students to learn to evaluate their own tasks. The frequency and appropriateness of the content of teacher feedback is one of the factors that play the most important role in student self- regulation process (Alonso & Panadero, 2010).

Empirical background

Many studies point to the importance of corrective feedback and how it is done and its impact on language learners. Among these, we can refer to Salimi's (2014) research entitled "Differential effect of corrective feedback on learning conditional

sentences and English definition letters in language learners". In this study, it was shown that the efficiency and effectiveness of direct corrective feedback is longer than metalingual explanations. Giving the opportunity to rewrite also increased the impact of the feedback. Overall, this study showed that direct corrective feedback along with giving the opportunity to rewrite is the most effective type of feedback. The meta-analysis study of McKey and Go (2007) shows that the effect of interaction on language development in the areas of vocabulary and pronunciation is greater than the language structure. In the studies of Lister (1998) and Shane (2006), students performed better in correcting their lexical and pronunciation errors after receiving feedback. Shaen attributes these results to short and limited pronunciation errors. Karpenter et al. (2006) also examined learners' perceptions of reconstructive feedback and noted that the field of linguistic error affects learner perceptions. Other studies, such as those of Kim and Hahn (2007), McKay et al. (2000), and Terofimovich

Et al. (2015), show that when feedback is given on lexical and pronunciation errors, learners have less difficulty recognizing the corrective nature of feedback. Also, Rouhi et al. (2016) in a study on "individual assessment of the effect of incitation and reconstructive corrective feedback on speech errors in structure, vocabulary and pronunciation." The results showed that the performance of language learners in correcting structural and lexical errors after receiving reconstruction and incitation feedback was not significantly different. In the case of pronunciation errors, however, the performance of learners who received reconstructive feedback was significantly better than that of the control group.

Methodology

The present study in terms of purpose is applied one . This research has a mixed method approach and is of exploratory-inductive type and the grounded theory approach is used as a method in the qualitative phase and structural equation modeling in the quantitative phase. The statistical population of this study, according to its subject area, includes university teachers and English language professors in Lamerd, who were selected by snowball sampling. The data gathering method was in-depth interview method. The number of interview questions was 12, which was confirmed by the opinion of professors and experts in this field. In this study, 14 people were interviewed and from the ninth interview onwards, saturation was observed in the received information; but to be sure, it continued until the fourteenth interview. All interviews were recorded and reviewed several times to extract key points. All these steps were done using MAXQDA 2018 software and a conceptual model was developed for this research, which will be

explained in details in the next part of this article. Also, after the qualitative phase, the design questionnaire and the validity of the questionnaire were approved by the professors and the questions were uploaded as an online questionnaire on the Google form
.As the statistical population in this section is unlimited, Cochran's formula was used to obtain the sample size in unlimited populations, which obtained 384 samples.

After distributing the researcher-made questionnaire which had 38 items, the data were analyzed using SPSS 24 software.

Research Findings

The research findings in this section are presented in two parts. In the first part, the findings related to the qualitative phase and in the second part, the findings related to the quantitative phase of the research are presented.

qualitative part

Descriptive findings

Based on descriptive findings; among the 14 interviewees, 5 are women and 9 are men. Also, the distribution of education levels from bachelor to doctorate varies among them. Work experience also varies between 5 and 30 years.

Inferential findings

In this section, the concepts and categories related to the interviews collected in three stages of open, axial and selective coding are shown in the form of tables, which are as follows:

Open coding

The purpose of open coding is to break down the collected data set into the smallest possible conceptual components. At this stage, the collected interview, studied and the concepts are extracted using the initial concepts analysis, which is presented as follows.

Table 1- Part of conceptualization of research data (open coding)

Row	Interview section	concepts
1	If one of the students mispronounces a word or perhaps makes the wrong structural structure, you do not have to put feedback during role play or you may not even give it.	Grammatical structures
1	In all of them you have to give immediate feedback or just correct it properly.	
1	Mistaking the " to be " verb at basic levels needs to be corrected because the " to be " verb forms the basis of some intermediate level grammars.	
4	I believe that grammatical errors are more important than words and pronunciation errors.	
5	If you want to read a certain part of grammar and ask them to learn sentences with those grammatical structures in it .	
6	Create a real and natural structure of a second language or sub-language in the minds of students.	

