

Faculty of Education, Language and Communication

Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs

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A thesis submitted

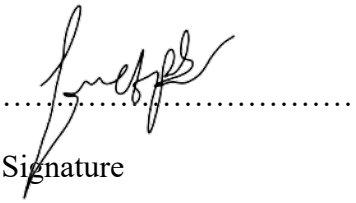
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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



……

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ABSTRACT

Grammar-focused written corrective feedback (GWCF) is widely used to address learners' grammatical errors and improve accuracy. However, misalignment with learners' beliefs can lead to disengagement and hinder progress. While much research has focused on learners' perspectives, less attention has been given to teachers, especially in primary education. This study aimed to investigate the beliefs and practice of GWCF in the Malaysian primary school context. The objectives were: (a) to compare teacher beliefs with learner beliefs of GWCF, (b) to investigate teachers' practice of GWCF, and (c) to compare teacher and learner beliefs with teacher practice of GWCF. A mixed-method descriptive research design was employed to collect data from 30 Year 5 English language teachers and 607 learners from 33 national schools in Limbang, the capital of Limbang district in Sarawak, East Malaysia. Quantitative data was collected from questionnaires and learners' essays, analysed using SPSS version 22 and manual counting, while qualitative data from semi-structured interviews with teachers and learners was analysed using ATLAS.ti. The findings revealed that both teachers and learners believed GWCF is crucial for improving learners' grammar and they supported using a range of feedback approaches. Teachers and learners also agreed on the importance of using both comprehensive and selective feedback, and saw benefits in using both synchronous and asynchronous feedback. In addition, they agreed that direct feedback was preferable to indirect feedback, and shared the belief that responsibility for identifying and correcting grammatical mistakes should be a collaborative effort between teachers and learners. Similarly, both teachers and learners felt that follow-up activities should involve both parties. However, some mismatches in teachers' and learners' beliefs were found. Teachers viewed GWCF as more important for improving learners' grammatical accuracy than learners did. Besides that, teachers preferred giving positive feedback, yet learners were

open to receiving both positive and negative feedback. In terms of GWCF practice, teachers mainly provided comprehensive, direct, and whole-class feedback, while selective, indirect, positive, and negative feedback were less frequently given. This highlighted a gap between teachers' GWCF practice and teachers' and learners' beliefs, as teachers' feedback methods were less varied despite both groups valuing a range of approaches. Teachers did not provide as much selective feedback as they believed was important, nor did they offer the positive and negative feedback that learners preferred. The KSSR curriculum should provide clear guidelines on age-appropriate feedback and train teachers to address GWCF aspects preferred by primary school learners.

Keywords: Grammar-focused written corrective feedback, belief, practice, primary, ESL

Maklum Balas Pembetulan Bertulis yang Berfokuskan Tatabahasa Dalam Bilik Darjah Bahasa Inggeris Sekolah Rendah di Malaysia: Pandangan Guru, Amalan Guru, dan Pandangan Murid

ABSTRAK

Maklum balas pembetulan bertulis yang berfokuskan tatabahasa (GWCF) digunakan secara meluas untuk menangani kesilapan tatabahasa murid dan meningkatkan ketepatan mereka. Namun, ketidakselarasan amalan GWCF dengan pandangan murid boleh menyebabkan mereka kurang berminat lalu menghalang penguasaan tatabahasa. Walaupun banyak penyelidikan berpusatkan perspektif murid telah dijalankan, pandangan guru sekolah rendah masih kurang diberikan perhatian. Kajian ini bertujuan untuk menyiasat pandangan dan amalan GWCF dalam konteks sekolah rendah di Malaysia. Objektif kajian ini adalah: (a) untuk membandingkan pandangan guru dengan pandangan murid mengenai GWCF, (b) untuk menyiasat amalan GWCF guru, dan (c) untuk membandingkan pandangan guru dan murid dengan amalan GWCF guru. Kajian ini menggunakan reka bentuk penyelidikan deskriptif campuran untuk mengumpul data daripada 30 orang guru Bahasa Inggeris Tahun 5 dan 607 orang murid dari 33 buah Sekolah Kebangsaan di Limbang, Sarawak, Malaysia. Data kuantitatif dikumpulkan melalui soal selidik dan esei murid, kemudian dianalisis menggunakan SPSS versi 22, manakala data kualitatif daripada temu bual separa berstruktur dengan guru dan murid dianalisis menggunakan ATLAS.ti. Hasil kajian menunjukkan guru dan murid berpendapat bahawa GWCF adalah penting untuk meningkatkan penguasaan tatabahasa murid, dan mereka menyokong penggunaan pelbagai pendekatan maklum balas. Guru dan murid juga sependapat mengenai kepentingan maklum balas komprehensif, terpilih, serentak, dan tidak serentak. Selain itu, maklum balas langsung lebih disukai berbanding maklum balas tidak langsung, dan mereka berkongsi pandangan

bahawa kedua-dua pihak bertanggungjawab untuk mengenal pasti dan membetulkan kesalahan tatabahasa. Guru dan murid juga sependapat bahawa aktiviti susulan perlu melibatkan kedua-dua pihak. Walau bagaimanapun, terdapat beberapa ketidakselarasan dalam pandangan guru dan murid. Guru lebih mementingkan GWCF untuk meningkatkan ketepatan tatabahasa berbanding dengan murid. Selain itu, walaupun guru cenderung dalam memberikan maklum balas positif, murid bersedia menerima kedua-dua maklum balas positif dan negatif. Dari segi amalan GWCF, guru lebih kerap memberikan maklum balas komprehensif, langsung, dan secara kelas, manakala maklum balas terpilih, tidak langsung, positif, dan negatif kurang diberikan. Hal ini menunjukkan jurang antara amalan GWCF guru dengan pandangan guru dan murid, di mana pendekatan maklum balas guru adalah terhad walaupun kedua-dua pihak menghargai pelbagai pendekatan GWCF. Guru kurang memberikan maklum balas terpilih seperti yang mereka anggap penting, dan tidak memberikan maklum balas positif dan negatif sebagaimana yang diharapkan oleh murid. Penjelasan perlu diberi dalam Kurikulum Standard Sekolah Rendah (KSSR) mengenai pemberian maklum balas yang konkrit dan sesuai dengan peringkat umur murid sekolah rendah. Para guru juga perlu didedahkan dalam latihan mengenai aspek-aspek maklum balas pembetulan bertulis yang berfokuskan tatabahasa yang disukai oleh murid sekolah rendah.

Kata kunci: *Maklum balas pembetulan bertulis yang berfokuskan tatabahasa, pandangan, amalan, sekolah rendah, bahasa Inggeris sebagai bahasa kedua*

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LIST OF ABBREVIATIONS

AT	Activity theory
AWE	Automated writing evaluation
BPPDP	Education Planning and Research Division
CEFR	Common European Framework of Reference for Languages
CF	Corrective feedback
CVES	Content Validity Evaluation Sheets
CVI	Content Validity Index
DAF	Document analysis form
EFL	English as a Foreign Language
ESL	English as a Second Language
GWCF	Grammar-focused written corrective feedback
I-CVI	Item-level Content Validity Index
IT	Interactionist theory
JPNS	Sarawak Education Department
KBSR-1	New Primary School Curriculum
KBSR-2	Primary School Integrated Curriculum
KSSR	Primary School Standard Curriculum
LWCFQ	Learner Written Corrective Feedback Questionnaire
MoE	Ministry of Education
MTM	Percentage of minimum mastery
OCF	Oral corrective feedback
PL	Performance level
RO	Research objective

RQ	Research question
S-CVI	Scale-level Content Validity Index
SCT	Sociocultural theory
SDT	Self-determination theory
SPSS	Statistical Package for the Social Sciences
TWCFQ	Teacher Written Corrective Feedback Questionnaire
UPSR	Primary School Achievement Test
WCF	Written corrective feedback
ZPD	Zone of proximal development

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter starts with a brief overview of English writing in the Malaysian ESL context and how written corrective feedback (WCF) is used to respond to learners' errors. This is followed by the research problems, the research aim, objectives and questions, significance of the study, and the operational definitions of terminologies used in the thesis.

1.2 Research Problem

Malaysian learners find writing in English particularly difficult due to its cognitive complexity and the fact that English is a second language in Malaysia. Research (Ganapathy et al., 2020; Kumaran & Krish, 2021; Moses & Mohamad, 2019) indicates that Malaysian students struggle more with writing than with other language skills. This is because it demands not only linguistic proficiency in vocabulary, grammar and mechanics (Wulandari et al., 2019), but also the ability to organise and convey ideas coherently and effectively (Deniz & Demir, 2019). These challenges are further compounded by non-native status of English in Malaysia.

One of the ways in which teachers can indicate learners' mistakes and improve learners' language competency is the use of corrective feedback (Cao, 2017). WCF refers to teachers' written responses to learners' linguistic errors (Mao & Lee, 2020). It is believed that through WCF, learners can notice the gap between their existing linguistic knowledge and the accurate output given by their teacher (Aoyama, 2020). This leads to hypothesis reformation and retesting, an important aspect of cultivating students' language awareness

and enhancing students' learning (Aoyama, 2020). Furthermore, in order for learners to automatically produce the learnt knowledge, Aoyama (2020) recommends teachers provide corrective feedback repeatedly so that learners could recall easily from their long-term memory.

In addition, there is a clear need to investigate teachers' beliefs about feedback as Alqurashi (2022) argues, these beliefs determine their WCF decisions in the classroom. While beliefs cannot be observed directly (Borg, 2017), Bitchener and Ferris (2012) argue that teachers' beliefs of feedback can be investigated from these six aspects, namely, purpose and goals, types, scopes, timing, source and follow-up of feedback. This is particularly relevant in the Malaysian ESL context, where studies have shown that teachers faced many challenges when providing corrective feedback, such as time constraints (Mahmud, 2016) and large class sizes (Abdullah & Aziz, 2020). These challenges may lead to misalignment between teachers' beliefs of WCF and their feedback practice, further highlighting the need for investigation.

However, learners also need to have a positive belief of their teachers' WCF. Only then, will they be more engaged with their teachers' feedback (Zhang & Hyland, 2018), and consequently, more likely to produce accurate output (Han & Hyland, 2019).

One of the problems of teaching writing in Malaysia is that there are no clear guidelines on how to implement the process approach to teaching writing (Razali et al., 2021), in which WCF provision through reiterative revisions is a key component. Though the current Malaysian English curriculum expects teachers to provide feedback for learners to improve their writing (Ministry of Education, 2018), the absence of implementation guidelines leaves teachers with no information on how to teach writing and provide WCF,

as highlighted in Mahmud (2016). In the Year 4 to Year 6 curriculum standard on writing skills, learners are expected to plan and write one or two paragraphs and later modify the paragraphs in responses to feedback (Ministry of Education, 2020). While studies revealed that the process approach was used in some Malaysian primary ESL classrooms (Aziz & Yusoff, 2016; Mukhtar, 2014; Nair & Sanai, 2018), how well teachers are informed about the process approach to teaching writing is still unknown. Thus, given that it has been more than five years since the introduction of the curriculum, it is timely and necessary to look into teachers' feedback practice in learners' writing (Borg, 2017).

Past research on feedback beliefs has also been unbalanced. More focus was given to learners' perspective at the secondary and tertiary education levels, leaving little research on teachers (Lee, 2020; Şakrak-Ekin & Balçıkanlı, 2019; Shen & Chong, 2022). Yet, research on teachers' beliefs about feedback is crucial because, ultimately, teachers are the ones making the decisions and implementing feedback in their learners' writing. Therefore, there is a need to fill the knowledge gap concerning primary school teachers' feedback beliefs because as argued by Lira-Gonzales and Nassaji (2020), findings at the secondary and tertiary educational levels cannot be generalised to the primary school context due to differences in the demands and expectations across educational levels.

Another issue highlighted in previous studies is the difficulty teachers face in providing WCF in line with their own beliefs and preferences. Although teachers develop beliefs about WCF through their teaching experience (Liu, 2024) and their training as English optionists (Shamsudin et al., 2025), they are often unable to act on these beliefs because of external pressures. Research shows that teachers adjust their practices to cope with challenges such as large class sizes (Abdullah & Aziz, 2020), packed timetables

(Aquino & Cuello, 2020), and heavy clerical workloads (Mahmud, 2016). This calls for research that not only targets to find out teachers' beliefs and preferences of feedback, but also their actual feedback practice in order to identify, and subsequently address the problems that could deter teachers from giving feedback believed to be effective and beneficial for their learners. However, studies conducted in the primary ESL context are limited (Selvarajoo et al., 2023; Yang et al., 2021). These studies only involved a small sample of primary school teachers and focused only on certain feedback aspects (i.e., types and scopes). As a result, this makes it hard to generalise the research findings (Zheng et al., 2020). In addition, other important aspects of feedback such as timing and follow-up were not examined. Thus, more comprehensive research with a bigger sample size and examining a broader range of feedback aspects is needed to enhance the understanding about teachers' beliefs and practice of feedback.

Feedback in the primary school context is still an understudied area. This gap is often attributed to the belief that young learners are not ready to engage with WCF (Bitchener & Ferris, 2012). Nonetheless, evidence from developmental psychology suggests that older children (i.e., after the age of 5) are at the age to develop metacognitive knowledge and skills, allowing them to assess and reflect on their learning (Flavell, 1979; Veenman et al., 2006). Moreover, previous studies have included young learners as valid questionnaire respondents to reflect on their learning processes (Ghulamuddin et al., 2021; Nair et al., 2021; Rupiwin & Shah, 2021). In the context of feedback, researchers such as Gorman and Ellis (2019) and Wolf and Butler (2017) have shown that children aged nine and above could recognise and deduce language structures. This suggests that young learners may benefit from WCF. Likewise, studies have revealed that oral feedback positively impacts young learners' second language learning (Babanoğlu & Ağçam, 2015; Choi & Li, 2012; Mousavi et al., 2018),

leading Bitchener and Ferris (2012) to believe that written feedback could also benefit young learners.

Moreover, considering that Malaysian primary ESL learners were found to frequently make grammatical mistakes in writing (Harun & Abdullah, 2020; Liong et al., 2019), this highlights the importance of addressing grammatical errors through feedback at the primary school level to help learners internalise correct structures and prevent error fossilisation in later stages of education (Plaza, 2020; Prayatni, 2019; Shoaei & Kafipour, 2016).

In addition, an area which has also not been addressed in past research in the primary education context is the alignment between learners' feedback beliefs and teachers' practice (Gultekin & Nystrom, 2019; Sewagegn & Dessie, 2020). Alignment between learners' beliefs and the feedback received has been revealed to be a significant factor in learner motivation and uptake of feedback (Han & Hyland, 2019; Saeli & Cheng, 2019).

