Designing and Validating a New Corrective Feedback Preferences Scale: Targeting Contextual Particularities

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ABSTRACT

The current study was an attempt to explore the underlying factor structures of the new TPCF questionnaire designed to determine EFL teachers' perceptions of the effectiveness of corrective feedbacks. To this end, 150 male and female EFL teachers from private language institutes were conveniently selected to participate in the study. To come up with a suitable sample for construct validation (factor analysis), care was taken to select at least 125 participants (5 participants per item included in the final version of TPCF). The participants were aged from 27 to 38 years old. Two research instruments were utilized in the current study including an interview and a newly designed questionnaire by the researcher in the field. The findings revealed that underlying factor structures of the new TPCF included type of error & type of CF, time of feedback & teachers' strategy, proficiency level & preplanning, perceived by learners, negative impression & gender difference, dominance, correction & CF enhancement. In addition, a new TPCF questionnaire designed for EFL teachers' perceptions of the effectiveness of corrective feedbacks. Eventually, the implications of the study are presented. These findings have some implications for EFL teachers, learners, curriculum designers, and researchers.

Keywords: Corrective Feedback, Designing and validating, The EFL teachers' perceptions of CFs (TPCF), TPCF questionnaire.

طراحی و اعتبارسنجی بازخوردهای اصلاحی مقیاس ترجیحی: هدف قرارگیری ویژگی های زمینه ای

مطالعه حاضر تلاشی برای کشف ساختارهای زیر بنایی اساسی عامل اساسی پرسشنامه محقق ساز   مربوط به بازخوردهای اصلاحی بود که برای تعیین ادراک معلمان زبان انگلیسی از اثربخشی بازخوردهای اصلاحی طراحی شده است. برای این منظور، 150 معلم زبان انگلیسی مرد و زن از موسسات خصوصی زبان به علت موجودیت و در دسترس بودن برای شرکت در مطالعه انتخاب شدند. برای دستیابی به یک نمونه مناسب برای اعتبار سنجی سازه (تحلیل عاملی)، دقت شد که حداقل 125 شرکت‌کننده انتخاب شوند سن شرکت کنندگان از 27 تا 38 سال بود. در پژوهش حاضر از دو ابزار تحقیق شامل مصاحبه و پرسشنامه جدید طراحی شده توسط محقق در این زمینه استفاده شد. یافته‌ها نشان داد که ساختارهای عاملی زیربنایی پرسشنامه محقق ساز جدید شامل نوع خطا و نوع بازخود اصلاحی ، زمان بازخورد و استراتژی معلمان، سطح مهارت و پیش‌برنامه‌ریزی، درک شده توسط فراگیران، تصور منفی و تفاوت جنسیتی، تسلط، اصلاح و افزایش بازخورد اصلاحی است. علاوه بر این، یک پرسشنامه جدید جهت بازخورد های اصلاحی برای درک معلمان زبان انگلیسی از اثربخشی بازخوردهای اصلاحی طراحی شده است. در نهایت، پیامدهای مطالعه ارائه شده است.

واژگان کلیدی: ادراک معلمان زبان انگلیسی از بازخورد های اصلاحی بازخورد اصلاحی شفاهی ؛ طراحی و اعتبارسنجی

INTRODUCTION

Corrective feedback (CF) is defined as whatever reaction to learners' incorrect linguistic form in order to help them notice their incorrect utterance and correct it within a pedagogical paradigm that flourished in the last decade and is referred to as form-focused instruction (FFI) (Tomita & Spada, 2013). FFI has mostly been recognized for its critical role in theory construction and practical consolidation of learners' L2 knowledge (Lyster, Saito, & Sato, 2013). Corrective feedback with its initiative role encourages learners to notice the gap between their produced erroneous interlanguage forms and well-formed target language forms (Ellis, 2009). Corrective feedback stands for "teachers' or other learners' responses to a second language or foreign language learners' erroneous or inappropriate products, by reformulating the forms or giving clues for corrections" (Yoshida, 2008, p. 525). CF, therefore, is an evidence-based technique that shows the presence of incorrect linguistic forms (Russell & Spada, 2006) and as an intricate instructional-interactive phenomenon (Ellis, 2009) in reference to methodological approaches used by the teachers in theory-practice domains (Russell, 2009).