7	Ignoring all incorrect structures by language teachers spoils language and leads learners to the wrong direction.	
19	We know how to teach, but we do not talk about teaching.	Linguistic feedback
20	In written feedback you do not have access to learners' conditions.	
21	I think that delaying implicitly corrective feedback is beneficial for the development of student learning.	
22	The teacher, as the director of the film, decides which mistakes should be corrected and which should be ignored.	
23	It is good if we tell students all their mistakes and help them to correct them.	
52	Ignoring or correcting all mistakes has a negative effect on students learning a second or foreign language.	Explanation clarification
53	The error should be seen as evidence of the learner's language development, not as a sin to be avoided.	

Axial coding

In axial coding, the process of assigning code to the present concepts changes form open to selective mode In this section, the concepts obtained in the previous section will be extracted as sub-categories and main categories and final categories will be produced which is described in the following tables:

Table 2- Categories of Concepts (Axial Coding)

Row	concepts	Category
1	Grammatical structures	Structural rules and types of errors
2	Written correctional feedback	
3	Linguistic feedback	
4	Direct feedback	
5	Explicit request	
6	Repetition	
7	Linguistic areas	
8	Metalanguage description	
9	explanation clarification	
10	Ignoring minor errors	

Structural rules and types of errors

The results of the interviews show that there should be a relatively high consensus on some concepts such as grammatical structures, written corrective feedback, language areas in the classroom and among learners. The results of these dialogues also show that the relationship between ignoring minor errors and metalingual explanations can be effective for learners. Also linguistic feedback, direct feedback, repetition, explicit

request, Linguistic areas can lead to a category called structural rules and types of errors. Dialogues include concepts that can be relied upon to provide a comprehensive definition of grammatical and grammatical rules that can be expressed and inferred as a common factor among people all over the world is that they have learned to speak before they can learn grammar. Speaking is the first step for an English student. So if they are beginner in English, they should focus on speaking and listening skills before studying grammar. Once they are able to speak English fluently, they will understand how simple grammar is. Grammar is the structure and organization of ever language including English language. English grammar includes syntactic linguistics and lexical syntax . Many people believe that English grammar contains the rules of language while fact is that no language contains the rule. Researchers believe that corrective feedback can be influenced by a number of factors, including grammatical structures and the nature of error.

Table 3- Categories derived from concepts (axial coding)

Row	concepts	Category
1	Variation in use of corrective feedback	teacher-related factors
2	Proper feedback from teacher	
3	Proper correction by teacher	
4	Teacher skills in expressing feedback	
5	Inference	
6	The correct knowledge of teacher	
7	Teacher response to performance	
8	Indirect feedback	
9	Effective communication between teacher and learner	
10	Motivate learners	
11	differences in corrective methods according to the situation	
12	Accuracy in time of feedback expression	
13	The role of teacher	

Factors related to the teacher

The overall results of the interviews showed that concepts such as variety in use of corrective feedback, proper feedback from teacher, proper correction by teacher are among the factors that play a vital role in corrective feedback in English learners. Also, by achieving concepts such as differences in corrective methods according to the situation, accuracy in time of expressing feedback and motivating learners, a general category called teacher-related factors can be extracted, which is based on interviews and open coding and it can be an influential factor in corrective feedback. In another part of these results, it is shown that the correct knowledge of the teacher, the effective

relationship between the teacher and the learners can also be a basic factors in this category. According to many researchers, oral correctional feedback plays an important role in facilitating and accelerating the process of learning a second language. Therefore, by relying on extractive concepts, the role of a category called teacher-related factors can be considered as one of the categories that affect corrective feedback.

Table 4- Categories derived from concepts (axial coding)

Row	concepts	Category
1	Learners' communication goals	Environmental and educational factors
2	Learning environment	
3	Type of Activity	
4	Error correction by other learners	

Environmental and educational factors

According to the results of theoretical consensus in interviews, it can be concluded that the Learners' communication goals, educational environment, type of activity in the educational environment and error correction by other learners are extremely important. In general, based on the findings related to the interviews in this section it can be said that the goals that are pursued in the learners' classroom and the facilities of the educational environment, such as the environment itself, and facilities such as environmental supplies and equipment; Error correction by other learners, ie corrections made by other learners during the conversation, can be one of the key factors that affect the feedback. Appropriate use of educational technology in the teaching-learning process can lead to the upgrades and improvements of teaching as well as learning achievements. The use of technology in the classroom encompasses a variety of modes that can be grouped into a range. All of these concepts together constitute a category called environmental and educational factors, which is one of the factors influencing corrective feedback.