1.3 Research Aim, Research Objectives and Research Questions

The aim of the present study is to investigate the beliefs and practice of GWCF in the Malaysian primary school context. The research objectives are:

1. To compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools

2. To investigate the practice of GWCF in Malaysian primary schools

3. To compare teacher and learner beliefs with teacher practice of GWCF in Malaysian primary schools

The research questions formulated based on the research objectives are:

1. What are the teacher beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF?

2. What are the learner beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF?

3. Is there any statistically significant difference between learner beliefs and teacher beliefs of GWCF?

4. What is the most prominent GWCF scope used by the teachers?

5. What is the most prominent GWCF type used by the teachers?

6. Which grammatical error is prominently given direct GWCF?

7. Which grammatical error is prominently given indirect GWCF?

8. Is there any statistically significant difference between teacher beliefs and teacher practice of GWCF?

9. Is there any statistically significant difference between learner beliefs and teacher practice of GWCF?

1.4 Significance of the Study

This present study builds on the limited GWCF literature, particularly in exploring primary school teacher and learner GWCF beliefs (Sewagegn & Dessie, 2020). The study also investigates a greater range of WCF aspects, including understudied aspects, such as feedback timing and follow-up. Furthermore, this study also addresses the knowledge gap regarding primary school teacher GWCF practice, which provides crucial information on how feedback is implemented in actual classroom settings (Gultekin & Nystrom, 2019). Besides, this present study also uncovers the alignment between young learners' feedback beliefs and teachers' feedback provision in the primary school setting (Irwin, 2017; Prawiro & Kholisna, 2020), an area previously unexplored in WCF research at the primary education level.

The practical significance of this study lies in its potential to influence teacher education and policymaking in the Malaysian context. Through the findings obtained from the primary ESL learner GWCF beliefs, what these learners believe as useful and helpful can be included in teacher education to foster a more learner-centred learning environment, and nurture them to become more independent (Darsih, 2018; Saidon et al., 2018).

Examining teachers' GWCF practice also gives valuable insights to policymakers. The findings of this study reveal the main GWCF methods employed by teachers, and thus identify key areas where primary school teachers require further training to provide effective GWCF on learners' writing. This knowledge is beneficial for policymakers to develop training programmes that equip teachers with the necessary pedagogical knowledge to provide feedback to learners' writing (Halimi, 2008; Nemati et al., 2017). These initiatives will ensure that teachers are well-prepared to offer effective and meaningful GWCF.

Comparing between teacher GWCF beliefs and their actual GWCF practice uncovers the areas where beliefs and practice diverge, as well as the reasons and challenges teachers face. This information helps policymakers to identify targeted solutions to address these issues (Abdullah & Aziz, 2020).

Besides, the study also bridges the gap between teachers' GWCF and the GWCF that primary learners believe to be beneficial. By informing teachers about the kind of GWCF that are preferred by learners, the alignment between teachers' feedback provision and learners' beliefs can be improved to maximise learners' engagement towards GWCF (Han & Hyland, 2019) and to prevent fossilisation of grammatical errors (Capperucci, 2017; Wong & Faltis, 2018). Consequently, this helps create a more effective and engaged ESL teaching-learning environment in Malaysian primary schools.

1.5 Operational Definitions

This section defines some of the terminologies used in this present study, namely, GWCF, beliefs, teachers' practice, and alignment.

1.5.1 Grammar-focused written corrective feedback (GWCF)

According to Mubarak (2013), WCF refers to written comments given by teachers to their learners' writing to improve learners' writing performance. In this present study, GWCF refers to a teacher's written comment specifically on grammatical errors in writing to improve learners' grammatical accuracy (Zohrabi & Ehsani, 2014).

1.5.2 Grammatical errors

This present study employs Berry's (2012) taxonomy to classify learners' grammatical errors into eight parts of speech, namely, noun, pronoun, verb, adjective,

preposition, adverb, determiner and conjunction (see Table 2.1, Chapter 2, Section 2.4.1.3 for more details). Furthermore, each grammatical error was categorised by error type (see Appendix H).

1.5.3 Beliefs

The term 'belief' can be defined as "a proposition that is accepted as true by an individual which serves as a guide to his thinking and actions" (Borg, 2001, p. 186). Since beliefs cannot be seen directly, researchers are recommended to specify the observable representation of beliefs (Borg, 2017). Saragih et al. (2021) further conceptualise beliefs in the context of WCF as not only thoughts but also as preferences. Therefore, in this study, beliefs refer to the thoughts as well as preferences of teachers and learners on the various aspects of feedback. The aspects of GWCF include purpose and goals, types, scopes, timing, source and follow-up of feedback (see Figure 2.3, Chapter 2, Section 2.5 for explanation of GWCF aspects) which may influence the teachers' GWCF practice (Bitchener & Ferris, 2012). Moreover, teacher and learner beliefs about GWCF aspects were identified from the respective items in questionnaires (see Table 3.7, Chapter 3, Section 3.5.1.1 for more information).

1.5.4 Teachers' practice

Teachers' practice refers to teachers' implementation of GWCF in the learners' essays. In this present study, the teachers' practice looks into the ways teachers provide GWCF as well as the teachers' most prominent GWCF scope and type provided to learners' grammatical errors in their writing (Abdullah & Aziz, 2020; Halimi, 2008; Lee, 2004; Nguyen, 2019; Sewagegn & Dessie, 2020; Zheng et al., 2020). To assess teachers' practice, the study examines their feedback on learners' first draft of essays written in accordance

with the latest format of the Primary School Achievement Test (UPSR) Paper 2, Section C (see Appendix A). The practice was analysed through frequency statistics of teachers' GWCF provision on learners' essays to identify the prominent scope and type of feedback, using Document Analysis Form (DAF).

1.5.5 Alignment

In relation to WCF, Osman (2019) contextualises the term "misalignment" as inconsistency or mismatch in the beliefs of learners and teachers as well as between the feedback beliefs and practice. In this study, "alignment" examines the extent of consistency and correspondence between learner and teacher GWCF beliefs as well as between feedback beliefs and practice. The methodology recommended by past scholars (e.g., López et al., 2017; Purnomo et al., 2021) was used to quantify this alignment. Specifically, Mann-Whitney U test was used to identify the alignment between teacher and learner GWCF beliefs, and Pearson's Chi-square tests of association were employed to seek alignment between feedback beliefs and practice (see Chapter 3, Section 3.7.1 and Section 3.7.3 for more details).

1.6 Chapter Summary

The researcher begins this chapter by providing the background of the study. Research problems are also discussed together with the research aim, objectives and questions. The chapter is followed by the significance of the study. Operational definitions are also provided for terminologies used in this present study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to teachers' and learners' beliefs and practice of GWCF in Malaysian primary ESL classrooms, starting with writing skills in the ESL context and the different taxonomies of writing errors made by learners. This chapter also delves into teacher and learner GWCF beliefs and examines how teachers utilise different feedback aspects to address learners' errors.

2.2 General Overview of Education in Malaysia

This section presents a general overview of education in Malaysia to set the context for examining feedback because this can influence how feedback is perceived, implemented, and received. The education system of Malaysia has undergone many changes since its pre-independence. During the British occupation, different types of schools (i.e., Malay, Chinese and Tamil schools) emerged from the British colonial policy of divide and rule while English was introduced by Christian missionaries as an effort for evangelism (Hassan, 2021). However, as Malaya moved towards independence, the decentralised education systems were unified and resulted in the establishment of standard schools (i.e., schools that used the Malay language as the medium of instruction) and standard-type schools (i.e., schools that used Chinese, Tamil or English as the medium of instruction) (Ministry of Education, 1956), which were later renamed national schools and national-type schools (Sugimura, 2007). Regardless whether they are national or national-type schools, the Malay language is the official language of the country, while English is taught as a second language in Malaysia (Plaindaren & Shah, 2019).

2.2.1 The Malaysian Primary School Curriculum

The Malaysian primary school curriculum has also undergone a series of transformations (Rashid et al., 2017).

In the 1980s, the New Primary School Curriculum (KBSR-1) focused on the three basic skills (i.e., reading, writing and arithmetic) and thinking skills for holistic development (Azman, 2016; Saad et al., 2017). However, in 1993, KBSR-1 was replaced by Primary School Integrated Curriculum (KBSR-2) (Nor et al., 2017), which in turn transitioned to the Primary School Standard Curriculum (KSSR) in 2011. This shift aimed to emphasise 21st-century skills, such as critical thinking and information and communication technology (Saad et al., 2017), while aligning with the Common European Framework of Reference for Languages (CEFR) to improve global employability (Ministry of Education, 2015).

Assessment methods also evolved. The Primary School Achievement Test (UPSR), a standardised national examination used to assess Year 6 students for their secondary school eligibility (Nor et al., 2017), operated alongside CEFR to evaluate students' English proficiency.

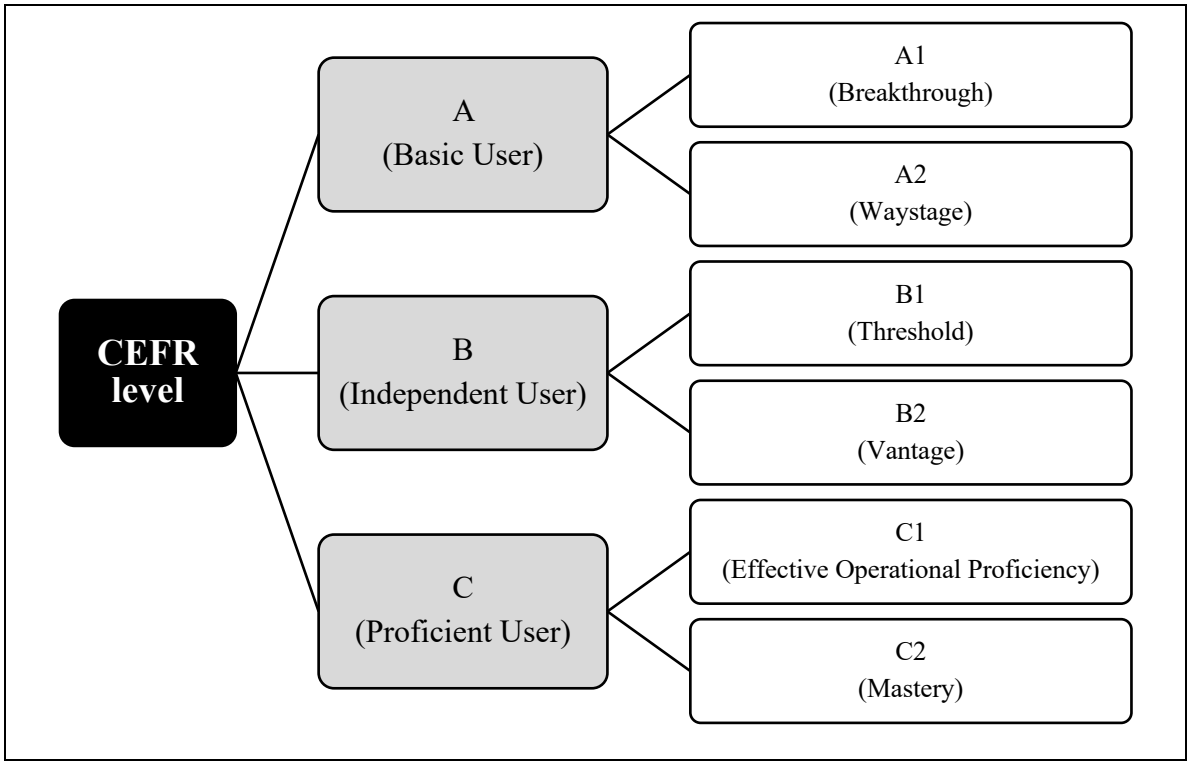


Figure 2.1: Common European Framework of Reference of Languages Levels (Ministry of Education, 2015)

Figure 2.1 illustrates CEFR levels and their corresponding "can-do" statements, which were used to evaluate students' English competencies (Ministry of Education, 2015). For the Malaysian primary school students, the goal is for them to reach the CEFR A2 level, described as having "basic functional English literacy and some limited ability to communicate in English in familiar social situations" (Ministry of Education, 2015, p. 52).

In 2011, the school-based assessment system was introduced to address criticisms of the examination-oriented UPSR (Lim & Chew, 2019; Rashid et al., 2017). This framework emphasised ongoing assessments during the teaching and learning sessions, with students evaluated against performance standards outlined by the Ministry of Education (MoE) (Rashid et al., 2017). For example, in writing skills, a learner who "can produce and modify a plan or draft of two paragraphs or more in response to feedback with very few relevant

details" could be ranked as performance level (PL) 6 (Ministry of Education, 2022, p. 37). Figure 2.2 shows the detailed descriptors for each PL in a specific language skill, ranging from PL1 to PL6.

