The Effects of Teacher's Corrective Feedback on Kurdish EFL Undergraduate Students' Redraft Essays

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Abstract
The purpose of this research is to know the importance of corrective feedback to Kurdish EFL students at the university level. A questionnaire was used to show students' views and ideas towards the importance of teacher's written corrective feedback in the College of Basic Education in Sulaimani University. The number of participants was eighty third year students. The study was conducted on 1 May 2016. The major finding of this study is that most of the study respondents believe that written corrective feedback is always important to be provided by the teachers in order to improve grammatical, punctuation, styles of essay writing. The outcomes of this also contribute new insights to those who teach writing in EFL or ESL classes.
Keywords: corrective feedback, teacher's corrective feedback, Kurdish EFL students, redrafted essays

1-The study problem
Kurdish EFL learners often make mistakes when they write various pieces of writing. The same problem usually happens amongst Kurdish EFL undergraduates. Hence, this paper will attempt to sort out the problems of writing essays and find out academic solutions through giving a corrective feedback questionnaire**.**

2-The significance of the study
Importance of this study is to develop and upgrade writing skills. The outcome of this study is also important for those who teach writing classes in various universities. This will also be an academic guideline for improving accuracy in writing. Another purpose of this paper is to show the pedagogical aspects of written corrective feedback on redrafted written essays amongst third year undergraduates in EFL classes at the university level.

3-The hypotheses
1-   It is hypothesized that using corrective feedback contributes to reducing language errors made by Kurdish EFL learners.
2- Another hypothesis is that having corrective feedback facilitates Kurdish EFL learners to master English language and improve their writing skills easily.

4-The limitation
This study is limited to explore the role of teachers' written corrective feedback in promoting writing skills by the 3rd year students of English Department at the college of Basic Education in the University of Sulaimani during the academic year (2016-2017).

5- Introduction
There may make a few definitions for composing. Every definition needs its identity or essentialness as stated by different settings and views. This implies that composing could a chance to be contended concerning illustration language skill with the other abilities in a convinced language. ''Learners' capacity to use more elaborate and complex target like language'' (Skehan and Foster, 1997,p. 230). Similarly as it is said eventually a few writers, those components from claiming composing furthermore correctness need aid two major factors for successful journalists.. Similarly, precision is a critical theory for those assessment for composing for EFL alternately ESL settings (Agustín Llach, 2011). This implies that writing at whatever ends for writing relies on upon a few systems also formats furthermore styles. This may be associated with ''writing is a hard task which becomes easier through the use of new techniques'' (Leki et al,2008). This will fluctuate from one parts of text to another. Writing ability likewise needs abilities depend on different genres and settings. Moreover, learning writing appears to be challenging for EFL and ESL students due to a number motivations. Writing could a chance to be viewed as similarly as the grimmest ability learners take in. (A. Taqi1 et al, 2015) . Instructors might utilize distinctive methodologies so as with tackle those issues about written work abilities around undergraduates. Instructors ought to utilize a method and then effort to modify it by merging the effects of the other approaches and techniques of teaching writing into classroom accurately inside classes (Tangpermpoon, 2008). One of the operative performances is to have direct written corrective feedback on redrafted essays. This type of feedback

might make characterized similarly as an approach which will a chance to be supportive for making amendments for semantic What's more structure errors unequivocally (Bitchener and Ferris, 2012). Kurdish EFL learners generally have these sorts of mistakes when they compose their essays. This refers to some reasons. Similarly as specified above, since they bring not required sufficient target language input, linguistic and structure errors might be common among them. Therefore, they necessity will bring such sorts of corrective feedback. This will be connected with the case that student's writers typically have certain reactions to teachers' corrective feedback while reviewing (Ferris, 2007). This claim might shift from one student to another or one situation to another. A few investigations claim that writing is a difficult skill for learners. Particularly, EFL learners might face challenges when they compose essays because of different reasons. This case is affirmed through (Al-Mahrooqi et al, 2014) who states that composing is an intricate assignment which EFL learners necessity more time and energies so as to have mastering altogether viewpoints for it legitimately. Similarly, Kurdish EFL undergraduates bring those mistakes. Owing to these points, hosting composed corrective feedback need prestigious effect on the sections of writing. The most important tool of teaching writing in EFL classes can be corrective feedback. Longman dictionary of language teaching & applied linguistics (2002) identified feedback as "Comments or other information, that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons" (p. 199). This doesn't lead the learners to a chance to be exited without knowing their minor also major mistakes all around those whole contexts.