Table 5- Categories derived from concepts (axial coding)

Row	Concepts	Category
1	Level of memory and learners learning	individual learners' factors
2	Ability level	
3	Learners' mental processing	
4	Gender	
5	learners' personality traits	
6	Age of learners	
7	learner shyness in retelling errors	

Individual factors of learners

The results of the interviews show a relatively high and strong consensus regarding the level of memory and education of learners, ability level, learners' mental processing, gender, learners' personality traits, learners' age, and learner shyness for retelling errors. These factors are the concepts that are obtained in the above table from the interviews. The combination of these factors will lead to the extraction of a category called individual learners' factors. According to the themes of the interviews, it can be stated that individual learners' factors are among the categories that can affect the corrective feedback.

Selective coding

In selective coding, the researcher, according to the codes and concepts identified in the previous steps, makes the coding process more robust and designs a model based on the relationships among the categories.

* Based on the interviews conducted and the interpretation of the interview results, it can be concluded that creating a conceptual model can help to further extract of these concepts and categories. According to the interviews results and the relations between the extracted categories, a following model without concepts has been designed for the present study based on the findings of the interviews, as follows:

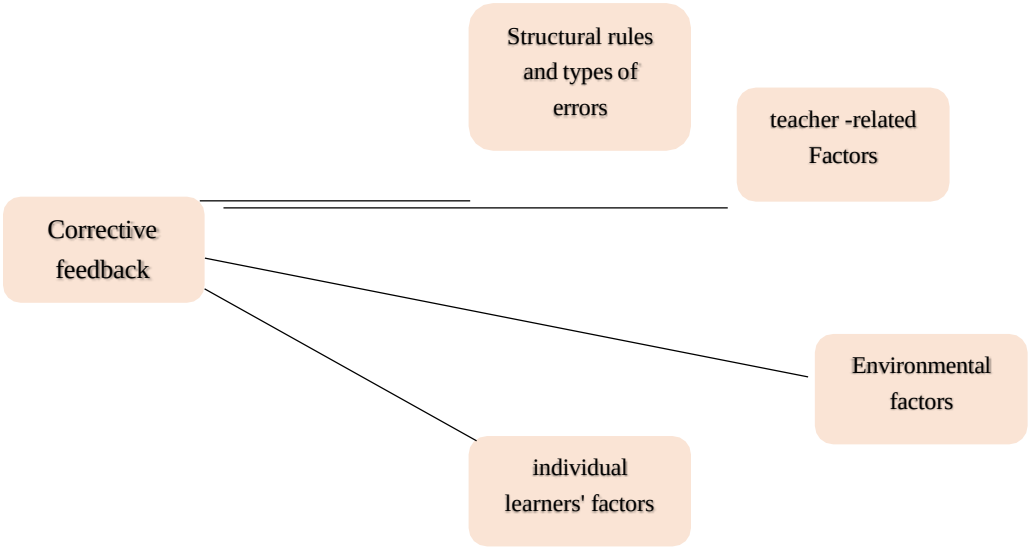
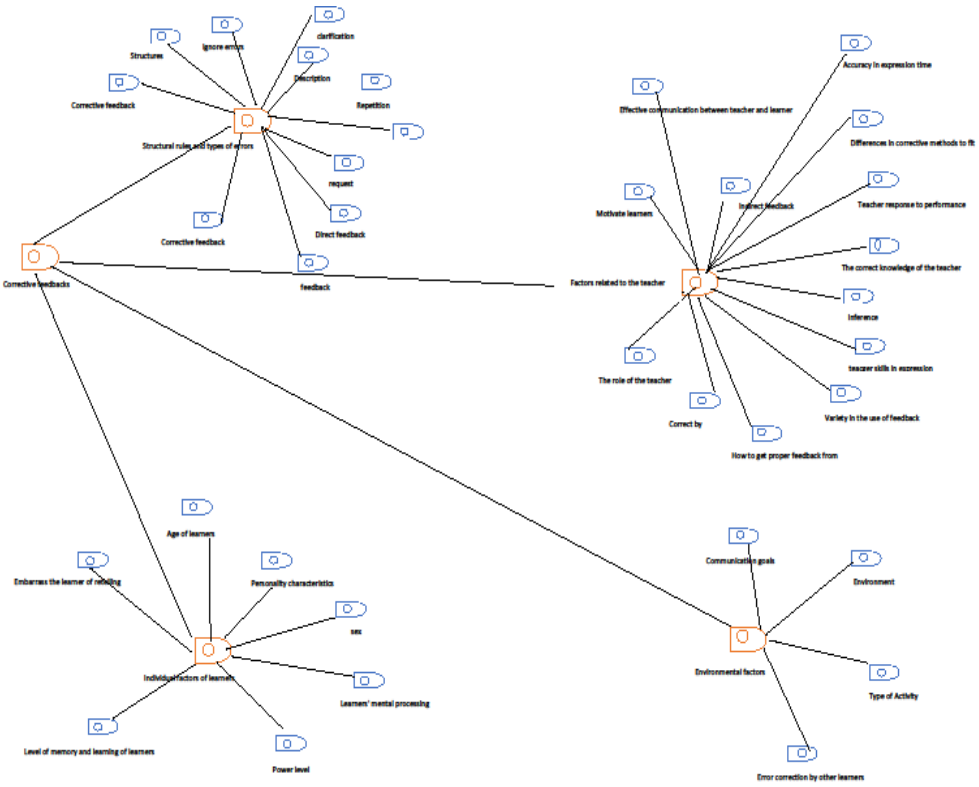