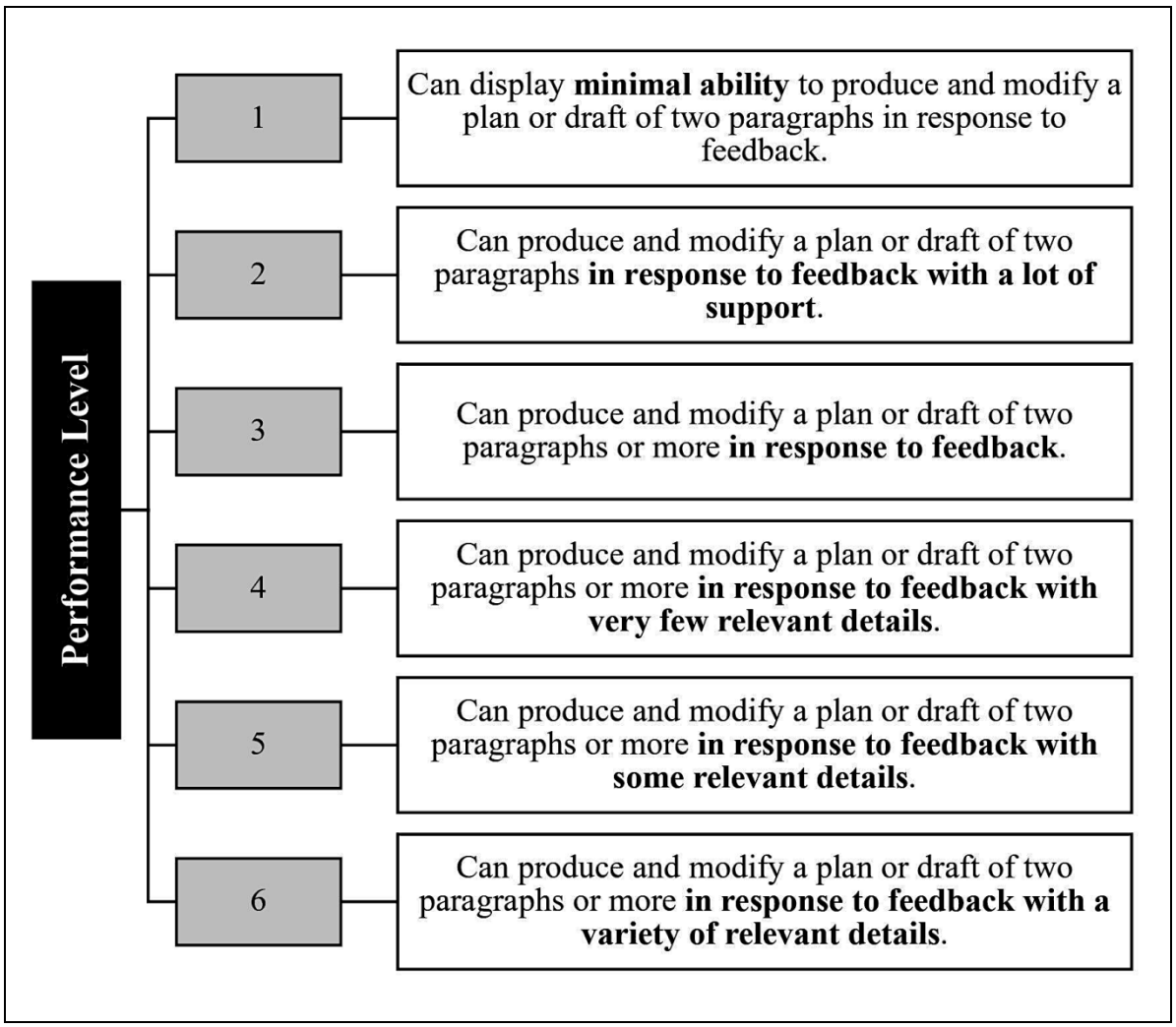


Figure 2.2: Performance Levels in Specific Performance Standards Guides (Ministry of Education, 2022)

By 2021, the school-based assessment system had entirely replaced UPSR (Auliah et al., 2021). However, the UPSR remains relevant as a benchmark for evaluating learners' writing proficiency, as reflected in numerous studies (Govindarajoo et al., 2022; Harun & Abdullah, 2020; Liong et al., 2019). In this study, the UPSR format and assessment criteria

were also employed to evaluate students' writing skills, as the teachers involved in the study continued to use the UPSR framework to assess their students' writing performance.

2.3 Writing Skills in the Malaysian English as a Second Language Context

In the Malaysian ESL setting, writing is an important skill in the English curriculum. The goal is to foster students' ability "to write, to communicate meaning, and to use appropriate mechanical features of writing" (Ministry of Education, 2022, p. 34).

However, past studies (Harun & Abdullah, 2020; Liong et al., 2019; Nair & Sanai, 2018) revealed that Malaysian ESL learners still faced problems in writing. Selvaraj and Aziz (2019) argue that the challenges faced in writing could be attributed to the difference between learning a second language and acquiring a first language. When compared to a first language, Almutairi (2018) claims that writing in second language is generally more laborious. This is because learners need additional effort to plan, generate and revise the ideas, especially for learners with low language fluency and proficiency. In most cases, these learners rely on their first language when generating and organising the ideas before translating them into the target language (Sheikh, 2020), which can result in the inaccuracies (Farooq et al., 2012).

Besides, the irregularities of the English language also pose difficulties to Malaysian ESL learners (Amiri & Puteh, 2017). These irregularities of the language can confuse the learners and they struggle to apply various grammatical rules in their writing (Sheikh, 2020). Similarly, Harun and Abdullah (2020) reported that the writing errors of their 44 Malaysian primary ESL learners were primarily due to an inadequate grasp of English grammatical rules.

In short, developing writing skills can be challenging for Malaysian primary ESL learners. Therefore, different pedagogical approaches to teaching writing may be necessary, including the use of corrective feedback (Fareed et al., 2016). Corrective feedback is essential to inform learners about their writing errors and suggest ways for improvement (Saragih et al., 2021). By consistently using this feedback to rectify their mistakes, learners can gradually produce accurate structures and improve on their writing skills (Aoyama, 2020).

2.3.1 Approaches to teaching writing

Malaysian ESL teachers use both product and process approaches to teach writing (Kee & Razali, 2019).

2.3.1.1 Product approach

Product approach to teaching writing places emphasis on the final product of writing, rather than the writing process itself (Abas & Aziz, 2016). In a typical product approach writing classroom, a model text is presented to the learners, with the key features of the text discussed. After the discussion, the learners are encouraged to construct a similar or parallel text to the model text given by the teacher. This approach to teaching writing is believed to benefit learners because they can learn about both the organisation of ideas and the language used in the text (Klimova, 2014).

Malaysian ESL teachers generally favour the product approach to teaching writing. This is because it simplifies teaching, saves time, and is perceived as effective in preparing learners for public assessments (Kee & Razali, 2019; Plaindaren & Shah, 2019). However, the approach is teacher-centred (Klimova, 2014) and thus, this inhibits learners' creativity (Zareekbatani, 2015). Palpanadan et al. (2019) examined the writing approaches practised

by four pre-service teachers in Malaysian ESL classrooms through observation and analysis of learners' essays. Palpanadan et al. (2019) reported that all the teachers observed employed product approach to teaching writing, while the writing lessons were controlled and teacher-centred.

2.3.1.2 Process approach

In contrast to the product approach to teaching writing, the process approach concentrates on the writing process (Zareekbatani, 2015). The emphasis is on helping learners structure their thoughts and express themselves well in writing (Abas & Aziz, 2016). Consequently, learners are given ample opportunities to revise their ideas and the language and mechanics used in the text (Wong & Faltis, 2018). This will result in multiple drafts for their writing (Klimova, 2014). As learners are involved in recursive writing processes, such as drafting, writing, receiving corrective feedback from teachers and revising, they learn about accurate structures in their writing (Zareekbatani, 2015).

It is noteworthy that the Malaysian English curriculum mandates corrective feedback for writing improvement. However, the process approach to teaching writing, where corrective feedback is involved, is notably absent from many Malaysian ESL classrooms (Kee & Razali, 2019; Ministry of Education, 2018). This might be attributed to the time-intensive drafting process and the substantial marking workload for teachers (Mubarak, 2013; Saidon et al., 2018). This aligns with the findings reported in Jalaluddin's (2019) observation about a Malaysian primary ESL teacher's process-approach writing classes. Jalaluddin (2019) noted that the teacher's workload increased significantly when she had to provide feedback on multiple writing drafts to help improve her learners' writing competency.

In the context of this study, the teachers are also expected to implement the process writing approach in their classrooms as outlined in the Malaysian English curriculum. Therefore, teachers' feedback is central because process writing approach requires learners to produce and revise multiple drafts in response to feedback.

2.4 Errors in Malaysian ESL Learners' Writing

A key challenge for Malaysian ESL learners is producing accurate writing (Harun & Abdullah, 2020). Although writing assessments consider various aspects, such as organisation, mechanics, vocabulary, and grammar (Amiri & Puteh, 2017; Nair & Liang, 2018), error analysis studies consistently pointed to grammar as the most common errors made by young learners (Harun & Abdullah, 2020; Liong et al., 2019). For example, Hassan and Ramani's (2023) study of Malaysian Year 3 pupils' essays revealed that young learners prominently made grammatical mistakes in writing, particularly in subject-verb agreement.

Although learners' errors can serve as essential indicators of their language learning (Nair & Liang, 2018), these errors can also impede effective communication (Sermsook et al., 2017). Given that accurate grammatical structures are essential for producing quality writing (Ahmad et al., 2020), improving learners' grammatical competence is crucial. This can be done either through classroom instruction or WCF.

Grammatical errors committed by Malaysian ESL learners can be attributed to both negative interlingual transfer and intralingual transfer (Zaid et al., 2017). Negative interlingual transfer, the negative influence of a learner's first language, is more prevalent in early stages of second language learning (Darus & Khor, 2009; Sermsook et al., 2017). For example, Zaid et al.'s (2017) analysis of morphological errors in 34 Malaysian primary school students found that most errors stemmed from this type of transfer. Specifically, the

learners struggled with the simple past tense, a grammatical feature absent in Malay, their native language.

Conversely, negative intralingual transfer happens when learners make incorrect generalisations about the target language's rules (Amiri & Puteh, 2017; Plaza, 2020). This can be due to limited exposure (Harun & Abdullah, 2020) and irregularities in the language (Farooq et al., 2012). For instance, Kumaran and Krish (2021) investigated the writing of 30 Malaysian primary ESL learners and found that though the learners understood the use of past tense to describe past events, they frequently misapplied past tense rules to irregular verbs, resulting in incorrect forms like "maked" and "cutted" (Kumaran & Krish, 2021).

Thus, in short, past error analyses revealed that Malaysian ESL learners often struggle with grammatical accuracy in their writing. These challenges could stem from negative interlingual transfer and negative intralingual transfer. In this study, which involves Year 5 Malaysian students, it is anticipated that they will also face difficulties with English grammar as it is a problem noted in past research.

2.4.1 Error taxonomies

Categorising learners' errors, as highlighted by Darus and Subramaniam (2009), is a useful method to identify areas needing attention in learners' writing. Some commonly used error taxonomies are treatable versus untreatable errors, global versus local errors, and also classifying errors according to parts of speech.

2.4.1.1 Treatable and untreatable errors

Ferris (2002) categorises learners' writing errors as treatable and untreatable. Treatable errors are those that occur repeatedly and can be corrected by applying a set of grammar rules. Some examples of treatable errors are errors in verb tense, subject-verb

agreement, articles and pronouns (Calfoglou, 2019; Sim, 2019). In contrast, untreatable errors, such as lexical and sentence structure errors, are errors that cannot be corrected by using specific rules (Calfoglou, 2019; Karim & Nassaji, 2018).

Although feedback alone may not result in error-free writing (Krashen, 1982), studies in the Malaysian ESL contexts show that such interventions can be successful in reducing treatable errors. For example, improvement with feedback has been reported in Malaysian secondary schools, revealing 30 students showed improvement in the use of past tense verbs (Ahmad, 2019) and 43 improved in the use of articles (Angus, 2017). Similarly, Gorman and Ellis (2019) reported improvement in present perfect tense verbs among 33 Malaysian primary school learners, while Lee (2017) reported 30 Malaysian university learners' improvement in conjunctions, following teachers' feedback. Nevertheless, teachers' feedback is only effective if learners critically evaluate their writing (Lee, 2017), and that they pay attention to their teachers' feedback to correct their mistakes (Aoyama, 2020; Gkindi, 2020).

However, regarding untreatable errors, previous research on this aspect of learners' writing has received less attention. This is because untreatable errors are more complex and therefore, long-term studies are required (Nusrat et al., 2019). Most WCF studies, in contrast, were short-term (i.e., less than ten months). Furthermore, it is not easy to test learners' improvement due to WCF because learners are unable to self-correct based on WCF alone, and as such, they require direct assistance from knowledgeable others, such as their teachers (Calfoglou, 2019; Kisnanto, 2016; Zareekbatani, 2015). Thus far in Malaysia, Fhaeizdhyall (2020) investigated the effectiveness of WCF in improving the collocational competency of 88 high-performing university ESL learners. The study revealed that WCF not only

improved their collocational skills but also ensured that these improvements were retained up to a delayed post-test. The key to this success was found to be the provision of accurate corrections for learners' collocational mistakes (Fhaeizdhyall, 2020).

Nevertheless, Sim (2019) posits that whether the error is treatable depends on the learners' proficiency, specifically, their ability to self-correct. For example, while teacher feedback using symbols and codes may be beneficial for high-proficient learners to self-repair treatable errors, low-proficient learners may struggle to understand the codes and correct their errors (Alqurashi, 2022). Therefore, using Ferris's (2002) framework to categorise errors based on treatability might not be appropriate for young learners such as primary school learners. This is because feedback that facilitates self-correction in more proficient learners may not be similarly effective for learners with lower proficiency (Sim, 2019).

2.4.1.2 Global and local errors

Learners' writing errors can also be divided into global and local errors (Sim, 2019). Global errors refer to the errors that influence the overall coherence of the sentences in learners' writing and later cause communication problems (Kharusi & Al-Mekhlafi, 2019). Examples of global errors are errors in content, organisational structure and vocabulary (Şakrak-Ekin & Balçıkanlı, 2019). On the other hand, local errors refer to errors in language forms (i.e., grammar) and mechanics of writing (i.e., punctuation), that do not inhibit the overall understanding of the learners' writing (Şakrak-Ekin & Balçıkanlı, 2019; Sim, 2019).

In relation to global and local errors, past literature is split on which type of errors should be corrected in learners' writing. Mao and Crosthwaite (2019) believe that global errors should be addressed. This is because organisation and coherence of a text are

important aspects in writing. Furthermore, the correction of global errors should be done by teachers because learners may be incapable of detecting their errors (Rahimi, 2019; Zhang, 2017). However, in Yang et al.'s (2021) study in Beijing, China, it was found that 49 primary and secondary school teachers had the tendency to address more local errors in learners' writing. This was probably due to the perceived learners' preferences of error correction (Mao & Crosthwaite, 2019) and also learners' proficiency level (Soleimani & Rahimi, 2021). According to Mao and Crosthwaite (2019), teachers prominently provided feedback on local errors because learners valued the feedback on grammatical errors, punctuation and mechanics of writing more than the comments on improving essay coherence. Besides, as noted by Soleimani and Rahimi (2021), local errors were prominently given feedback because the teachers felt they had to focus on writing accuracy first before focusing on the overall writing coherence.

Furthermore, according to Abdullah and Aziz (2020), local errors, such as spelling and grammatical errors, can significantly impact the overall fluency of the learners' writing. Given that Malaysian primary ESL learners made predominantly grammatical mistakes (i.e., local errors) in writing (Harun & Abdullah, 2020; Liong et al., 2019), addressing these errors early in their education is crucial. Therefore, this present study focuses on young learners' grammatical errors in writing and not on global errors.

2.4.1.3 Errors according to parts of speech

Learners' writing errors have been classified according to parts of speech (or word classes) in several studies (e.g., Liong et al., 2019; Plaza, 2020; Ratnaningsih & Azizah, 2019). This approach is also adopted in the present study.

Aarts and Haegeman (2021) define word classes as the "abstractions over sets of words displaying some common property or properties" (p. 105). Categorising learners' errors according to word classes is preferred because teachers can report learners' errors and track the overall progress easily using well-established grammar categories (Tizazu, 2014). This method also allows teachers and learners to easily refer to the language textbooks and workbooks on the parts of the language that they need more support on (Dulay et al., 1982).