Corrective Feedback is usually seen as an important technique to increase learning in language education. For example, in his review of 196 studies of corrective feedback in the classroom, Hattie (1999) identified feedback as one of the most important factors influencing learning which is as effective as the quality and quantity of instruction. Moreno (2004) regarded feedback as crucial to improving knowledge and skill acquisition. Given the necessity and importance of corrective feedback in any form of instruction, one can assert two certain conclusions regarding the application of feedback that are alarming:

First, Kluger and DeNisi (1996), in their review of 131 studies on CF, realized that about one-third of feedback techniques served to reduce learning. Hence, feedback has a powerful but variable influence on learning. Second, although little research has investigated the quantity of feedback in classroom interaction, it can be said from the literature that that feedback is seldom given in the classroom. Hattie (1999), in his inaugural lecture at the University of Auckland, declared that the incidence of feedback in a classroom is very low, at best measurable only in seconds per day. Pauli (2010) also found a low frequency of feedback interventions. She found that teachers often ask new questions or offer a further explanation without explicitly reviewing the answer or statement of the learner. Feedbacks were mostly non-specific having a form of praise: "good"; or, "that's right". Other specific types of corrective feedback were less common.

The recent literature in the context of instructed second/ foreign language learning has witnessed an increased interest in CF which can be because of the learners' comprehensible fluent oral production in communicative interventions with their linguistic accuracy still being ignored (Ammar & Spada, 2006). Consequently, corrective feedback and exposure to instruction are complementary (Ellis, 2012) .CF can shape the basis of an integrated approach to adequate instruction that draws the learners' attention to the accuracy of their utterances. According to Lyster (2013), CF plays an essential role in teacher-initiated scaffolding in the process of interlanguage development. Dlaska and Krekeler (2013) also emphasize the effectiveness of feedback that depends on the quality of the teacher's performance, the quality of the desired performance, and the bridging of the gap between the teachers' and desired performances.

Problem

For decades now, questions about the effect of corrective feedback on second/foreign language acquisition (SLA) have been hotly debated, leading to a great deal of theoretical and empirical research. Although the facilitative role of corrective feedback in SLA has received some empirical reinforcement, the claims regarding its role in SLA have yet to be fully or decisively substantiated.

During the last two decades, the current theoretical and empirical studies on CF's role in SLA have reached a high level. However, there remain controversial issues in both theoretical and empirical studies. Theoretically, without a leading theory, a new theory always criticizes or refutes the previous theories. Currently, theories in the SLA field are numerous, which is due to its interdisciplinary nature. Researchers with different academic backgrounds and different pedagogical beliefs try to give an account of the SLA process from different perspectives. Thus, various theories are coming into play. It may hinder the development of the discipline if the confused situation continues. Empirically, experiment results are not consistent with each other, even opposite from each other. On one hand, researchers use different experiment methods and different criteria to evaluate the results, which will lead to different conclusions. On the other hand, there are various variables in this kind of research, such as learners' individual difference, etc. Some experiments are conducted in labs, where some variables are difficult to control and cannot be taken into consideration.

One possible explanation for such contradictory results in the literature can be either the inadequate use of research instruments or use of inadequate instruments in research on corrective feedbacks. Therefore, given the dearth of locally designed context-sensitive questionnaires for measuring teachers' perceptions of CFs in Iran, the development, construction and validation of research instruments which are specifically relevant to particular research objectives and context of use seem to be a necessity in the field. Thus, this study was an attempt to focus on "corrective feedback" from many different points of view in both EFL and ESL contexts. It also tried to ponder over the principles at the heart of the construct; the most significant part of this study was to design and validate a new context-specific scale for measuring the EFL teachers' perceptions of CFs (TPCF) whereby one would determine which types of corrective feedbacks were perceived to be more effective. Designing and validating such a scale might be very beneficial for future research and practical intentions. In line with the purpose of the study, the following research question was proposed:

RQ. What are the underlying factor structures of the new TPCF questionnaire designed to determine EFL teachers' perceptions of the effectiveness of corrective feedback?