6-Definitions of feedback
Ellis (2009) claims that feedback can be seen as a mean of reinforcement and incentive for educating learners. Kulhavy (1977) also states that feedback is a tool that learners are able to know procedures, right and wrong answers instructionally. Thus, feedback is useful for those who want to improve writing skills properly and they can also get benefits from all procedures of writing techniques.

7-Corrective feedback
Corrective feedback is information given to learners regarding a linguistic error they have made (Sheen,2007). According to Ellis (2009), "corrective feedback is to correct students' wrong sentence, which means by telling the learners their response is wrong presenting them the true form of the target language".

Teacher's feedback can draw learners' attention to the incorrectness or mistakes they have made about the rules of the target language. It may push up learners to adjust their procreation, which affects the learners in modifying their hypothesis, and the most obvious reason for teacher is to justify the grade that teachers give for the student's written assessment. Teacher's corrective feedback can help students improve their subsequent drafts in the process of writing in EFL or ESL classes (HUIYING SUN, 2013). These explanations indicate that corrective feedback or teacher's corrective feedback is beneficial for students in the process of writing. This will also have positive contributions for Kurdish EFL learners at the university level.

7.1Written corrective feedback
Ferris (1999) stated that "teacher's written feedback often assist students to improve their writing each time. It is also effective in stimulating student's responses and in developing self-editing strategies". He also shows that written corrective feedback or grammar correction is designed in a good way, it is not just to give an assessment of the student's work, but also to help and teach how they write different pieces of writing. Kurdish EFL learners also need to know how they benefit from teacher's written corrective feedback in different classes since they have reading and writing, essay writing, research writing in different stages at the university level. Thus, it is necessary to have and design an academic rubric for students in order to improve all grammatical, punctuation and style mistakes.

7.1.1 Direct written corrective feedback
In this kind of feedback, teachers usually provide feedback to students explicitly on the errors and forms of mistakes they have made. It is also an advantageous guideline for students to know how they revise and correct their writing mistakes (Ellis, 2009). Another writer also shows that direct feedback can be seen as an actual tool in developing acquisition of particular grammatical features (Sheen,2010a). Based on teaching experiences, some Kurdish EFL lecturers have employed this kind of feedback for EFL learners in different classes when they taught writing skills.

7.1.2 Indirect written corrective feedback
Most authors state that having feedback indirectly has more benefits than the other kinds of feedback since it shows students' errors without corrections, and this indicates that it will only inform and catch student's attention, but not given the right form. "It encourages students to reflect about linguistic forms. So it considered most likely because it is more effective in enabling learners" (Ellis, 2009). Having indirect or implicit written corrective feedback is also prominent for Kurdish EFL learners in their setting as a guideline for teachers and students while studying and teaching writing skills.

8- Literature review

Written corrective feedback can be debated differently. Several researchers have shown their views and attitudes based on findings in EFL contexts around the world by Truscott(1996), Polio, Fleck and Leder (1998).Corrective feedback provides either an explicit or an implicit suggestion to the learners that they use the target language imperfectly (Lightbown & Spada, 2006). In addition, "classroom L2 writing teachers provide their L2 learners with both oral feedback as well as written feedback on the more ''treatable'' types of linguistic error on a regular basis" (Bitchener, Young & Cameron 2005).For this purpose, several studies have been conducted in different educational settings in order to show the capabilities of writing corrective feedback. Researchers have various views regarding different types of corrective feedback. Some presented that written corrective has worked well and improved writing skills amongst learners while others confirm that this type of feedback may not work well. The first side conforms that written corrective feedback is not helpful for learners in different EFL or ESL classes. This is correlated with (Bitchener et al., 2005) who stated that it is difficult to find out convincing research evidence that error correction works on learners with enhance the precision about their writing. He demonstrated two reasons. The first reason is that getting structures and forms of a second language is reformist furthermore composite transform and error correction the process. The second reason behind will be that educators would prepared on provide corrective feedback also learners need aid primed will remove extradite error correction. He also demonstrated that error correction will be unsafe as it changes over time and energy away from more product component of writing. Truscott (1996) also claims that having corrective feedback on L2 students' writing was not only useless but could also be destructive. Nevertheless, some other researchers stated that written or oral corrective feedback is alternatively advantageous for EFL or ESL learners in various settings. Ferris (1999) reveals, "There is tremendous variability in students' ability to benefit from grammar instruction and feedback and to learn to self-correct, and many students have made dramatic improvements in their accuracy over the course of a semester". Sheen (2010b) is also in line with Ferris (1999) who states that the written direct correction showed greater effects than oral recast in helping learners improves their grammatical accuracy of English articles. These two findings show that having a precise corrective feedback on form, meaning and style off writing essays might be workable appropriately. The above-mentioned views show that there are many contributions for written corrective feedback in different settings. Regarding Kurdish EFL context, there might not be enough studies related to written corrective feedback on Kurdish EFL undergraduates. Thus, it is required to deal with Kurdish EFL undergraduates in English departments. Based on teaching experiences,   Kurdish EFL undergraduates frequently ask their educators should provide for them written corrective feedback to develop and correct their mistakes in all aspects of writing. They often have grammatical, punctuation and other forms of mistakes, teachers should have written corrective feedback as a form of checklist or rubric for the students with the aim of improving writing skills.