Another reason for categorising errors by part of speech is that primary school learners were already familiar with these grammatical terms. From Year 4 to Year 6, grammar was integrated in KSSR writing lessons, while learners were expected to know the parts of speech and understand their functions (Ministry of Education, 2020). This familiarity made it easier for the learners to recall grammar rules more effectively when revising their work.

There are different taxonomies to classify parts of speech. For example, Greenbraum and Nelson (2002) and O'Grady et al. (2010) suggest subdividing verbs into main and auxiliary categories due to their differing linguistic functions. Ho (2008), on the other hand, separates articles from determiners to aid non-English option teachers to identify and explain learners' writing errors more effectively.

However, this study adopts Berry's (2012) taxonomy (Table 2.1), which divides English words into eight distinct classes: noun, pronoun, verb, adjective, preposition, adverb, determiner, and conjunction, treating main and auxiliary verbs as a single category. This combined treatment of main and auxiliary verbs aligns with previous research on primary school learners' errors (Fumero & Wood, 2021; Harun & Abdullah, 2020; Liong et al., 2019).

Table 2.1: Berry's (2012) Eight Word Classes

Word Class	Definitions
1. Noun	• Name of a person, place or thing. • It changes its form from singular and plural and for the genitive. • It can act as the head of a noun phrase.
2. Pronoun	• Word that takes the place of a noun. • It is structurally similar to noun phrase, and can function as subject or object of a sentence. • It usually occur alone, without modification.
3. Verb	• Word that denotes action. • It reflects the tense and agrees with the subject (when auxiliary verb is absent). • It can act as the head of a verb phrase.
4. Adjective	• Word that refers to qualities and attributes. • It can be a premodifier of a noun phrase. • It is gradable and has comparative and superlative forms.
5. Preposition	• Word used to relate two parts of a phrase or clause.
6. Adverb	• Word that modifies the meaning of verb in terms of their manner, time and place. • It can act as a modifier of another word. • It can act as the adverbial element in a clause.
7. Determiner	• Word that 'determines' a noun. • It usually comes before a noun phrase.
8. Conjunction	• Word that joins two clauses together, and shows the relationship between them.

In Malaysian ESL studies, error categorisation varies across educational levels (Latupeirissa & Sayd, 2019; Singh et al., 2017; Wulandari et al., 2019). For instance, Harun and Abdullah (2020) used four broad categories – tenses, punctuation, vocabulary, and spelling – to analyse the causes of errors in primary school students' writing. In contrast, Amiri and Puteh (2017) employed seven categories – sentence structure, articles, punctuation, capitalisation, word choice, prepositions, and verb forms – to identify common error types among postgraduate students.

Despite these differences in categorisation, a consistent finding across Malaysian ESL studies is the prevalence of grammatical errors at all educational levels. At the tertiary level, studies frequently identified errors in subject-verb agreement, verb tenses (Singh et al., 2017), and articles (Amiri & Puteh, 2017). At the secondary education level, Maros et

al. (2007) reported that secondary school learners (n=60) committed the most errors in determiners, followed by subject-verb agreement and verb to-be, while Ang et al. (2020) discovered that the learners were unable to use verb forms correctly in their essays. At the primary education level, Liong et al. (2019) reported that her 77 learners made the most errors in nouns, tenses and prepositions, while Harun and Abdullah's (2020) study reported that tenses errors, spelling and punctuation were prominent.

In short, grammatical errors are prominent in Malaysian ESL learners' writing across all educational levels, demanding close attention from teachers. Considering that low grammatical accuracy can lead to numerous writing errors and miscommunication (Sermsook et al., 2017), teachers play a crucial role in improving learners' grammar knowledge and writing competency (Liong et al., 2019; Singh et al., 2017). Teachers' feedback on specific grammatical errors in essays is vital to help learners rectify their mistakes and improve overall writing proficiency. This approach enables teachers to use learners' writing as a starting point to address grammatical errors in authentic learning contexts (Ahmad et al., 2020; Cawley, 2017; Singh et al., 2017), thereby increasing learners' error awareness.

2.5 Written Corrective Feedback

Teachers' WCF plays a key role in helping learners address their writing mistakes (Nusrat et al., 2019; Sim, 2019; Valizadeh & Soltanpour, 2020). This is especially beneficial for lower proficiency learners, including young learners, because WCF offers permanence, visibility, and sufficient time for cognitive processing (Aoyama, 2020).

Defined as a written comment given by a teacher to improve learners' writing performance (Mubarak, 2013), WCF consists of two parts, namely, an evaluation of the

learners' current work, and suggestions about the improvement learners can make (Saragih et al., 2021). For example, teachers may mark errors as incorrect to notify learners about their errors, while correct answers or cues may be offered to guide learners on how they could correct their writing mistakes. In accordance with this perspective, Mao and Crosthwaite (2019) argue that providing feedback solely in the form of scores or grades may prove inadequate, as scores only compare the learners' performances relative to their peers, rather than their individual learning progress (Dessie & Sewagegn, 2019).

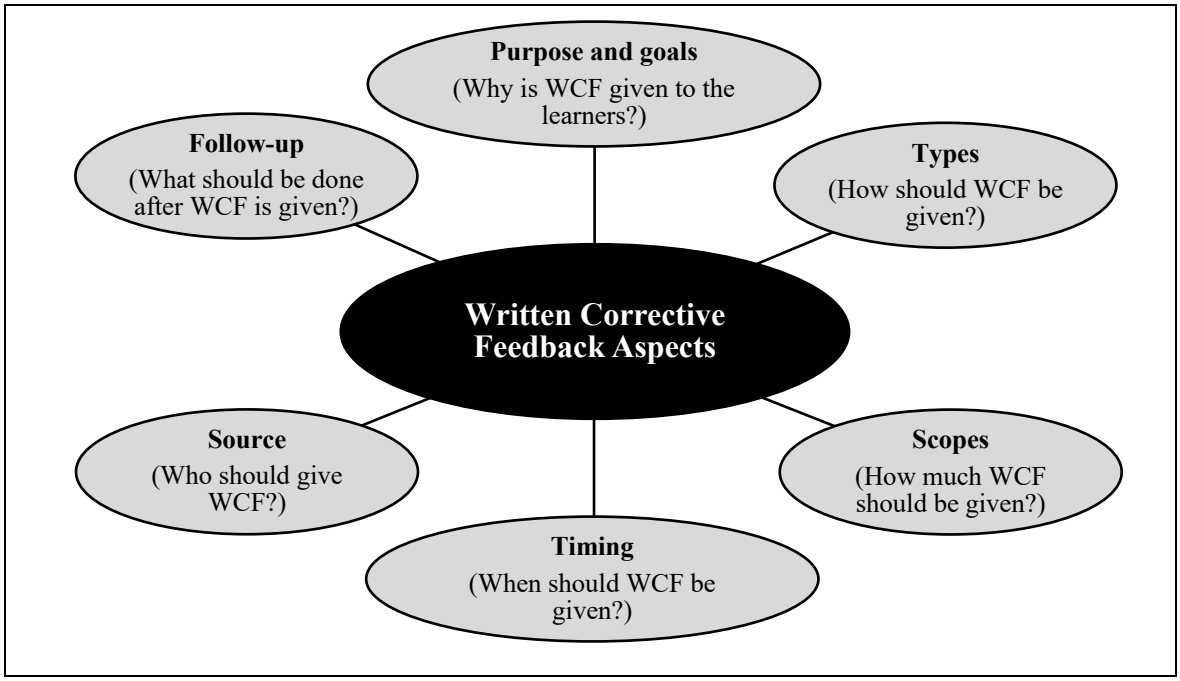


Figure 2.3: Bitchener and Ferris's (2012) Framework of Written Corrective Feedback Aspects

When giving feedback, Bitchener and Ferris (2012) recommend that teachers take the following six WCF aspects into consideration, which are purpose and goals, types, scopes, timing, source as well as follow-up of feedback (Figure 2.3). For example, for the purpose and goals of WCF, teachers may want to provide feedback to show the gap in knowledge or to provide suggestions for improvement. In terms of WCF scopes, teachers

may provide comprehensive WCF by correcting all the errors found in learners' writing or provide selective WCF by only indicating a few targeted errors in the learners' writing (Razali et al., 2021). As for WCF types, teachers may provide direct WCF by indicating the errors and providing the correct structures for the learners, or provide indirect WCF by only indicating the learners' errors (Trabelsi, 2021). Besides, for WCF timing, teachers may want to give feedback when learners are writing (i.e., synchronous feedback) or after learners have completed writing (i.e., asynchronous feedback) (Mao & Lee, 2020). As for the source of feedback, teachers may want to decide whether teachers or learners should be the one providing the correct answers. As for the follow-up of feedback, teachers may want to discuss the errors as a class or to meet learners individually to provide guidance after feedback provision.

Concerning how teachers provide feedback in the Malaysian ESL context, past studies mainly circulated at the secondary and tertiary education levels, focusing on feedback scopes and types. These studies employed questionnaires to collect data, revealing similar results. For example, concerning the amount of WCF given to learners' writing, most studies revealed that teachers prominently provided WCF to all writing errors (i.e., comprehensive feedback) (Abdullah & Aziz, 2020; Ganapathy et al., 2020; Mahmud, 2016). As for the WCF types, Abdullah and Aziz (2020) found that two Malaysian secondary school teachers' WCF decisions were mainly based on learners' language proficiency levels. Similarly, 54 teachers in Mahmud's (2016) study also agreed that they consider proficiency levels giving WCF. Low-proficient learners were given direct WCF to help them correct the writing errors (Şakrak-Ekin & Balçıkanlı, 2019) while indirect WCF were given to high-proficient learners to promote learner autonomy in self-correction (Saeli, 2019).

Besides, past studies also revealed that Malaysian ESL teachers face challenges in providing their preferred kind of feedback. Past research has found that internal factors such as teachers' teaching experience, subject option and training background helped shape teachers' feedback beliefs and influenced their WCF decisions (Liu, 2024; Şakrak-Ekin & Balçıkanlı, 2019; Shamsudin et al., 2025). For example, Liu (2024) investigated two Chinese secondary school teachers' feedback beliefs and practice, revealing inconsistencies. Furthermore, Liu (2024) rationalised that the discrepancies were mainly due to novice teachers' feedback beliefs that were not yet fully established, causing them to give feedback that was different from what they believed. Besides, Şakrak-Ekin and Balçıkanlı (2019) investigated 25 Turkish tertiary instructors' WCF beliefs and their practice, reporting that the teachers did not provide the feedback they preferred due to a lack of training. Shamsudin et al. (2025) also believed that teachers' subject options influenced their pedagogical skills, specifically non-English optionists might struggle to address writing errors and provide feedback that was beneficial to the learners.

In addition to internal factors, external factors also influenced how teachers provide feedback to their learners. For example, Abdullah and Aziz (2020) found that two Malaysian secondary school teachers could not give their preferred feedback due to time and large class sizes. Similarly, also in Malaysian secondary schools, Ganapathy et al. (2020) found that limited contact time with students in large classes led 15 teachers to rely on indirect WCF, followed by whole-class oral explanations, which might not be teachers' preferred WCF styles.

However, in the Malaysian primary ESL context, studies that investigate teachers' feedback practice are lacking. So far, only two studies (Rajagopal, 2015; Selvarajoo et al.,

2023) were on WCF in the Malaysian primary setting. Both Rajagopal's (2015) and Selvarajoo et al.'s (2023) studies analysed learners' essays to investigate teacher feedback practice, while beliefs were obtained through questionnaires and focus group discussions. However, these studies only recruited a small number of primary school teachers (i.e., less than six) and focused only on a few WCF aspects (i.e., types and scopes).

A possible reason for the limited WCF studies in the primary school setting could be the belief that primary ESL learners are not yet ready to engage with WCF (Bitchener & Ferris, 2012). This could be due to their developmental stage, where they may not have the necessary language skills or cognitive maturity to understand and use the WCF. However, developmental psychologists suggest that older children are capable to assess and reflect on their learning, since their metacognitive knowledge and skills start developing as early as five years old (Flavell, 1979; Veenman et al., 2006). Furthermore, Bitchener and Ferris (2012) were confident that primary ESL learners could also benefit from WCF. The conclusion was drawn from the positive results of OCF studies in young learners (Babanoğlu & Ağçam, 2015; Choi & Li, 2012; Mousavi et al., 2018), arguing that both forms of feedback rely on a similar mechanism: making learners notice the gap between their incorrect production and the correct form given by the teacher.

2.6 Grammar-focused Written Corrective Feedback

GWCF refers to teachers' written feedback on grammatical errors (Saeli & Cheng, 2019). Most past GWCF studies have primarily investigated the effects of different GWCF approaches (i.e., varied in terms of WCF aspects) in improving learners' grammar knowledge. These studies primarily utilised the quasi-experimental research design method. For example, Tanveer et al. (2018) explored the effects of feedback types (i.e., direct and

indirect coded) on 30 secondary school learners in Pakistan. Besides, Aghajanloo et al. (2016) looked into two WCF aspects by studying the effects of feedback types and scopes (i.e., selective direct, selective indirect, comprehensive direct and comprehensive indirect) on 120 Iranian secondary education learners. However, these studies overlooked the actual GWCF implementation in real classroom settings. Investigating how teachers implement GWCF in practice, the challenges they face, the strategies they use, as well as learners' engagement levels with the feedback, is important because it provides insights into the authentic application of GWCF across different contexts and uncovers factors that influence its effectiveness.

Learner and teacher beliefs and expectations regarding GWCF are also important considerations. Responding to student writing errors is a common practice among language teachers (Bitchener & Ferris, 2012; Chong, 2017). Learners with limited second language knowledge often view teachers as their primary source of information (Amalia et al., 2019; Ha & Murray, 2020; Kirgoz & Ağçam, 2015) and may even expect, or feel slighted by the absence of feedback (Hyland & Hyland, 2019). Through corrective feedback, teachers can help learners identify their writing errors and offer suggestions for improvement (Saragih et al., 2021).

However, the usefulness of feedback has been questioned by Truscott (1996). He argues that learners' ability to revise writing mistakes may not be a valid indicator of feedback effectiveness, as it could simply be a result of pseudo-learning (i.e., learners revise mistakes using teacher feedback without truly understanding their mistakes). The argument has led to calls for further research to examine the impact of teachers' GWCF on learners'

mastery of grammar knowledge in both current texts (Buckingham & Aktuğ-Ekinci, 2017; Colpitts & Howard, 2018) and new pieces of writing (Lee & Tam, 2019).