Rationale and contribution of the Study

Reviewing the existing literature, the researcher found that the literature on corrective feedback is relatively rich. However, most of the studies conducted in this regard have just dealt with the issue from an empirical angle. To be more specific, corrective feedback literature, as found by the researcher, suffers from scale development studies. To bridge this gap, this study aimed at developing and validating a corrective feedback preferences scale for EFL settings in Iran. The findings of this research may have some significant contribution or EFL teachers, learners, curriculum planners, and researchers.

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REVIEW OF LITERATURE

For decades, corrective feedback has been hotly debated and has been a great deal of theoretical and empirical research. Corrective feedback is essential in language education. Many studies have been done on corrective feedback which has been mostly oriented toward teachers' preferences rather than learners' preferences (Rasaee & Khorshidi, 2013). Research on corrective feedback (CF) has also been driven by a very practical issue—what should be done when learners make errors in inside the classrooms? Ever since Hendrickson (1978) raised the question of 'how errors should be corrected?' many researchers have devoted their effort to this direction. Some started their inquiry by identifying different types of CF strategies that teachers use in L2 classrooms and others have tried to find solutions to the challenges such as the timing of CF, the efficacy of CF a, and the choice of errors to correct (Ellis, 2009).

Carpenter et al. (2006) investigated how learners interpret recasts. For their study, they used recasts and repetition and gave learners to interpret the recordings of the corrective sequences. One group of learners was given the entire corrective sequence, and the other only a response made by the teacher. The results showed that 20% of learners who were given the response only recognized recasts as a corrective technique. The same was true for 33% of learners from the group that was given the entire sequence. However, both groups equally frequently identified recasts as repetitions and recognized their corrective force.

Mackey and Philp (1998) conducted research in order to see how recasts relate to short-term language development. The research was carried out among 35 adult learners at different developmental levels. The author's categorized recasts in four ways: continue (topic continuation, there is no repetition of the correct form), repeat, modify (not a repetition of the correct form, but simply modification of the previous utterance, usually in the incorrect way), and other. Their hypotheses were that learners who receive recasts intensively will increase the production of more advanced structures and that those who modify the responses, will also increase in the production. Results of the study showed that the production of more advanced structures increased only in those learners who are at the higher developmental levels and receive intensive recasts. The other hypothesis was not confirmed. This research also showed the tendency of learners to continue the topic without responding to recasts in any way.

Aravena (2015), in a mixed-method study, investigated the insights and perceptions of 28 EFL teachers about oral corrective feedback. He administered a 20-item Likert-type questionnaire to explore learners' feelings towards error correction, learners' perceptions towards error correction, frequency in which learners are corrected, and teachers' reactions towards learners' errors. The results of his study indicated that most of the teachers were not fully aware of the frequency, amount, and types of corrective feedback they hrovided in the classrooms. Even though all the teachers acknowledged the importance of feedback, they expressed concerns about interrupting learners and provoking negative affective reactions.

Rassaei and Khorshidi (2013) investigated the effect of EFL learners' gender on their preferences for corrective feedback through a questionnaire that was administered to 100 participants (50 males and 50 females) studying ELT at B.A. at Shiraz Azad University. They finally concluded that there were no statistically significant differences between males and females regarding their preferences for corrective feedback except for their choice of the necessity of error correction and the no corrective feedback option. it was also realized that clarification requests and repetition were the most frequent feedback while explicit feedback was the least frequent feedback among males and females.

As cited in Rassaei and Khorshidi (2013), Rassaei (2010) investigated the possible effects of gender in classroom interactions on the effectiveness of the feedback. 20 Iranian EFL learners participated in this study. They received feedback from their interlocutors of either the same or opposite gender. Data analysis shows that in classroom interaction, the role of gender should be taken into consideration. Learners in mixed-gender dyads benefit more from feedback than in matched-gender dyads. So, the superiority of feedback is directed from an opposite-gender interlocutor rather than a same-gender interlocutor.