Figure 1- developed model of structural relationships between extractive categories of the study

Also, the following model including details concepts for all categories is extracted.



Model analysis

Based on conducted interview and extracting various categories related to questions, and paying careful attention to the theoretical consensus in the collected data, the relationships between the variables were obtained, which is presented as a conceptual-extractive above model for this research. In this model, corrective feedback considered as a dependent variable. Also, the variables of teacher- related factors, environmental and educational, individual learners' and structural rules and types of errors can be considered as independent variables.

Content validity ratio of research model

The content validity ratio formula is as follows, which is the same for the present research model regarding each of relations between the variables which is calculated as mentions below. It should be noted that 7 experts have commented on this.

Specifications and calculation are as follows

$$CVR = \frac{n_e - N/2}{N/2}$$

In this formula N is the total number of respondents, and $n_e$is the number of people who have responded to these relationships as necessary:

$$CVR = \frac{7 - 7/2}{7/2} = 1$$

This rate is compared to the constant rate, which is higher than 0.99 in the sources for 7 people, Based on the number of experts, which was 7, the CVR should be higher than 0.99, where CVR was equal to 1, which shows the acceptable validity of the research model.

Quantitative section

In this section, the model extracted from research interviews is quantitatively analyzed.

In this section, the demographic features of the statistical sample are described. Features that have been considered are: Gender, education and work experience. Also, dispersion index for research variables have been studied, which are as follows: Out of 384 people who answered the questions, 256 (69.1%) were men and 119 (30.9%) were women. Also, 192 people were holders of bachelor of art (BA) (0.50%), 109 people were master of art (28.4%) and also 83 people (21.6%) were PHD holders. The results showed that among the sample population 128 (33.4%) between 5 to 10 years, 159 (41.4%) between 11 to 20 years, 97 (25.2%) between 21 to 30 years had work experience Also, the mean for research variables, ie corrective feedback, structural rules and errors, individual learners' factors and teacher- related factors in addition to environmental and educational factors are equal to 31.56, 43.61, 11.33, 29.36, respectively. The standard deviation for these variables is 2.693, 2.513, 1.114 and 1.745, accordingly.