Besides, previous research, such as Sim's (2019) study, has failed to show teachers' GWCF could improve learners' grammar knowledge. Sim (2019) reported that teacher feedback (i.e., indirect selective feedback) did not enhance Malaysian primary ESL learners' mastery of simple past tense, as the difference in pretest and posttest scores was statistically insignificant.

Nonetheless, several studies have shown that teachers' GWCF was influential in enhancing learners' grammatical accuracy (Darmawan et al., 2020; Shooshtari et al., 2019). For example, Shooshtari et al. (2019) explored the effects of teacher feedback (i.e., direct and indirect feedback) on Iranian tertiary students' grammar mastery and found that teacher feedback not only significantly improved their grammar knowledge but also their overall writing accuracy. Similarly, Darmawan et al. (2020) reported statistically significant improvement in Indonesian secondary school learners' writing skills when minimal marking feedback was used to address learners' mistakes in grammar and writing.

Another source of feedback is peer feedback. Chong (2017) sees peer feedback as collaborative in nature when peer comments are used as a support in writing. Peer feedback allows learners to understand how their written work appears to other readers. This provides opportunities for further discussions on how to make their writing better (Hyland & Hyland, 2006). In the process, learners could also develop their proofreading, critical analysis and evaluating skills. These will make them better writers and reviewers for their own papers in the future (Bitchener & Ferris, 2012; Hyland & Hyland, 2019). Nevertheless, peer GWCF may not be always effective. Non-native learners may not have sufficient knowledge about

the language to spot the errors in their peers' written work (Bitchener & Ferris, 2012). Consequently, this prevents teachers from implementing peer GWCF in the classrooms (Hyland & Hyland, 2019). Learners may also feel anxious when not receiving enough feedback or accurate feedback from their peers (Bitchener & Ferris, 2012). Although Chong (2017) has suggested that learners can be trained by teachers to provide feedback on structured and rule-governed errors, such as verb tenses and subject-verb agreement, the proficiency level of learners is still a main concern, especially the young learners in an ESL context like Malaysia. Only learners with higher proficiency levels are more likely to benefit from giving peer feedback (Tian & Zhou, 2020).

Learners themselves can also serve a source of feedback by critically reviewing their own texts (Bitchener & Ferris, 2012). While ESL learners may lack confidence in their grammatical competency, with clear guidance, self-correction allows learners to build awareness and skills in their current and subsequent writing tasks. However, López et al. (2017) argue that this will only work well if the learners are proficient enough to detect and rectify their errors in writing independently.

In recent years, learners could also receive feedback from automated writing evaluation (AWE) software which is readily available on computers or online (Bitchener & Ferris, 2012). Such software is programmed to scan learners' texts and offer immediate evaluative feedback in the form of numeric scores together with written comments on a number of writing aspects, such as spelling and grammar (Alam & Usama, 2023; Hyland & Hyland, 2019). Previously, AWE tools were limited to addressing rule-based errors, but modern feedback tools powered by artificial intelligence (e.g., ChatGPT) now allow interactive, human-like dialogue, providing detailed feedback on both surface-level issues

and essay content (Kurt & Kurt, 2024). From these advantages, automated feedback is considered a cost-effective solution for teachers to provide immediate feedback on learners' writing (Hyland & Hyland, 2019; Steiss et al., 2024). Nonetheless, since these feedback tools generate comments solely from prediction algorithm, teachers' supervision are still necessary to ensure feedback accuracy (Bitchener & Ferris, 2012; Steiss et al., 2024).

The use of AWE in Malaysian ESL context has been limited. Existing studies focus on the accuracy and reliability of AWE systems in comparison to teacher marking (Manap et al., 2019; Wong & Bong, 2019). For example, Manap et al. (2019) compared 10 essay scores from the AWE tool, PaperRater.com, to those given by English instructors at a Malaysian university. Although the scores had positive linear relationship, the difference in scores ranged from 0.3 to 38.7 marks, highlighting evaluation inconsistencies. In addition, these studies predominantly focus secondary and tertiary education levels. For example, Jayavalan and Razali (2018) found that Grammarly, an online grammar checker software, improved 60 Malaysian secondary school learners' narrative writing, particularly by reducing grammatical and sentence structures errors. Likewise, at the tertiary education level, Razak et al. (2020) also indicated that WriteLab, another AWE tool, had a positive correlation with improved writing quality. However, the application of AWE in the Malaysian primary ESL context is limited, probably because students at the young age are still in need of their teachers' personal and close guidance that cannot be provided by AWE.

Generally, findings from past GWCF studies showed all sources of feedback – teachers, peers, self, and automated feedback – could enhance learners' grammatical accuracy, suggesting that different GWCF sources could be integrated into a variety of second language contexts to advance learners' grammatical accuracy (Chong, 2017; Ganji,

2009; Zhang & Hyland, 2018). Liao (2016) found that automated feedback helped to improve 63 Taiwanese university learners' grammatical accuracy in essay revisions. Zarei and Mahdavi's (2014) study revealed that peer GWCF enhanced 90 Iranian university learners' awareness of their mistakes, and this led to improved grammatical and lexical accuracy. Jalalifarahani and Azizi's (2012) comparison between peer GWCF and teacher feedback in Iranian university discovered that although there was no significant effect observed in peer GWCF, teacher feedback was found to improve both high- and low-proficient learners' grammatical accuracy and overall writing performance.

In the context of ESL in Malaysia, learners were generally found to welcome feedback from all available sources. For example, Maarof et al. (2011) conducted a study with 150 secondary school learners, and the study revealed that the learners valued a combination of teacher and peer feedback in their writing because it allowed them to gather "different opinions from different people" (Maarof et al., 2011, p. 32). Apart from that, Vasu et al. (2016) investigated the beliefs of 107 tertiary education learners regarding teacher feedback, peer feedback and self-assessment through questionnaires. The results disclosed that while peer feedback was the least preferred feedback among tertiary learners, all three sources of feedback were still perceived as highly beneficial. However, primary school learners' preferences for feedback source were unknown, since there was no research conducted.

2.6.1 Types of grammar-focused written corrective feedback

Types of GWCF could also influence learners' grammatical accuracy (Colpitts & Howard, 2018; Darmawan et al., 2020; Imaniar, 2020). They can be categorised into direct and indirect GWCF (Tursina et al., 2019).

Direct or explicit GWCF (Khah & Farahian, 2016; Zohrabi & Ehsani, 2014) is a form of feedback where teachers provide correct answers to the learners' errors in writing (Tursina et al., 2019). According to Bitchener and Ferris (2012), this includes "the crossing out of an unnecessary word/phrase/morpheme, the insertion of a missing word/phrase/morpheme, and/or the provision of the correct form or structure" (p. 65). These corrections are usually provided on top of or next to the writing errors.

On the other hand, indirect or metalinguistic GWCF (Gorman & Ellis, 2019; Khah & Farahian, 2016; Lee, 2017), allows teachers to offer some indications of learners' errors in writing without providing the correct linguistic forms (Alqurashi, 2022). The hints in indirect GWCF can vary in explicitness. There are several ways to provide indirect GWCF. Teachers can (1) underline or circle the errors to draw the learners' attention to the linguistic errors in writing (Purnomo et al., 2021), (2) write metalinguistic comments, suggestions or questions near the learners' writing errors (Shen & Chong, 2022), or (3) use corrective codes to give learners clues to the nature of errors committed and encourage accurate self-correction (Wong, 2021).

Between the two GWCF types, Gultekin and Nystrom (2019) opine that direct GWCF is more suitable for low-proficient learners. Direct GWCF is straightforward and thus that makes it easier for less-proficient learners to notice and reflect on their errors (Ng & Ishak, 2018; Rahim et al., 2019). On the other hand, indirect GWCF is more suitable for high-proficient learners, since such feedback requires more cognitive effort from the learners to make sense with the teachers' indications (Ng & Ishak, 2018).

Nevertheless, past studies which compared the effects of GWCF types on learners' grammatical competence using quasi-experimental research found that generally both direct

and indirect GWCF were effective. For example, at tertiary education level, both GWCF types were able to reduce learners' errors in simple present tense (Zohrabi & Ehsani, 2014), simple past tense (Maleki & Eslami, 2013), present perfect tense (Bensen & DeKeyser, 2018), collocations (Fhaeizdhyall, 2020) and articles (Savage, 2018) in the immediate posttests. Likewise, at the secondary education level, Tanveer et al. (2018) found that both GWCF types reduced errors in articles and past tense in learners' writing. As for primary ESL learners, Mogan (2022) also found that both direct and indirect GWCF were effective in improving learners' grammatical accuracy in writing, particularly past tenses.

However, in longitudinal studies on the effects of GWCF types in maintaining learners' grammatical accuracy, the results were inconsistent. Some studies reported that the effects of both direct and indirect GWCF persisted in delayed posttest (Fhaeizdhyall, 2020; Tanveer et al., 2018). Other studies, such as Savage (2018) and Maleki and Eslami (2013), found indirect feedback had a greater long-term effect on 52 Malaysian and 90 Iranian university learners' sustained mastery of articles and the simple past tense. On the other hand, Bensen and DeKeyser (2018) discovered that only direct GWCF successfully maintained gains in the use of present perfect tenses in delayed posttest among 151 United States college students.

There also seemed to have a relationship between GWCF type and learner proficiency. In the Malaysian primary ESL context, past studies have shown that direct GWCF was effective, while indirect GWCF seemed to benefit only the proficient learners. For example, Ahmad (2019) compared the impact of both GWCF types (i.e., direct GWCF and indirect GWCF) on 41 Year 6 learners' mastery of past tense forms. The results revealed the direct GWCF group significantly outperformed the indirect GWCF group, which Ahmad

(2019) attributed to the "straightforward and clear" nature of direct corrections (p. 86). Similarly, Sim (2019) investigated the effects of indirect GWCF on Year 5 students' acquisition of the simple past tense, dividing participants into high-proficient (n=25) and low-proficient learners (n=23). The study found that while indirect GWCF was effective for high-proficient learners, the same did not hold true for their low-proficient peers. The reason was that the more proficient learners were able to find out the correct answers themselves (Sim, 2019).

Other types of GWCF that teachers give are positive and negative feedback, as well as feedback on essay content (Wang, 2017). According to Wong (2021), teachers can provide positive feedback to praise learners' essays and recognise their effort, thereby keeping them motivated on writing tasks. Semie (2020) opines that negative feedback can also be given to criticise problematic areas in learners' writing. Selvarajoo et al. (2023) contend that teachers can also offer feedback on essay content alone to highlight errors in organisation, cohesion and paragraph structure. In previous WCF studies, although both positive and negative feedback were employed by Malaysian and Saudi Arabian language teachers in essays (Alqurashi, 2022; Lin et al., 2023; Selvarajoo et al., 2023), positive feedback was predominantly observed in learners' essays, compared to negative corrections. For example, Alqurashi (2022) discovered four Saudi Arabian tertiary lecturers provided positive feedback to students' essays to encourage them in writing. Similarly, Selvarajoo et al. (2023) also reported that six primary school teachers in Malaysia provided positive feedback to motivate learners about what they have done well in their essays.

2.6.2 Scopes of grammar-focused written corrective feedback

GWCF can also be given selectively or comprehensively (Rahimi, 2019).

Selective or focused GWCF, generally refers to teachers correcting only the targeted errors found in learners' writing (Semie, 2020). Saeli and Cheng (2019) further elaborated on this, defining selective GWCF as teachers' "correction of certain types and a certain number of grammatical errors in student writing, depending on error type and error frequency" (p. 120). However, earlier research lacked a clear consensus on the precise criteria for determining what constituted "selective" correction. For example, Ellis et al. (2008) simply stated that selective GWCF involved correcting only targeted errors, while Sheen et al. (2009, p. 560) defined it as correction directed at "a specific target structure". These definitions were ambiguous, failing to specify how errors were selected or how many errors should be addressed. It was only recently that Berg (2020) provided a more quantitative definition of selective GWCF. According to Berg (2020), a selective approach is employed when the teacher or researcher focuses "on a few selected types of errors (generally 1-5 types)" (p. 6).

In contrast, Saeli and Cheng (2019) explain that comprehensive or unfocused GWCF, as the "correction of all grammatical errors in student writing" (p. 120). Though there is no clear guideline as to how many errors a teacher must focus on to be considered comprehensive GWCF (Berg, 2020), generally past studies concurred that comprehensive GWCF involved a teacher correcting all the errors found in the learners' writing. For example, Beuningen (2010) defined comprehensive GWCF as a teacher correcting "all errors in a learner's text, irrespective of their error category" (p. 11). Similarly, Ellis et al.

(2008) explained comprehensive GWCF as a teacher correcting the target errors "together with other types of errors" in the learners' written work (p. 359).

Concerning GWCF scopes in improving learners' grammatical accuracy, the selective approach seems to be more favourable amongst language teachers and researchers. Bitchener and Ferris (2012) believe that selective GWCF not only benefits high-proficient learners but also caters to the low-proficient ones. Chappuis (2015) further explains that selective GWCF narrows the types of errors focused on learners' writing, giving low-proficient learners more opportunities to understand and engage with the feedback given. For example, in Purnomo et al.'s (2021) study, university lecturers also preferred providing selective feedback, reasoning that not all writing mistakes required teacher correction. Similarly, Yang et al.'s (2021) study found that primary and secondary education teachers favoured focusing only on learners' major errors, a preference that aligned with the learners' own preferences. Comprehensive GWCF is criticised to be demotivating (Bitchener & Ferris, 2012) and unhelpful if it overloads the learners' attentional capacity (Lee, 2019).

Despite the recognised drawback of comprehensive GWCF, studies have shown that it remains prevalent in practice. This is due to teachers' perceived responsibility to correct all mistakes (Aseeri, 2019; Semie, 2020) and to comply with school policies (Cheong, 2021).

It is interesting to note that past studies comparing the effects of comprehensive and selective GWCF have frequently focused on learners' mastery of English articles. This focus is partly because learners often use articles wrongly (Sheen et al., 2009; Truscott, 2023). Besides, articles are a linguistic feature missing from some learners' first language structures, and therefore, worth investigating (Cheung, 2018; Ellis et al., 2008).

Studies examining the short-term effects of GWCF on learners' acquisition of English articles, primarily using quasi-experimental designs, have yielded mixed results. Though some studies (Cheung, 2018; Farrokhi & Sattarpour, 2012) found both comprehensive and selective GWCF effective in reducing learners' article errors, Sheen et al. (2009) reported that only selective feedback led to improved article mastery among United States college students. Sheen et al. (2009) opined that comprehensive feedback might be less effective due to the cognitive overload of addressing too many error types, which could hinder learners' focus on the specific target structures. Thus, teachers were recommended to consider learners' proficiency level when deciding the GWCF scope used (Cheung, 2018).