Budiani (2011) also investigated male and female American native teachers' use of corrective feedback strategies in the classroom. The finding revealed that both male and female native-American teachers used repetition with change in their response to the learners. This strategy helps learners to understand their errors and also, to give corrections on their errors. Both of them preferred direct strategies more than indirect ones. In addition, they used a combination of strategies in correcting errors.

METHODOLOGY

Participants
150 male and female EFL teachers from private language institutes were conveniently selected to participate in the study. To come up with a suitable sample for construct validation (factor analysis), care was taken to select at least 125 participants (5 participants per item included in the final version of TPCF). The participants were aged from 27 to 38 years old.

Instruments
Two research instruments were utilized in the current study including an interview and a newly designed questionnaire by the researcher in the field. The items of this questionnaire was designed based on the previous literature of the construct and the theoretical principles of it. At first a pilot version of the interview and questionnaire was applied to ensure the relevance and clarity of items. The final versions were then validated based on principal component analysis (PCA).

Data collection procedure
A total of 110 questionnaires were administered through face-to-face contact and more than 100 via emails. From among this number, a total of 135 questionnaires were returned to the researcher with a response rate of 60%. Out of these 215 questionnaires, 10 ones were discarded. Some questionnaires were not filled out completely; some were filled haphazardly and lacked internal consistency. Thus, all in all, 125 questionnaires proved useful for the purpose of data analysis. Eventually, 35 participants were interviewed. Each interview lasted five minutes.

Data Analysis
First, the reliability of the instrument was calculated using Cronbach's alpha and estimated to be 0.87. Next, in order to analyze the interviewees' responses, the gathered data were coded and reported. The coding procedures were conducted based on the frequency of 12 criteria. For the ease of the readers, all criteria with related sub-categories are presented in Table 1.

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Table 1

Corrective Feedback Criteria with related Sub-categories

No.	Criteria	Sub-categories		
1	**Types of error**	Vocabulary Mistake and error Local error Global Error Basic grammar		
2	**Types of CF**	Witten Oral		
3	**Time of feedback**	While task After Task		
4	**Teachers strategy**	Students Situational Context Nature of task Repetition Asking Question		
5	**Proficiency level**	Basic	No CF Indirect (e.g. Recast) Direct Indirect CF
		Advanced	Direct CF (e.g. metalinguistic CF)
6	**Preplanning**	Learner Level Learner Proficiency Monitoring		
7	**Perceived by learners**	Make a change Awareness		
8	**Negative Impression**	Proper Method Positive Feedback Patience Affective Filter		
9	**Gender Difference**	Male Female		
10	**Dominance**	Atmosphere Teacher (e.g. Level of learners) Peer (e.g. Embarrassment)		
11	**Correction**	Total Ignorance Total Correction Situational-based Correction		
12	**CF Enhancement**	Timing Teachers' Role Nature of CF Learners' Role		

Then, the researcher carefully reviewed and analyzed the interviews as well as literature on corrective feedback which served as a basis and guide in the construction of the items in the questionnaire. These related pieces of literature were derived from books, studies, and internet materials.

Ten expert judges were consulted. They corrected and suggested more items in the initial draft of the questionnaire. These experts were all TEFL researchers who specialized in the field of ELT. They were provided with the first draft of the questionnaire where the characteristics or attributes of corrective feedback were stated and listed**.** From all the categories of corrective feedback, there were sixty-three (63) items derived from literature and forty-seven (47) items from the experts. There was a total of one hundred ten (110) items comprising the initial questionnaire. The data signified that more items in the questionnaire were derived from literature as compared to the items contributed by the experts. But obviously, the difference was minimal.