9- Methodology

This study was conducted at the College of Basic Education in the English language department/ Sulaimani University, in Kurdistan region of Iraq. The students from both genders, male and female, aged from 18 to 30 were nominated as the participants of the study. The distributions of male and female students were equal. The proficiency level of participants was intermediate. All participants had studied the same course book in their English classes. Their mother tongue was Kurdish language.

10- The Questionnaire

It consists of two sections; first section is to find out information about student's background in learning English language and the second section, which consists of thirty items, is to get students' views about the value of written corrective feedback on their essays. The two researchers revised and checked all the items and modified them according to the Kurdish EFL context in order to show reliability and validity.

9.1 Questionnaire reliability:

It is defined as an index to evaluate the extent to which a questionnaire gives or produces consistent answers when the same set of questionnaire gives to the same person or group of students in two different occasions (Farhady eta al,1994). With the purpose of finding reliability for the questionnaire items, the researchers checked and reviewed all the items clearly. This questionnaire was also developed using items from previous WCF studies (e.g., Cardelle & Corno, 1981; Goldstein, 2005).The reliability of the questionnaire had been found by Soler (2015),Adam (2014), Sadeghi (2015) , which is equal to (0.5) . The coefficient reliability indicates that this questionnaire is dependable. The researchers also, checked, reviewed, and changed some items in order to be fit or familiar with Kurdish EFL setting.

9.2 Questionnaire validity

Validity mostly relies on the uniqueness of the survey in different. It refers to the extent or scope, which test

users use to adapt its validity for various test forms. The main purpose of validity is to show and measure what it is supposed to measure (Farhady et al,1994). Namely, validity is a characteristic of questionnaires, which is used to evaluate or measure a particular trait or behavior or state (Riazi, 2016). These definitions show that having validity is important for every aspects of a survey. Thus, a group of expert did face validity for various sections of the questionnaire.

9.3 Face validity

The questionnaire was given to a group of experts in the field of linguistics, applied linguistics and TESOL. The experts had various notes, suggestions and comments on the content and framework of the questionnaire. Then, the researchers considered and revised all the suggestions in favor of the questionnaire and aims of the study. The experts' opinions were mainly about the number of items, the way the questionnaire designed.

10- Pilot study

Groom and Littlemore (2011) claim that it is significant to test study a survey itself on a smaller sample of respondents who are alike to, but not the same as those whom the researcher plans to carry out the main study. Before running the final administration, the pilot study was conducted amongst third year EFL participants in order to test its internal consistency and reliability. After completing the pilot study, the two researchers understood that some items were required to be rephrased and changed with the purpose of making the questionnaire items more obvious and doable for the final administration. Items 5, 10, 11 had been rephrased and changed for this purpose.

11- The study participants

Eighty undergraduate EFL students in the English department had been chosen for the final administration. The participants were male and female students from third year students. Forty males and forty females were selected equally. Third year students were selected because they has studied essay and paragraph writing for nearly three years in different stages.

12 -Final administration

The researchers distributed the questionnaires amongst the study participants on 1 May 2017. The researchers also explained, instructed all the information in the questionnaire in English and Kurdish. The students had 30 minutes to answer the whole questionnaire. Two groups of students could actively participate and answer the questionnaires properly in two different classes at the same time. Two other invigilators were helping the respondents and researchers conducting the final administration on time.