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Inferential statistics

Data normality test (Kolmogorov-Smirnov)

At first, Kolmogorov-Smirnov test was used to evaluate the normality of questionnaire variables distribution

Table 6- Kolmogorov-Smirnov test

Variable name	Significance levelof Kolmogorov-Smirnov test	Significance level after normalization by logarithmic method	Significance level	Result
Corrective feedback	0/000	0/069	> 0/05	normal
Structural rules and errors	0/000	0/083	> 0/05	normal
teacher - related Factors	0/000	0/123	> 0/05	normal
individual learners' factors	0/000	0/111	> 0/05	normal
Environmental and educational factors	0/003	0/061	> 0/05	normal

If the significance level of the test is less than 0.05, the null hypothesis is not accepted and it is concluded that the distribution of the studied variable is not normal. As can be seen in the table below, the significance level for all variables is greater than 0.05 and it can be concluded that these variables have a normal distribution. correlation study between research variables

Table 7- correlation coefficient between research variables

Variable	Structural rules and types of errors	teacher - related Factors	individual learners' factors	Environmental and educational factors
Corrective feedback	0/457	0/625	0/487	0/351*

Amount = 130, * Significance at the level of 0.05, ** Significance at the level of 0.01

The table above shows the correlation between the research variables. It can be seen that Pearson correlation coefficient values between corrective feedback with structural rules and types of errors, teacher-related factors, individual learners' factors and environmental and educational factors are direct and significant at the level of P <0.05.

Structural equation method was used to investigate the degree of correlation and the effect of independent variables on scale

variables using the conceptual model method. In fitting model assessing different indexes are presented, the most famous of these indexes are introduced in the form of CMIN / df, FICFI, GFI, AGFI, NFI, IFI, TLI, RMR and RMSEA. Each of these indexes is known as a part of model fitting and the accepted values are different for each index. Table 4-6 shows the acceptable value for each index (Hooman, 2011).

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Table 8- Model fit indexes and their acceptable value

Index	RMSEA	CMIN/df	RMR	AGFI	GFI	CFI	NFI	IFI	TLI
acceptable value	> 0/08	> 3	0>/08	<0/90	<0/90	<0/90	<0/90	<0/90	<0/90

Figure 1 shows the fit of the initial structural model by the software as can be seen in Table 5, the fitting indexes after the initial fitting are also observable . As can be seen, the fit indexes for the initial model have been rejected.