Table 2

Initial Items of Corrective Feedback Questionnaire

Initial Questionnaire Items						
	Sources of Items					Total Items
Categories of Corrective Feedback	Related Literature (Item, No.)	Total	Experts (Item, No.)	Tota l		
Type of Error &Type of CF	1,2,3,4,5,6,8, 10,12,14, 17, 18	12	7,9,11,13, 15, 16	6		18
Time of Feedback & Teachers' Strategy	2,4,7,9,10, 11,1213,17	9	1,3,5,6,8,14, 15, 16	8		17
Proficiency Level & Preplanning	2,3,5,8,9, 10,11,13, 16,17,19, 20	12	1,4,6,7,12, 14,15, 18	8		20
Perceived by Learners	2,3,4,5,6,7,9,10, 14,15, 16	11	1,8,11,12, 13, 17	6		17
Negative Impression & Gender Difference	1,2,3,4,6,7,8,9,10,11, 17,20	12	5,12,13,14, 15,16, 18,19	8		20
Dominance, Correction, & CF Enhancement	2,5,7,8,11, 14,17	7	1,3,4,6,9,10 12,13,15, 16, 18	11		18
Grand Total		63		47		110

Validation of the Questionnaire

After the items on the different categories of the questionnaire were finalized, they were arranged and distributed accordingly. Suggestions from experts were considered and integrated into the arrangement of items in the test. A table of specifications for each category of CF categories was prepared in order to make the distributions of items adequate and proper.

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Table 3

Specification for Each Category of CF

Category	Item	Total
Type of Error &Type of CF	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17, 18	18
Time of Feedback & Teachers' Strategy	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17	17
Proficiency Level & Preplanning	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17, 18,19,20	20
Perceived by Learners	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17	17
Negative Impression & Gender Difference	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17, 18,19,20	20
Dominance, Correction, & CF Enhancement	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17, 18	18
Total		110

Six categories were initially prepared for the questionnaire. The numbers of items in different categories varied. Initially, the researcher planned to construct only fifteen items for each category and only ten items would be included in the final category, but during the item construction, the items derived from literature and the items contributed by the experts exceeded fifteen. For that matter, all items were included in the initial questionnaire. This was because all items in the initial category would go through validation and the number of items in the questionnaire would depend on the items' degree of validity.

According to Table 3, the initial categories of corrective feedback include 18 items for *Type of Error &Type of CF*, 17 items for *Time of Feedback & Teachers' Strategy*, 20 items for *Proficiency Level & Preplanning*, 17 items for *Perceived by Learners*, 20 items for *Negative Impression & Gender Difference*, and 18 items for *Dominance, Correction, & CF Enhancement.*

Table 4 presents the valid and invalid items in the categories of the questionnaire. Generally, all items in the initial questionnaire were valid except those 12 items that had low degree of validity. Under *Type of Error & Type of CF*, 15 items were valid and three items were invalid, under *Time of Feedback & Teachers' Strategy*, 15 items were valid and two were invalid, under *Proficiency Level & Preplanning*, 18 items were valid and two were invalid, under *Perceived by Learners*, all 17 items were valid, 15 valid items and five invalid items under *Negative Impression & Gender Difference*, and all 18 items under *Dominance, Correction, & CF Enhancement* were valid.

Table 5

Valid and Invalid Items

Category	Valid Items	Invalid Items
Type of Error &Type of CF	15	3
Time of Feedback & Teachers' Strategy	15	2

|		
Proficiency Level & Preplanning	18	2
Perceived by Learners	17	0
Negative Impression & Gender Difference	15	5
Dominance, Correction, & CF Enhancement	18	0
Total	**98**	**12**

Table 6 shows the distributions of items per category in the final questionnaire. As stated, there were six different categories on the corrective feedback questionnaire. For each category, 15 items were incorporated in the final questionnaire. The total number of items in the final questionnaire was 90. In the final questionnaire, items 1-15 represent the *Type of Error & Type of CF*; items 16-30 characterized the *Time of Feedback & Teachers' Strategy*; items 31-45 represent the *Proficiency Level & Preplanning*; items 46-60 represent the *Perceived by Learners*; items 61-75 represent the *Negative Impression & Gender Difference*; and items 76-90 represent the *Dominance, Correction, & CF Enhancement*.

In terms of content, the experts' overall rating was 3.10 which is very satisfactory. This meant that the questionnaire showed appropriateness and comprehensiveness in terms of content. In terms of storability, the experts rated the questionnaire 3.30 or very satisfactory, which signified that the questionnaire manifested ease in checking and recording of the scores. In terms of economy, it was evaluated 3.20 which is very satisfactory. This means that the questionnaire brought about practicality in terms of instructions, scoring and interpreting the participants' responses. In terms of the questionnaire's administrability, it was rated 3.30 or very satisfactory, this denoted that the questionnaire's specification was comprehensive and resulted into ease in administration. In terms of usability, the questionnaire was rated 3.20 or very satisfactory. This implied that it was capable of identifying the participant's dominant type of corrective feedback. Finally, the questionnaire was perceived as an additional instrument for corrective feedback evaluation among Iranian ELF teachers.