13- Data analysis

In order to scrutinize the students' questionnaires feedback in the second part of the questionnaire, descriptive statistics was academically analyzed with the purpose of finding out all the important aspects of the findings. Each item was illustrated via tables and graphs, and the percentage of five Linkert scale was calculated and considered separately for each item. For the statistical results, Excel Software was used for data analysis.

13.1 The Analyses of the Questionnaire Responses and Findings

Table 1 shows Percentage of Students' Responses of the Items (1-11)

Items	Always	Usually	Often	Rarely	Never
1- Corrective feedback is a normal part of language learning.	25%	57.5%	12.5%	5%	-
2 -My writing teachers provide corrective feedback on my writing assignments.	7.5%	12.5%	60%	15%	**5%**
3- I fix the mistakes after the teacher gives me corrective feedback on my grammatical errors.	17.5%	22.5%	15%	27.5%	**17.5%**
4- I would like teachers to provide more feedback on my writing assignments	47.5%	25%	17.5%	7.5%	**2.5%**
5- I prefer to receive feedback on every mistake I make.	35%	25%	27.5%	10%	**2.5%**
6- I prefer written corrective feedback when teachers fix the mistakes and give an explanation.	50%	25%	17.5%	5%	**2.5%**
7- I prefer when teachers fix my mistakes without providing an explanation	10%	15%	25%	12.5%	**37.5%**
8- I prefer when teachers give me a clue and let me fix the mistake on my own.	15%	30%	25%	12.5%	**17.5%**
9- I prefer when teachers circle and underline the mistake but don't explain what is wrong.	17.5%	12.5%	12.5%	32.5%	**25%**
10- I prefer when teachers give corrective feedback on all errors.	35%	32.5%	17.5%	10%	**5%**
Average	**26%**	**25.75%**	**23%**	**13.75%**	**11.5%**

First question is asked if the corrective feedback is a normal part of language learning, (57%) of the students stated 'usually', while (5%) of the students claimed rarely. Question two is asked if they receive corrective feedback on their assignments, (60%) of the students claimed they often received corrective feedback. The class that always receives corrective feedback is able to advance more than class that often receives corrective feedback on their writings. (50%) of the students preferred 'always' to receive corrective feedback on every mistakes they make. (37%) of the students indicated they didn't like when teachers fix their mistakes without any explanation. And according to the table most of the students when they asked if they prefer teachers give them a clue and let them fix the mistakes by their own , (30%) of the students chose 'usually' they favored to fix the mistakes by their own, while most of the students displeasure with underline the mistakes with no explanation by the teacher.

Table 2 shows Percentage of Students' Responses of the Items (11-20)

Items	Always	Usually	Often	Rarely	Never
11- I prefer if teachers give feedback on one or two types of errors	7.5%	25%	20%	27.5%	**20%**
12- I always pay attention on to the corrective feedback on my writing assignments.	37.5%	22.5%	15%	17.5%	**7.5%**
13- Pay attention to feedback helps my grammar.	32.5%	42.5%	17.5%	5%	**2.5%**
14- Corrective feedback does not help improve my grammar.	12.5%	5%	12.5%	32.5%	**37.5%**
15- Corrective feedback alone is enough to improve my grammar on my academic writing.	10%	25%	25%	27.5%	**12.5%**
16- Corrective feedback along with regular grammar instruction is enough to improve my grammar in academic writing	20%	17.5%	37.5%	17.5%	**7.5%**
17-Corrective feedback makes me feel bad about my writing.	7.5%	12.5%	17.5%	25%	**37.5%**
18-Corrective feedback increases my confidence about my academic writing.	20%	27.5%	35%	17.5%	-
19-Corrective feedback is a waste of time.	2.5%	37.5%	7.5%	10%	**62.5%**
20-I prefer when teachers provide help but allow me to discover answers by myself.	15%	20%	20%	22.5%	**5%**
Average	**16.5%**	**23.5%**	**20.75%**	**20.25%**	**19.25%**

Table 2 demonstrates only (25%) of students specified 'usually' receiving feedback on only one or two

types of errors was desirable. (42%) of the students stated 'usually' that paying attention to feedback helps their grammar while (37.5%) identified 'never' that corrective feedback does not help to improve their grammar. The utilization of negative feedback by instructors is a perpetual problem. It is not easy to decide the impact has on students writing but possibly the mixture positive and negative corrective feedback be able practice as much as stability between the process of receiving and giving corrective feedback. When required if corrective feedback make students feel bad. Most of the students (37%) listed 'never', only (7.5%) of students itemized 'always'. According to the table the learners were given if corrective feedback increases their confidence or it is a waste of time about their academic writing, (35%) of the participants indicated 'often' to increase their confidence and (62.5%) stated 'never' that it is a waste of time. Due to the fact the learners were motivated by corrective feedback. Most of the learners preferred self-discovery. According to the table more than (20%) desired when teachers guide them to discover the answers by themselves.