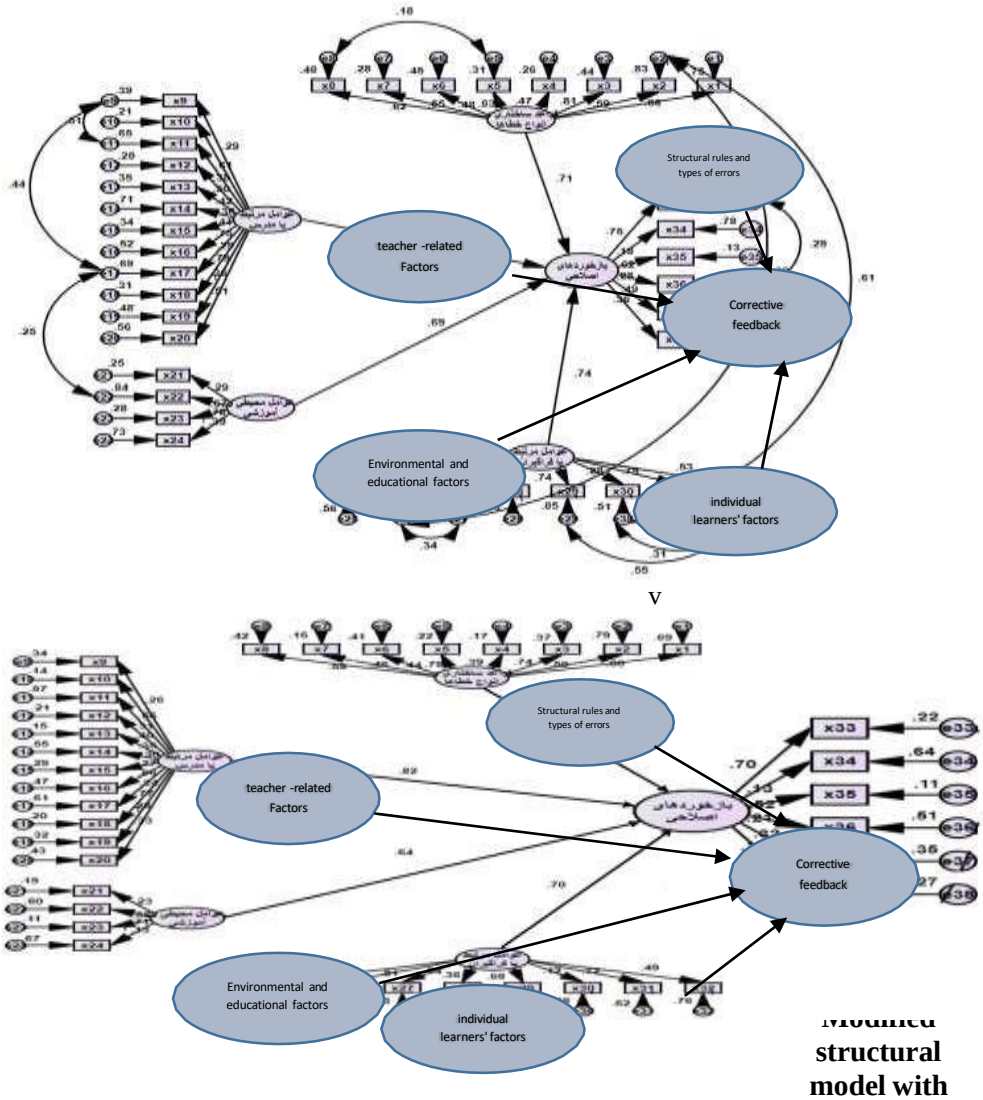

Figure 3- Conceptual model of research by estimating standard coefficients

Table 9- Obtained values of model fit indexes

Index	RMSEA	CMIN/df	RMR	AGFI	GFI	CFI	NFI	IFI	TLI
Acceptable value	> 0/08	> 3	0/08>	<0/90	<0/90	<0/90	<0/90	<0/90	<0/90
Obtained	0/11	4/60	0/08	0/61	0/87	0/81	0/54	0/69	0/74
Status	Reject	Reject	Reject	Reject	Reject	Reject	Reject	Reject	Reject

Modified structural model with standard coefficient estimation

Figure 2 shows the structural model based on the conceptual model of research by estimating the standard coefficients. Table 9 also shows the obtained values of the model fit indexes and it can be seen that all the fit indexes of the

model are at their final and desired level. it is also can be concluded that the structural model of research variables is desirable and suitable for analyzing and estimating hypotheses.

Table 10- Structural model fit indexes of the research

Index	RMSEA	CMIN/df	RMR	AGFI	GFI	CFI	NFI	IFI	TLI
Acceptable value	> 0/08	> 3	0/08>	<0/90	<0/90	<0/90	<0/90	<0/90	<0/90
Obtained value	0/06	2/60	0/09	0/91	0/94	0/96	0/90	0/96	0/94
Status	No rejection	No rejection	No rejection	No rejection	No rejection	No rejection	No rejection	No rejection	No rejection

Figure 2 shows the structural model of the research by estimating standard coefficients and the degree of common or multiple correlations between scale and independent variables.

According to Table 14, all the studied indexes were accepted in order to evaluate the fit of the structural model of research. Considering that the fitted model is saturated, it can be stated that the fitting of this model is approved. As can be seen in Table 2, the value of the IFI index is equal to 0.96 and more than a set limit of 0.90, which shows a comparison of the current model with independence model, which is at a desirable level. The value of Bentler and Bount index or NFI is 0.90, which is equal to a set limit of 0.90 and shows the significance and good fit in the analysis of covariance structure. Also, the value of the FICFI index is calculated to be 0.96 and this index is also more than the set limit of 0.90, which means that there is a high correlation among the variables of the structural model of the research. Also, for the GFI goodness of fit index, a value of 0.94 has been obtained, which is more than a set limit of 0.90 and confirms the suitability of the model (the model is fit). The value obtained for the RMR index is 0.08, which is the lowest value, indicating that the Root Mean Square Residual in the fitted model is optimal. .Finally, the Root Mean Square Error of Approximation RMSEA is calculated to be 0.06 which is less than the set limit of 0.08 and therefore It can be stated that the fit of the structural analysis model of the present study is generally evaluated at an appropriate level. After fitting and confirming the structural model among the research variables, the Pearson correlation value and regression coefficients between them obtained and the research hypotheses examined.