Table 6

Specification of the Final Questionnaire

Criteria	Mean	Verbal Description
A. Content		
1. Sufficiency of the categories covered by the questionnaire	3.2	Very Satisfactory
2. Suitability of the items representing each category.	3.0	Very Satisfactory
3. Accuracy of the items as indicated in the table of specification.	3.40	Very Satisfactory
4. Applicability of the items to target participants.	3.0	Very Satisfactory
5. Comprehensiveness of instructions and directions.	3.60	Excellent
6. Simplicity of the constructions of items.	3.0	Very Satisfactory
7. Distributions of items.	3.80	Very Satisfactory
8. Comprehensiveness of the items.	3.80	Very Satisfactory
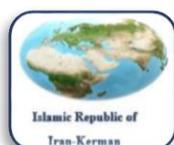
|		
B. Scorability		
1. Ease in scoring	3.40	Very Satisfactory
2. Ease in checking and recording process.	3.20	Very Satisfactory
C. Economy		
1. Economy in scoring and interpreting the questionnaire.	3.20	Very Satisfactory
2. Economy in reading instructions.	3.20	Very Satisfactory
D. Administrability		
1. Ease in administering the questionnaire.	4.20	Very Satisfactory
2. Comprehensiveness of the questionnaires' guidelines.	4.40	Very Satisfactory
E. Usability		
1. Representation of the participants' dominant type of corrective feedback.	4.40	Very Satisfactory
2. Additional instrument for feedback evaluation.	4.0	Very Satisfactory

The reliability index of the developed Iranian ELF teachers' corrective feedback was obtained through the coefficient alpha. In the initial questionnaire, it had a reliability index of 0.81 signifying a very high degree of reliability. In the final questionnaire**,** its reliability index was 0.82, which only proved and showed that the questionnaire had a very high reliability or consistency within its categories.

DISCUSSION

The research question investigated the underlying factor structures of the new TPCF questionnaire designed to determine EFL teachers' perceptions of the effectiveness of corrective feedback. To this end, as mentioned earlier, the analysis of data revealed that underlying factor structures of the new TPCF included *type of error & type of CF, time of feedback & teachers' strategy*, *proficiency level & preplanning, perceived by learners*, *negative Impression & gender difference*, *dominance, correction & CF enhancement*. (Table 7, See Appendix for the final version of the questionnaire).

Regarding methods of CF based on Lyster and Ranta (1997), clarification request, repetition, explicit feedback, elicitation, metalinguistic feedback, and recast did not make a difference between male and female learners while the no CF option indicated the difference between these two groups. So, the relationship between learners' gender and their preferences was found statistically significant only for the necessity for error correction and no CF as an option to address learners' errors. Lyster and Mori (2006) concluded that effective CF types were different in form-oriented and meaning-oriented classes. Lyster and Mori (2006) also reported that uptake occurred most frequently after recasts in EFL classrooms. That is due to the fact that in immersion classrooms, teachers expected the students to speak accurately. They also expected the students to repeat the teachers' recasts in order to practice the forms during the discourse. The use of CF approaches as prompts, such as clarification requests or elicitations, resulted in the most frequent uptake in other ESL classes where meanings and content are focused more than the accuracy of forms.

Concerning the relationship between the situational context and teachers' CF preferences, the results of the present study were in line with Oliver and Mackey (2003) who indicated that educational context influences types of CF. Nabei and Swain (2002) also suggested that the awareness of recast as a CF is
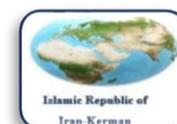
influenced by "the teaching environment, the interaction context, and the learner's cognitive orientation" (p. 43).