Regarding the long-term impact of GWCF on English article accuracy, past studies also revealed mixed results. Cheung (2018) found that both comprehensive and selective GWCF enabled 17 primary school learners in Hong Kong to maintain improvements in article use over time. However, studies with older learners produced different results. Ellis et al. (2008) and Sheen et al. (2009) reported that only selective GWCF was effective in sustaining improvements in delayed post-tests, based on research with university students in Japan (n=49) and the United States (n=80). According to Ellis et al. (2008), the long-term gains in article accuracy among Japanese learners could be explained by their repeated exposure to GWCF, which reinforced correct usage and helped them apply articles consistently in subsequent writing.

In the Malaysian ESL context, past studies conducted revealed that both comprehensive and selective GWCF can effectively improve learners' grammatical knowledge, though the longitudinal effects might vary. For example, Kassim and Lee (2014)

investigated the effects of comprehensive GWCF (i.e., indicating all errors in writing) and selective GWCF (i.e., only indicating preposition errors) on 90 tertiary education learners' mastery of grammar knowledge. Their findings indicated that both GWCF scopes were equally effective in increasing the accuracy of preposition use. Apart from that, Hashim (2018) explored the mastery of grammatical structures (i.e., subject-verb agreement, articles and prepositions) among 125 tertiary learners, using various GWCF approaches (i.e., comprehensive direct, comprehensive indirect, selective direct and selective indirect). Hashim (2018) concluded that while all GWCF approaches improved learners' grammatical accuracy, only the comprehensive direct group demonstrated sustained, long-term effects. Notably, the success of GWCF scopes in both studies were attributed to their ability to bring learners' attention to their errors and subsequently facilitated the revision process (Hashim, 2018; Kassim & Lee, 2014).

2.6.3 Timing of grammar-focused written corrective feedback

Timing of feedback involves when or at what stage of the writing process feedback should be given to learners' writing (Bitchener & Ferris, 2012). Teachers have the option to provide synchronous feedback (i.e., feedback provided immediately while learners are in the process of writing) or asynchronous feedback (i.e., feedback given after the process of writing) to the learner's writing in language classrooms (Mao & Lee, 2020). Teachers also have the option to either give one-shot feedback (i.e., feedback given only once to one writing task written by the learners) or sustained feedback (i.e., feedback given repeatedly over the writing texts of one writing task) (Storch, 2010).

There is a scarcity of local studies that focus on synchronous and asynchronous GWCF. Past related studies outside of Malaysia have suggested that GWCF could enhance

university learners' grammatical accuracy, regardless of when GWCF was given. For example, Eckstein et al. (2020) found that there was a slight reduction of errors in both synchronous and asynchronous GWCF groups in the United States. Memari (2020) also discovered that both synchronous and asynchronous GWCF groups improved Iranian learners' grammatical acquisition and knowledge. Shintani and Aubrey (2016) reported both synchronous and asynchronous GWCF enhanced Japanese learners' grammatical accuracy.

As for longitudinal effects of synchronous and asynchronous GWCF on learners' grammar knowledge, research is lacking and the findings have been inconclusive. In a study conducted in Japanese university, synchronous GWCF had greater and more durable effects on 68 learners' grammatical accuracy when compared to asynchronous GWCF (Shintani & Aubrey, 2016). This could be because synchronous GWCF allowed learners to develop a declarative understanding of the grammatical items and then apply this understanding to new sentences in subsequent writing (Shintani & Aubrey, 2016).

In relation to GWCF provision within the process writing teaching approach, researchers have debated whether feedback should be provided on every draft. According to Bitchener and Ferris (2012), it may be preferable that learners focus on generating and sorting ideas in early drafts of their essays, and GWCF is provided only at the final stages of writing. This approach can prevent learners from concentrating on content and form concurrently, which may be especially difficult for low-proficient learners. However, Shintani and Aubrey (2016) argue that the 68 Japanese university learners could consistently review their essays for grammatical errors if GWCF is provided regularly during the writing process. In that way, they can improve incrementally with the GWCF.

Factors that could influence teachers' decision on how often to provide GWCF include the learners' proficiency level (Gultekin & Nystrom, 2019) and motivational level (Bitchener & Ferris, 2012). Low-proficient learners may expect more GWCF from teachers compared to their high-proficient counterparts. They may also need more GWCF to "enable learners develop an automatised and procedural use of targeted forms" (Bitchener & Ferris, 2012, p. 128). However, too much feedback given at any one time could also demotivate learners (Bitchener & Ferris, 2012).

Between sustained and one-shot feedback designs, a review of GWCF studies indicates that early research predominantly studied the effects of sustained feedback designs on learners' grammatical accuracy (Storch, 2010). For example, Ellis et al. (2008) provided sustained GWCF to university students' definite and indefinite article errors over a semester of 15 weeks, while Maleki and Eslami (2013) corrected Iranian university learners' errors in simple past tense repeatedly for 12 weeks. However, more recent GWCF studies have shifted the focus to one-shot feedback designs (Liu & Brown, 2015; Marisela, 2020). Though Storch (2010) believed that one-shot feedback designs might be easier to implement and control, Truscott (2023) argued the aforementioned design might raise issues in ecological validity. Furthermore, Storch (2010) concurred that giving feedback on one draft of learners' essays in a controlled environment does not accurately reflect how teachers provide feedback in real classroom situations. Therefore, more classroom-based studies are needed to generate pedagogical implications more relevant to authentic classroom contexts (Mao & Lee, 2020).

2.6.4 Follow-up of grammar-focused written corrective feedback

Follow-up of feedback is also vital to ensure the learners are "responsible and accountable for editing their work and improving the accuracy over time" (Bitchener & Ferris, 2012, p. 163). In other words, it is pivotal that learners engage with teachers' GWCF to ensure learning takes place (Truscott, 1996). Therefore, teachers should encourage learners to utilise GWCF to advance their grammatical accuracy and to develop their own self-editing skills (Ferris, 2014). Among some methods used by teachers to encourage learners to engage with GWCF are to provide learners with assessment rubrics so that learners can evaluate their own writing, and to do follow-up tasks after GWCF, such as rewriting essays to correct grammatical errors (Ferris, 2014).

Conferencing can also be a useful follow-up activity to increase learners' understanding of teacher feedback. According to Ikram (2020), conferencing involves teachers meeting learners either as a class (i.e., whole class feedback) or individually (i.e., teacher-learner conference) to respond to learners' writing. In a productive conference, learners take active roles in identifying and correcting their errors (Ikram, 2020). However, between whole class feedback and teacher-learner conference, previous research showed that the latter was preferred by learners and perceived to be more helpful (Santanatanon & Chinokul, 2022; Semie, 2020). In addition, Izadpanah et al. (2022) found that teacher-learner conferences allowed 60 Iranian secondary school learners to clarify their writing problems to teachers personally, enabling teachers to provide specific, individualised guidance.

2.7 Grammar-focused Written Corrective Feedback Beliefs and Practice

An aspect of GWCF that can influence the practice of feedback provision is the GWCF beliefs held by teachers (Alqurashi, 2022) and learners (Shen & Chong, 2022). A good alignment between teacher and learner beliefs of GWCF is also essential (Jamtsho & Sherpa, 2020).

2.7.1 Teacher grammar-focused written corrective feedback beliefs

Belief can be defined as "a proposition that is accepted as true by an individual which serves as a guide to his thinking and actions" (Borg, 2001, p. 186). Nevertheless, in the context of education, Basturkmen et al. (2004) narrow down this definition and describe teacher beliefs as the "statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done, should be the case, and is preferable" (p. 244). Alkhatib (2015) later includes teacher feelings and attitudes parts of teacher beliefs.

Past research has typically utilised surveys to gather information on teacher beliefs towards feedback. Questionnaires consisting of closed and open-ended items were employed by Paiva (2011) and Jodaie and Farrokhi (2012) to obtain quantitative and qualitative data on 30 Brazilian and 30 Iranian teachers' GWCF beliefs. In both these studies, it was found that the majority of the Iranian university lecturers believed grammatical accuracy in writing was important and thus, GWCF should be given (Jodaie & Farrokhi, 2012).

Teachers' GWCF beliefs are influenced by various factors (Storch, 2018) – perceived benefits of GWCF to learners (Gultekin & Nystrom, 2019; Jodaie & Farrokhi, 2012) and teachers' past feedback experiences (Mulati et al., 2020). Gultekin and Nystrom (2019) reported that their primary ESL teachers' preference for certain feedback was guided by their

beliefs of what would most benefit their learners, while Mulati et al. (2020) discovered that their secondary school teachers' feedback beliefs were primarily influenced by their own experiences during college years.

However, studies on teachers' GWCF beliefs in the primary education setting are scarce (Selvarajoo et al., 2023; Yang et al., 2021). Since feedback may vary across education contexts, Lira-Gonzales and Nassaji (2020) argue that the findings obtained from the secondary and tertiary education levels studies may not apply to primary schools. This is because young learners may require different second language acquisition approaches compared to older learners. Young learners benefit from exposure to the language directly and the use of concrete objects to aid in language development (Abdullaev, 2021). In addition, there are also other aspects of teachers' feedback beliefs which have not been investigated in primary school contexts such as whether to provide feedback to all or selected errors (i.e., feedback scopes), and when feedback should be given (i.e., feedback timing). Hence, this calls for feedback studies in the primary context which not only examine teacher GWCF beliefs concerning feedback types, but also other aspects of feedback such as scopes and timing. This is vital in order to have a deeper understanding of primary school teachers' GWCF beliefs and the factors influencing these beliefs (Storch, 2018).

2.7.2 Learner grammar-focused written corrective feedback beliefs

Learners' GWCF beliefs also affect their feedback engagement (Shen & Chong, 2022). This knowledge is important for teachers to modify and improve their GWCF practice (Shahrani, 2013).

Learner beliefs about feedback have been defined in various ways. Lee (2008) conceptualises learner beliefs as the feelings learners have towards the feedback given, Li

(2017) describes it as "the attitudes, views, opinions, or stances" (p. 143) about the feedback and how it should be provided, while Kleij and Adie (2020) define it as what the learners "believe to be the purpose of feedback, how they value feedback, and their interpretations of feedback" (p. 3).

Past WCF research on learner beliefs has explored learners' GWCF beliefs from various angles. For example, Alkhatib (2015) focused on Saudi Arabian tertiary learners' preferences, reactions and the problems learners faced with the feedback given. Agbayahoun (2016) investigated Beninese secondary school learner beliefs by exploring their impressions, feelings, reactions, and preferences regarding feedback. Nemati et al. (2017) examined Iranian secondary and tertiary learners' feedback beliefs from the perspective of satisfaction and preferences towards the feedback, as well as the emotional responses learners experienced post-feedback. When comparing between Iranian secondary and tertiary learners' feedback preferences, generally they were in favour of direct and unfocused feedback. However, a discrepancy was found their emotional response: secondary learners reported feeling happy after receiving feedback but tertiary learners were unhappy about it.

Nevertheless, in the Malaysian ESL context, studies on learners' beliefs were predominantly focused on secondary school learners. These studies generally reported that learners favoured receiving direct and comprehensive feedback. Ganapathy et al. (2020) examined the feedback preferences of 720 secondary school learners using Likert-scale questionnaires and found that generally direct feedback was preferred for all types of writing mistakes (i.e., grammar, content and organisation). Direct corrections were deemed clear and effective (Ganapathy et al., 2020). Similarly, Yunus (2020) surveyed 64 secondary school learners to understand their expectations regarding their teachers' WCF. Yunus (2020)

revealed that these learners also leaned towards desiring direct and comprehensive feedback. Yunus (2020) believed that the preference could be attributed to the learners' limited grammar knowledge, preventing them from correcting their errors, thus expecting teachers to indicate errors, provide explanations and offer correct answers.

Nevertheless, due to a lack of GWCF studies in the Malaysian primary context, not much is known what these learners' preferences for feedback types and scopes are. Research conducted in other contexts, such as Sewagegn and Dessie's (2020) study in Ethiopia, offers some insights. Their investigation of 474 primary school learners, using a five-point Likert scale questionnaire, found that these young learners generally valued feedback and used it for reflection and to identify learning gaps. Furthermore, Sewagegn and Dessie (2020) found that these learners preferred constructive, clear, and positive feedback.

2.7.3 Comparing teacher and learner grammar-focused written corrective feedback beliefs

Alignment in the teacher and learner beliefs on various aspects of feedback is considered important for feedback engagement (Amrhein & Nassaji, 2010; Jamtsho & Sherpa, 2020; Saeli, 2019).

Past research on teacher-learner feedback beliefs has revealed mixed results. For example, Halimi (2008), using questionnaires, investigated the feedback beliefs of 45 university teachers and 137 students and found that both groups agreed on the importance of writing accuracy and the need for grammatical error correction. However, Halimi (2008) also found a discrepancy in preferred feedback types – learners favoured direct correction but teachers preferred a mix of direct feedback, indirect feedback using corrective symbols, and general comments. Jodaie et al. (2011) adapted Halimi's (2008) study to investigate

GWCF beliefs among 30 Iranian secondary school teachers and 100 intermediate learners, using questionnaires and semi-structured interviews. Their findings similarly showed that both teachers and learners valued GWCF in the writing process and preferred comprehensive direct feedback. Nevertheless, unlike their learners, the teachers did not favour providing GWCF on every draft.

However, although studies have examined teachers and learner beliefs about feedback, these studies have not been comprehensive. Halimi (2008) and Jodaie et al. (2011) investigated only feedback types and scopes, leaving other critical GWCF aspects, such as purpose and goals, timing and source undiscovered. Moreover, little is known about the alignment between GWCF beliefs of ESL teachers and learners in the primary school setting (Gultekin & Nystrom, 2019; Plaza, 2020; Sewagegn & Dessie, 2020).

2.7.4 Grammar-focused Written Corrective Feedback Practice

Practice can be defined as "what the teachers do in the language teaching classrooms" (Hidayah et al., 2021, p. 3). In GWCF studies, teacher practice generally refers to the GWCF given in learners' writing (Saeli & Cheng, 2019).

Various methods have been employed by researchers to examine teacher feedback practice on learners' writing. Lee (2004) chose to design an error correction task and asked her teacher participants to mark the task in the way they normally did. The method offered the researcher control over the types of essays and errors but Trabelsi (2021) suggested that informing teachers of the research aims and objectives could influence their feedback practices. Therefore, other researchers (Dessie & Sewagegn, 2019; Irwin, 2017; Mukherjee & Chattopadhyay, 2017) opted to analyse students' existing essays to examine teachers' authentic feedback practices.