Table 3 shows Percentage of the Students' Response of the Items (21-30)

Items	Always	Usually	Often	Rarely	Never
21- I prefer the teachers tell me the answer.	37.5%	20%	17.5%	22%	2.5%
22- I think it is better for my learning to discover answers by my own.	27.5%	27.5%	25%	15%	5%
23- I always look forward to my writing classes in English.	37.5%	30%	30%	2.5%	7.5%
24- I like to receive feedback only on my organization and development of my ideas in my writing.	20%	25%	37.5%	12.5%	5%
25- When I get my papers back I only look at the grade.	17.5%	17.5%	22.5%	20%	22.5%
26- I don't care about receiving feedback on my paper.	20%	12.5%	17.5%	20%	30%
27-i like when teachers comment on only my writing strengths.	25%	22%	17.5%	20%	15%
28- When I don't understand my teachers comment I talk to him/her.	30%	30%	15%	15%	10%
29- I like when teachers uses correction symbols to show me my mistakes.	50%	32%	10%	7.5%	-
30- My teachers usually give me corrective feedback to whatever I write.	17.5%	25%	20%	20%	17.5%
Average	28.2%	24.15%	21.25%	15.45%	11.5%

According to the table most of the students preferred to look forward to their writing in English. Larger than (60%) of the participants desired to receive feedback only on organization and development of their ideas in their writing. More than (20%) of the learners indicated 'always' to not care about receiving feedback on their paper, while (30%) of them stated 'never' to do it. Majority of the students wished teachers comment only on their writing strengths. Larger than (50%) of the learners desired to talk to teachers when they don't understand teachers comment. more than (60%) of the participants preferred to use correction symbols to show them their mistakes.

14 -Discussion

As it is clear, tables and figures are used to exemplify and summarize all numeric information gathered from the questionnaires. The learners answered the questions were planned to gather the data. The aim of the questionnaires was to find out the learners favored to have the corrections made next to their errors in preference to other methods. The more the learners practiced correcting their compositions and re-writing them in better drafts the more significant their improvement would be.

For the two hypotheses, the results of questionnaires expose that corrective feedback is a firm tradition that learners assume to have and believe in its value. In the present study, most of the students think that the further feedback they received, the better they valued it. These results give credence to the effect of corrective feedback in improving writing skills. The results of this questionnaires approved that third year Kurdish undergraduates in EFL classes have positive attitudes toward receiving corrective feedback on their papers. Finally, all types of written corrective feedback were highly valued by the learners from their instructors and help to improve their writing skill. These results are similar to Leki's study who figured out learner's strongly favored receiving feedback (Leki, 1991). This means that teachers' written corrective feedback is important to those learners who study essays or want to improve their writing skills in different classes, particularly in EFL classes in English departments. The findings of this research are correlated with some of the previous studies, which had been conducted in EFL and ESL classes. More importantly, the outcomes of this research will be beneficial for writing various genres of writing properly.

15 -Conclusion
To sum up, despite its effectiveness, written corrective feedback was a preference for EFL students; they enthusiastically embrace the idea of receiving corrective feedback since they mostly had positive attitudes and ideas towards getting corrective feedback continuously. Thus, they mostly believe that it is required to have written corrective feedback for essays and various pieces of writing at different stages.

16-Pedagogical Implications
Based on the major findings and teaching experiences from various lecturers and researchers, it would be valuable if tutors have such kinds of academic and pedagogical implications to sort out the problem of essay writing and script in general amongst Kurdish EFL learners in at different stages. Having a rubric list will be a good guideline for the students to improve all elements of writing. Another way to control this problem is that teachers should ask students to write first and final drafts of writing in order to see and correct their own mistakes properly in the process of writing.

17- Recommendations for future studies
With the purpose of helping students in EFL setting, it can be recommended that other researchers can carry out studies on other types of corrective feedback or even written corrective feedback for reading and writing classes at first and second stages in the English department.

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