The findings of the current study are in line with those in Diab (2006), Halimi (2008), and Deng (2010). Moreover, they agreed on the types of grammatical errors that should be corrected and looked at some grammar corrections more carefully than at others. That is, the correction of errors in word and verb categories was more important to them than that of other grammatical errors. The results also partially confirm those of Ferris and Roberts (2001). Their study showed that one of the most problematic grammatical elements in writing for those L2 student-writers who had limited prior exposure to English outside the language classroom belonged to word choice categories. In Rahimi's (2010) study, L2 students also showed the highest preferences for receiving feedback on this error type. English verb tenses and aspects also appear to be difficult for Iranian learners of English. Rahimi (2009) found that verb errors can be considered difficult to self-corrected, at least for the Iranian learners of English unlike what Ferris and Roberts (2001) claimed.

CONCLUSION

Without understanding teachers' CF practices, it appears impossible to evaluate their effectiveness. On the other side of the issue, being aware of student views of teacher CF helps them adjust feedback to cater to different individuals. Furthermore, previous ESL/EFL studies demonstrate that learner reactions and attitudes to teacher CF are influenced by teachers' beliefs and practices. Thus, it is crucial that student attitudes and responses to teacher CF are reported back to teachers to help them develop reflective, productive, and effective CF practices.

Analysis of teachers' responses to student errors is a crucial, yet neglected, area in the Iranian EFL context. In particular, little is known about how Iranian teachers respond to students' errors and whether discrepancies exist between teachers' CF and student perceptions and preferences. In the current study, most teachers thought favorably of the teacher CF questionnaire and agreed that teachers' CF had a positive impact on students.

These findings of this study shed light on the nature of language learning in relation to teachers' CF. This study contributed to the present literature feedback by presenting a new model for Iranian EFL teachers' CF. In addition, these results could cast light on the issue of language proficiency. The results demonstrated that some factors are more dominant than other factors in EFL feedback. Three factors were examined in this study that were believed to contribute to CF.

These results can also be useful to curriculum and syllabus designers providing them with information about the factors affecting language proficiency. In particular, the study provided them with the information that learning a language is not just a matter of learning grammar or vocabulary. Rather, it includes other factors like social, cultural, and linguistic factors affecting CF. Many of these factors could be at least brought to the consciousness of the learner

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Appendix
Table 7
Suggested Iranian TPCF

No.	Items	SA	A	N	D	SD
	Type of Error & Type of CF					
1.	Lexical errors should be corrected immediately.					
2.	Learners' mistakes are tolerable.					
3.	Learners' errors are tolerable.					
4.	Local errors should be ignored.					
5.	Global errors should be disregarded.					
6.	Basic grammatical errors can be ignored.					
7.	Written corrective feedback should be praised.					
8.	Oral corrective feedback should be praised.					
9.	Both oral and written CFs are practical in Iranian EFL context.					
10.	For each language skill, different types of CF may be utilized.					
11.	Iranian EFL teachers are cognizant of learners' errors.					
12.	Most Iranian EFL teachers tend to utilize written CF more.					
	Time of Feedback & Teachers' Strategy					
13.	While-task CF is beneficial for Iranian EFL learners.					
14.	After-task CF is beneficial for Iranian EFL learners.					
15.	EFL teachers' strategies change based on learners' proficiency.					
16.	Situational context affects teachers' CF.					
17.	EFL teachers' strategies change based on the nature of task.					
18.	Repetition is a useful teachers' CF strategy.					
19.	Asking question is a useful teachers' CF strategy.					
20.	Teachers' specific strategy is useful in CF.					
21.	Providing no CF is sometimes helpful for EFL teachers.					
22.	In general, the time of CF is important for EFL learners.					

23. Providing multiple CF strategies is beneficial.
24. Asking question is a useful in oral CF strategy.
25. Asking question is a useful in written CF strategy.