Saeli and Cheng (2022) investigated the beliefs of 14 Iranian tertiary teachers about feedback provision and the factors influencing their feedback practice through interviews and an analysis of three student papers selected by each teacher. They found that teachers' GWCF practices were shaped by their own beliefs (i.e., GWCF was considered important), their beliefs of student preferences (i.e., students valued grammar feedback more than feedback on other writing aspects), and institutional factors within Iran (e.g., the business-oriented approach of English language institutes, which prioritise student satisfaction).

In the Malaysian ESL context, the majority of the studies that compared teachers' beliefs and practice have primarily focused on WCF in general, rather than focusing specifically on grammatical errors. While different approaches (e.g., document analysis, interviews, questionnaires) have been employed to gather information on teachers' feedback practice, the findings related to Malaysian ESL teachers' feedback practice was inconclusive. For example, Osman (2019) discovered that teachers at the tertiary level tended to provide direct corrections with oral explanation to boost learners' confidence in writing. Meanwhile, Mahmud (2016) explored the secondary level and found that teachers in her study mainly offered indirect feedback on selected errors in learners' writing only. Nevertheless, Selvarajoo et al. (2023) revealed a distinct pattern among six primary school teachers, where they provided more direct and selective feedback to grammatical errors compared to content and organisation. As such, a possible explanation for the discrepancy in teachers' feedback provision was attributed to learners' proficiency levels, with direct feedback being beneficial for low-proficient learners, while indirect corrections were more suitable for those with higher proficiency (Abdullah & Aziz, 2020).

2.7.5 Comparing teacher grammar-focused written corrective feedback beliefs and practice

While most past studies employed questionnaires, document reviews and interviews to collect data regarding teacher GWCF beliefs and practice, different analysis procedures were used when comparing the data collected. For example, it was discovered that a high percentage of studies (Aquino & Cuello, 2020; Sujarwati et al., 2019; Yang et al., 2021) manually compared teacher feedback beliefs to what they actually provided on learners' essays in percentages, while fewer studies used correlational tests (Purnomo et al., 2021). This could be attributed to the nature of the data collected, which might have been well-suited for manual comparisons and easier to conduct. However, as Kremelberg (2014) noted, inferential statistics are needed to "more rigorously demonstrate whether or not there is a relationship" between variables (p. 120).

While studies comparing teacher GWCF beliefs and their practice were limited, most studies have primarily focused on the alignment between teachers' beliefs and their broader WCF practices, often concentrating on the types and scopes of feedback provided. For example, Şakrak-Ekin and Balçıkanlı (2019) investigated the alignment of 25 Turkish tertiary instructors' WCF beliefs and their practice. The study revealed misalignment. Though majority of the instructors preferred giving comprehensive indirect-coded WCF to learners' written assignments, selective indirect uncoded WCF was observed in their learners' work.

Besides, the majority of the similar studies conducted also revealed misalignment between teacher WCF beliefs and their practice (Abdullah & Aziz, 2020; Aquino & Cuello, 2020; Mao & Crosthwaite, 2019). For example, Aquino and Cuello (2020) found that while most university lecturers in the Philippines preferred comprehensive feedback, they typically

gave selective feedback on learners' writing. Mao and Crosthwaite (2019) also reported misalignment between feedback types beliefs and practice among tertiary lecturers in China, where most lecturers provided indirect corrections despite indicating a preference for direct feedback.

Past studies have identified several reasons for belief and practice misalignment. Şakrak-Ekin and Balçıkanlı (2019) believed the misalignment might be due to a lack of general institutional policy and WCF training that caused Turkish university lecturers to provide WCF in their own ways. Moreover, Rajab et al. (2016) added that other issues such as class size and heavy workload also forced Saudi Arabian university lecturers to source for the most efficient WCF method to save time. Nevertheless, Purnomo et al. (2021) opined that learner factors, such as feelings (i.e., teachers avoided giving feedback that would demotivate learners) and English proficiency level, could also influence the alignment between Indonesian university lecturer WCF beliefs and their practice.

Within the Malaysian ESL context, studies comparing teachers' feedback beliefs and their general WCF practices have revealed both consistencies and inconsistencies. For instance, Rajagopal (2015) compared a Malaysian primary ESL teacher's WCF beliefs and practices using a questionnaire and analysis of 58 student essays. The study found alignment between the teacher's beliefs and practice regarding feedback types (i.e., direct and indirect feedback). However, a misalignment emerged concerning feedback scopes. Although the teacher believed she provided comprehensive feedback, she left some student errors uncorrected. Similarly, Selvarajoo et al. (2023), using group discussions and document analysis, examined the feedback beliefs and practices of six primary school teachers. Their findings also indicated alignment in feedback types but misalignment in scopes, with the

teachers primarily offering selective feedback despite preferring comprehensive WCF. However, both Rajagopal's (2015) and Selvarajoo et al.'s (2023) studies were small-scale and would benefit from larger sample sizes to improve the reliability and generalisability of their findings.

2.7.6 Comparing learner grammar-focused written corrective feedback beliefs and teacher grammar-focused written corrective feedback practice

According to Han and Hyland (2019), alignment between learners' feedback beliefs and the received feedback could affect learner' engagement with feedback. Furthermore, Han and Hyland (2019) elaborate that learners are more likely to produce writing with fewer mistakes if they are given the preferred type of feedback.

However, studies that compared learner GWCF beliefs with teacher practice are also limited. One of the studies was conducted by Saeli and Cheng (2019). They compared 15 Iranian tertiary learners' GWCF beliefs with their teachers' practice. Saeli and Cheng (2019) found that generally, tertiary learners preferred to be given comprehensive direct GWCF, while the teachers' GWCF was seen to be the only source of feedback in class. The researchers also observed that the learners would positively engage with GWCF if the feedback given aligned with their beliefs.

However, little is known about the alignment between learner GWCF beliefs and the actual GWCF practice in the primary school setting (Gultekin & Nystrom, 2019; Sewagegn & Dessie, 2020). Therefore, more studies are needed to fill in the knowledge gap on the alignment between the primary ESL learner GWCF beliefs and teacher practice (Cao, 2017).

2.8 Theoretical Framework

Concerning past studies focusing on learners' second language learning, most studies employed the following theories: sociocultural theory (SCT) and activity theory (AT) as their theoretical frameworks to explain the use of corrective feedback in improving learners' mastery of grammar knowledge or writing in general.

2.8.1 Grammar-focused written corrective feedback in Sociocultural Theory

Uscinski (2015) and other researchers (Angus, 2017; Cao, 2017; Fithriani, 2019) have adopted SCT as their theoretical framework to explain how feedback helps improve learners' writing. From the SCT perspective, learning happens as a result of participation rather than acquisition, which is mediated by social interaction (Sheen & Ellis, 2011). In SCT, learners play active roles in the lessons to produce knowledge (Semie, 2020).

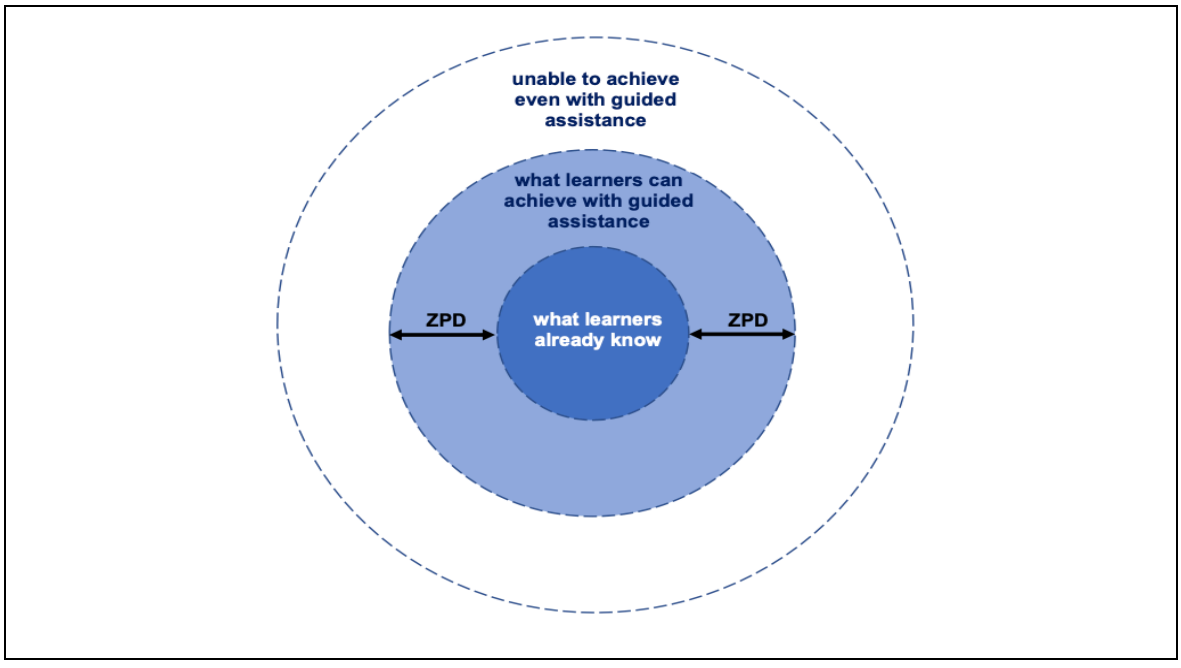


Figure 2.4: A Visual Summary of the Zone of Proximal Development in Sociocultural Theory

However, not all interactions promote learning, Storch (2018) mentions that assistance needs to be aligned with the learners' zone of proximal development (ZPD) to be effective (Figure 2.4). Furthermore, ZPD covers the area between what the learners already know and what the learners can achieve with guided assistance (Malik, 2017). Therefore, in this case, GWCF acts as an interaction (or mediation) that is given to help learners move from other-regulation (i.e., dependent on experts to correct their grammatical errors) to self-regulation (i.e., independent in correcting the grammatical errors) in ZPD.

On the other hand, Malik (2017) contends that teaching outside learners' ZPD may be detrimental for the learners. For example, if the GWCF given to the learners is over-pitched, then the learners may find it difficult to understand. However, giving GWCF below the learners' ability may make the learning process too easy for the learners (Malik, 2017).

2.8.2 Grammar-focused written corrective feedback in Activity Theory

GWCF has also been explained using AT (Storch, 2018).

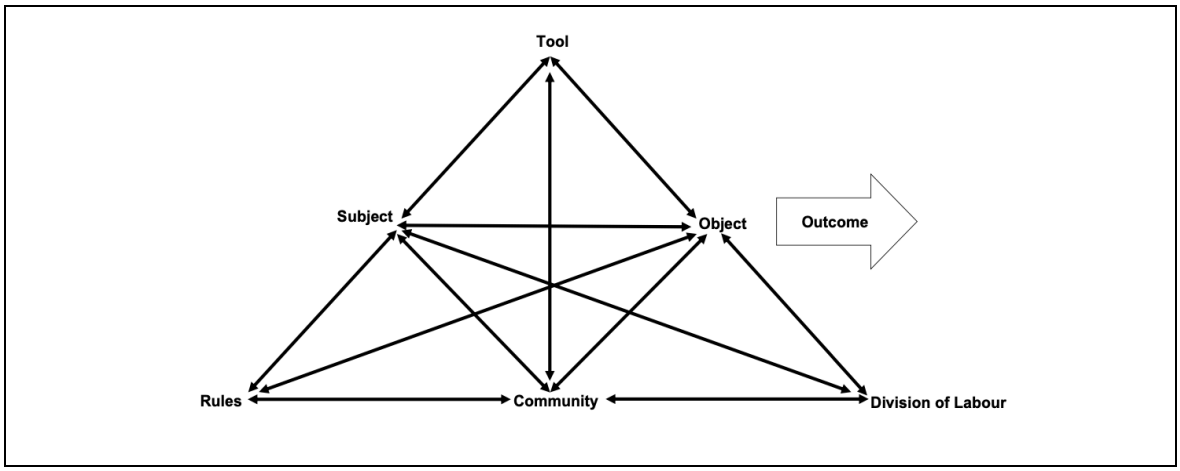


Figure 2.5: A Visual Summary of Activity Theory

From Figure 2.5, AT sees human behaviours as a result of a network of connections between six main components, namely, tool, subject, object, rules, community and division of labour (Soleimani & Rahimi, 2021). Lee (2014) further explains that the subjects (i.e., people) are often motivated by the object (i.e., outcome of an activity), while the activity outcome can be influenced by the people's belief, knowledge and past experiences. Besides, activity outcomes can also be affected by the rules, community and division of labour (Lee, 2014).

In the context of GWCF in AT, Lee (2014) believes that teachers are the subjects of the activity, while learners' writing improvement is the outcome of the activity. To achieve the outcome, GWCF, a tool shaped by the teachers' beliefs, knowledge and past experience, is given to the learners' writing. At the same time, other factors such as rules (e.g., school policy), community expectations (e.g., parents, school administrators) and the power teachers have in schools (e.g., part of the evaluation on the teachers is based on the feedback given to the learners' writing) can influence teacher GWCF practice (Lee, 2014).

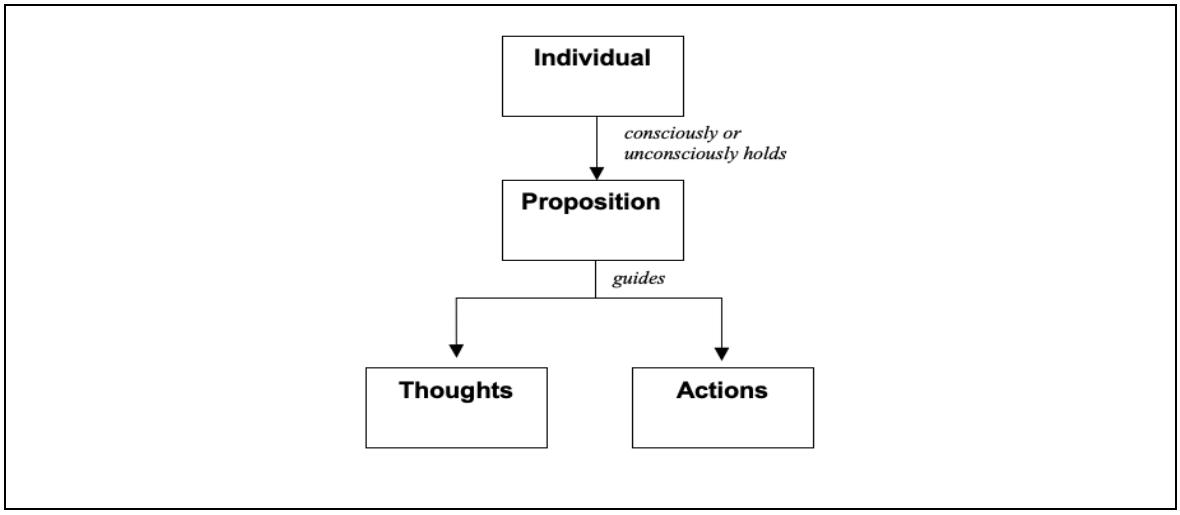


Figure 2.6: Borg's (2001) Framework of Belief

Figure 2.6 shows Borg's (2001) framework of belief derived from AT. Borg (2001) defines belief as a proposition that an individual accepts as true, whether consciously or unconsciously. This belief influences and guides an individual's thoughts and actions. This framework has been widely used by researchers (Şakrak-Ekin & Balçıkanlı, 2019; Shahrani, 2013) to study teachers' beliefs about WCF.