Table 11- Direct and indirect effects of standard independent variables on criterion variables

independent variable	Dependent variable	Standard direct effect	Significance
Structural rules and types of errors	Corrective feedback	0/71	>0/05
teacher - related Factors	Corrective feedback	0/87	>0/05
individual learners' factors	Corrective feedback	0/74	>0/05
Environmental and educational factors	Corrective feedback	0/69	>0/05

Table 15 shows the standardized direct and indirect effects values among the variables of the structural model of the research. According to Table 7, research questions can be examined. Based on the results of the structural equation model, it can be stated that the direct effect of structural rules and types of errors on correctional feedback is equal to 0.71, which is significant at the level of P <0.05, therefore, the null hypothesis is rejected and the research hypothesis based on the significant effect of structural rules and types of errors on corrective feedback is accepted. This effect is positive and significant. Also, according to the structural model of the research and the table above, it can be seen that the direct effect of teacher -related Factors on corrective feedback is equal to 0.87, which is significant at the level of P <0.05, therefore, the null hypothesis is rejected and the research hypothesis based on the significant effect of teacher-related factors on corrective feedback is accepted. This effect is positive and significant. Also, according to the structural model of the research and the table above, it can be observe that the direct effect of individual learners' factors on corrective feedback is equal to 0.74, which is significant at the level of P <0.05. Therefore, the null hypothesis is rejected and the research hypothesis based on the significant effect of individual learners' factors on corrective feedback is accepted. This effect is positive and significant. Also, according to the structural model of the research and the table mentioned above, it can be seen that the direct effect of environmental and educational factors on corrective feedback is equal to 0.69, which is significant at the level of P <0.05. Therefore, the null hypothesis is rejected and the research hypothesis based on the significant effect of environmental and educational factors on corrective feedback is accepted. This effect is also positive and significant.

Discussion and conclusion

The aim of this study was to develop a conceptual model of effective factors in corrective feedback in English language learners. The results of this study are in line with the findings of quantitative and qualitative research including Salimi (2014), McKey & Gouse (2007), Lister (1998), Shane (2006), Carpenter et al. (2006), Kim and Han (2007).), McKey et al. (2000), Trofimovich et al. (2015) and Rouhi et al. (2015). As shown in the research model, one of the necessities of the country's educational systems is to pay attention to the individual talents and teachers skills. Among these factors, establishing a correct and effective communication between teacher and learner is of special importance. The teacher's personal knowledge in this field can also be effective. Other factors such as accuracy in feedback time, proper correction by the teacher, teachers' skills in expressing feedback and other items presented in the conceptual model can affect the corrective feedback. Based on the interviews conducted and the developed conceptual model, the structural rule and types of errors, including transparency, neglect of minor errors, direct feedback, repetition of errors and other factors can also be effective. Environmental factors were also identified as another theme in this field including communication goals of language learners, error correction by other learners, type of activity, educational environment can affect this category. Other influential aspects in this case are the individual learners' factors, including gender, age, ability level, personality traits, memory level and other mentioned items. In explaining these findings, it can be concluded that these results are in line with the results obtained in the field of educational feedback and indicate the effective role of feedback in correcting writing and speaking errors. As noted in literature review, significant progress has been made over the past two decades, particularly the 1990s, in research in the role of corrective feedback in second language learning. As progress is made in this area, issues become more complex and the need for more comprehensive methods is felt. However, research on the effect of corrective feedback on the development of second language learning is still dynamic and continues to evolve. In a branch of research such as corrective feedback, which is very extensive and important, no research can cover all the dimensions and all the items involved; therefore, the purpose of this research was only to try to provide an accurate and comprehensive view of all key issues that most of the famous and prominent researchers in this field have identified. In addition, based on the results of this study, it is recommended that if the feedback be very different for the two structures, that feedback will not be effective for both. Based on the results, it is suggested that teacher in teacher training courses, in higher education centers or even at lower levels should become

familiar with feedback skills. It is also recommended that educational environments and the number of language learners be managed and planned in a way that it does not cause anxiety and stress in providing and expressing feedback to the learner.

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