Proficiency Level & Preplanning

26. For basic proficiency level learners no CF is recommended.
27. For basic proficiency level learners indirect CF (e.g. Recast) is useful.
28. For basic proficiency level learners direct CF is useful.
29. For advanced proficiency level learners indirect CF is helpful.
30. For advanced proficiency level learners direct CF (e.g. metalinguistic CF) is helpful.
31. Preplanning is important in providing CF.
32. Proficiency level of the learners should be considered in CF.
33. Iranian EFL teachers are sensitive to learners' level while providing CF.
34. Some EFL teachers provide CF the same for all proficiency levels.
35. For basic proficiency level learners oral CF is recommended.
36. For basic proficiency level learners written CF is recommended.
37. For advanced proficiency level learners oral CF is helpful.
38. For advanced proficiency level learners written CF is helpful.
39. Preplanning in CF is important for basic proficiency level learners.
40. Preplanning in CF is important for advanced proficiency level learners.
41. Preplanning in CF is not necessary in Iranian EFL context.

Perceived by Learners

42. Teacher should monitor their CF.
43. Self-monitoring of teachers is important in oral CF.
44. Self-monitoring of teachers is important in written CF.
45. Teachers' CF should be accepted by the learners.
46. In providing CF, learners' perception should be praised.
47. EFL teachers' CF is supposed to make a change in learners' perception.
48. EFL teachers' CF is supposed to make a change in learners' awareness.
49. Most Iranian EFL teachers are not aware how to monitor their CF in the learners' progress.
50. In oral CF, learners' perceptions are easily recognized.
51. In written CF, learners' perceptions are easily recognized.

52. In providing CF, basic proficiency level learners' perception is important than that of advance level learners.
53. EFL teachers sometimes ignore learners' perception when CF is provided.
54. CF monitoring is not possible for many Iranian EFL teachers.
55. Monitoring in oral CF is easier than in written CF.
56. Learners should be cognitively prepared on teachers' CF strategy.
57. Type of error in CF can affect learners' perception.
58. CF for local and global errors makes different learners'' perceptions.

Negative Impression & Gender Difference

59. Using proper method in providing CF creates positive impression.
60. Teachers' positive feedback makes positive impression.
61. Teachers' patience is important while providing CF.
62. Iranian EFL teachers try to decrease affective filter while proving CF.
63. No difference can be seen for CF across gender.
64. EFL teachers provide CF for male and female learners differently.
65. Oral CF is more useful for female learners.
66. Oral CF is more useful for male learners.
67. Written CF is more useful for female learners.
68. Written CF is more useful for male learners.

Dominance, Correction, & CF Enhancement

69. EFL teaching atmosphere is important while providing CF.
70. Teachers' dominance affects their CF. (teacher-centered)
71. Learners' dominance affects their CF. (learner-centered)
72. While providing CF, peer dominance causes embarrassment.
73. Total ignorance or total correction in CF is not accepted.
74. Situational-based correction in CF should be considered.
75. Most Iranian EFL teachers do not know how to enhance CF.
76. CF enhancement is always necessary.
77. CF enhancement strategies are teachable.
78. Timing in CF enhancement is important.
79. CF enhancement should mostly be used in oral CF.
80. CF enhancement should mostly be used in written CF.
81. Both male and female benefit from CF enhancement equally.
82. For basic proficiency level learners CF enhancement is recommended.
83. For advanced proficiency level learners CF enhancement is recommended.

84. Enhancing the corrective nature of the feedbacks is only upon teachers.
85. CF enhancement will eliminate the error and prevent further misunderstanding and confusion.
86. CF enhancement needs some form of a bond or trust between the student and a teacher.
87. CF enhancement encourages learners to speak as right as they can and make it a precious goal.
88. The teacher should keep their students abreast of the nature of the errors.
89. The teacher should choose different forms of corrective feedbacks wisely based on specific situations.
90. When teachers change their roles from authorities to facilitators , students may pay attention to the usefulness of corrective feedbacks more.
91. Teachers' dominance affects the amount of CF enhancement.
92. Learners' dominance affects the amount of CF enhancement.
93. Sometimes, CF enhancement has a negative impression on learners.
94. CF should be enhanced based on learners' proficiency level.
95. Nature of CF affects the type of CF enhancement.
96. Teachers' self-monitoring should be considered during CF enhancement.
97. Learners' affective filter should be taken into consideration during CF enhancement.
98. In general, CF enhancement makes change in learners' progress.