2.9 Chapter Summary

This chapter presents a literature review of past studies regarding GWCF. Studies conducted in the Malaysian ESL context has revealed that learners across educational level, be it tertiary (Amiri & Puteh, 2017), secondary (Darus & Khor, 2009; Nair & Liang, 2018) or primary levels (Harun & Abdullah, 2020; Liong et al., 2019; Zaid et al., 2017), struggled with grammatical accuracy in their writing.

GWCF has been employed by language teachers to comment on learners' grammatical errors in writing. Past studies investigating the effects of different GWCF aspects (i.e., types, scopes, timing, source and follow-up) revealed mixed results across

educational levels. At tertiary educational levels, though gains were reported in learners' grammatical accuracy using AWE feedback (Razak et al., 2020), direct and indirect feedback (Bensen & DeKeyser, 2018; Fhaeizdhyall, 2020; Savage, 2018), comprehensive and selective feedback (Kassim & Lee, 2014), teacher feedback reported no improvement in tertiary learners' grammatical accuracy (Shooshtari et al., 2019). When investigating into feedback beliefs at the tertiary education levels, university learners preferred to be given direct corrections with oral explanations (Osman, 2019). However, the beliefs about other feedback aspects, such as timing and follow-up were still unknown. Furthermore, misalignments have been reported between feedback beliefs and practice at the tertiary education levels. For example, university lecturers mainly provided comprehensive and direct feedback on learners' writing though they believed selective and indirect feedback was helpful for the learners, attributed to a lack of institutional policy and training (Şakrak-Ekin & Balçıkanlı, 2019). Besides, lecturers in Jodaie and Farrokhi's (2012) study provided mostly direct feedback on learners' writing for the benefits of learners, even though they preferred to give indirect feedback to promote learner autonomy.

As for the secondary education level, past studies involving feedback, such as teacher feedback (Darmawan et al., 2020), AWE feedback (Jayavalan & Razali, 2018) as well as direct and indirect feedback (Tanveer et al., 2018), reported improvement in learners' grammatical accuracy. Besides, in terms of preferences for feedback, secondary school learners preferred receiving direct and comprehensive feedback on their writing (Ganapathy et al., 2020; Yunus, 2020), while teachers preferred providing selective feedback as a response to time constraints and heavy workloads (Mahmud, 2016). However, limited studies were conducted about the alignment between learner beliefs and teacher practice of GWCF.

Studies in the primary education were scarce. Studies focusing on the effects on young learners' grammatical accuracy reported improvement using direct and indirect feedback (Mogan, 2022) as well as comprehensive and selective feedback (Cheung, 2018). Besides, at the primary education context, teachers preferred giving direct and selective feedback to address learners' mistakes, while young learners preferred receiving feedback that was constructive, clear and positive (Sewagegn & Dessie, 2020). Studies conducted in primary schools have typically investigated only one or two feedback aspects, which makes it difficult to ascertain young learners' preferences across all perspective of feedback (i.e., purpose and goals, types, scopes, timing, source and follow-up). Additionally, little is known about the alignment between beliefs and practice at the primary school context. More studies are needed to fill in the knowledge gap at the primary education level.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explains the conceptual framework, research method, participants and the instruments used in addressing the three research objectives of the study, namely, (1) to compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools, (2) to investigate the practice of GWCF in Malaysian primary schools, and (3) to compare teacher and learner beliefs with teacher practice of GWCF in Malaysian primary schools. Data collection and data analysis procedures are also included in this chapter.

3.2 Conceptual Framework

This present research's conceptual framework is a combination of frameworks used in past studies, namely:

(1) Sociocultural theory (SCT) (Figure 2.4) and;

(2) Borg's (2001) framework of belief (Figure 2.6), based on activity theory (AT) (Figure 2.5).

First, the two individual frameworks will be explained. Then, the conceptual framework, comprising these approaches, will be presented.

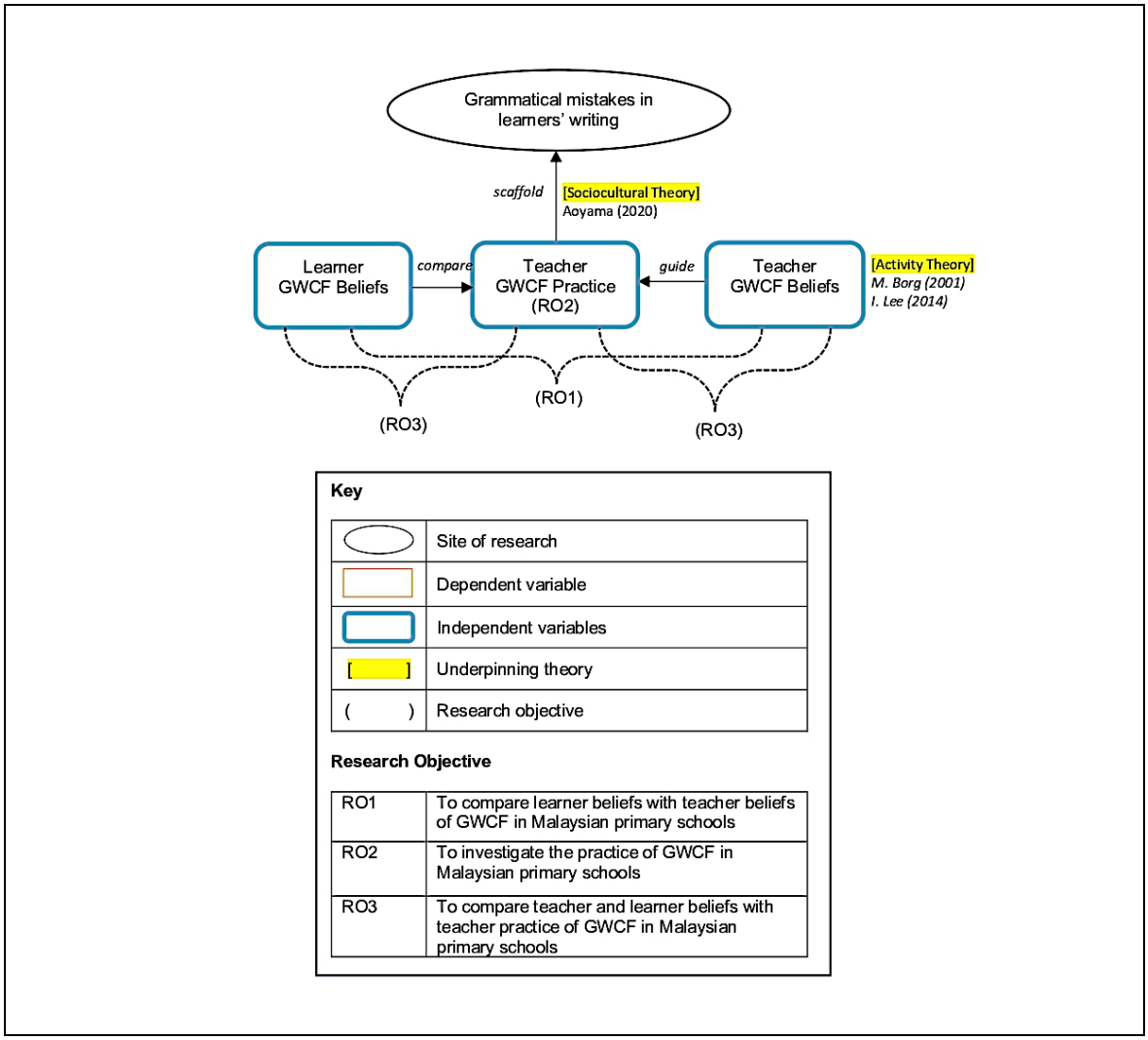


Figure 3.1: Grammar-focused Written Corrective Feedback Conceptual Framework

The combination of the above approaches (Figure 2.4 – Figure 2.6) makes up the conceptual framework of the present study, as shown in Figure 3.1.

The conceptual framework begins with the understanding that both learners and teachers have feedback beliefs prior to learners' writing. This relates to the first research objective, which is to compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools. This comparison is crucial for identifying whether teacher and learner beliefs align or diverge significantly, which may influence the effectiveness of feedback.

In line with SCT, this study also examines the instances where learners make grammatical mistakes prompting teachers to provide GWCF. This is related to the second research objective, which is to investigate the practice of GWCF in Malaysian primary schools. The scopes and types of GWCF provided by teachers are a form of scaffolding as posited by SCT.

Besides, teachers' GWCF beliefs and other contributing factors could determine the way they provide feedback, as stated in AT (Lee, 2014). This leads to the third research objective, which is to compare teacher and learner beliefs with teacher practice of GWCF in Malaysian primary schools. This comparison uncovers any discrepancies between what teachers and learners believe, with teachers' GWCF practice.

3.3 Research Design and Methods

In this present research, the researcher employed a mixed-method research design to collect both quantitative and qualitative data. The mixed-method research design used in this study was the convergent parallel design, whereby both quantitative and qualitative data were collected simultaneously but analysed separately, and then integrated by comparing the different sets of data to see if they converge, diverge, or produce some combination of both (Creswell & Creswell, 2018).

To address the first objective of comparing teachers' and learners' beliefs about GWCF, quantitative data were collected from both groups using questionnaires. This provided large-scale data on teachers' and learners' beliefs of GWCF for generalisation (Cohen et al., 2007). At the same time, qualitative data from semi-structured interviews were also obtained from a smaller number of teachers and learners. This enabled a deeper insight into teachers' and learners' beliefs of GWCF.

Table 3.1: Comparison Between Themes in Research Questions and Questionnaire Items and Semi-structured Interview Questions

Themes	Sub-themes	Questionnaire Items	Semi-structured interview questions
Teacher beliefs of GWCF	Teacher feedback beliefs in general	I give **feedback** to show learners the gaps in knowledge and understanding.	What do you think about your **feedback** on your learners' writing?
	Teacher feedback beliefs in types	I like to indicate the error in my learners' essays by showing where the error is and **giving a symbol (or a code)** about how to correct it.	You have used **codes or symbols** to show your learners the errors. Do you think it is a good idea? Why or why not?
	Teacher feedback beliefs in scopes	I provide feedback on learner errors comprehensively (**marking all the errors** in the essays).	Do you prefer to **correct all the errors** in your learners' essay, or only selected errors? Why?
Learner beliefs of GWCF	Learner feedback beliefs in general	My teacher's feedback encourages me to **improve my essays**.	Do you think your teacher's correction is **useful**? Why or why not?
	Learner feedback beliefs in source	I should learn to **correct my own errors** in the essays.	Do you think **you yourself should also correct the errors** in your writing? Why or why not?
	Learner feedback beliefs in follow-up	**After receiving feedback** on my essay, I read all corrections carefully.	What do you normally do **after getting back your essay** which has been marked/corrected?
Teacher GWCF practice		I like to **indicate the error** in my learners' essays by crossing out what is wrong and **writing the correct word and structure**.	You have **indicated the error** and **provided the answers** to your learners. Do you think it is a good idea? Why or why not?

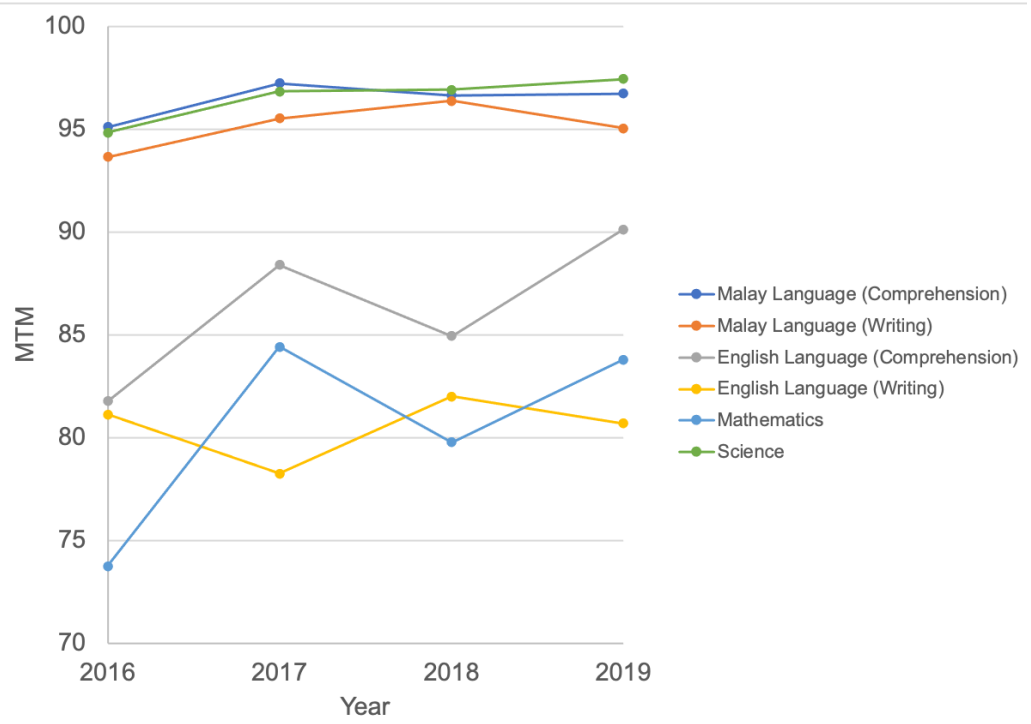
By having both questionnaire and interview data, this allowed analysis of whether teachers' beliefs and learners' beliefs aligned with or diverged from each other, as well as examination of their underlying reasons. This is because the interview and questionnaire questions were designed to address similar themes (Table 3.1) and therefore, the responses could be compared and cross-validated. For example, in the questionnaire, teachers indicated their level of agreement regarding the use of direct feedback. Similarly, in the interviews, they explained their rationale for providing direct feedback on learners' essays.

The second objective of examining teachers' practice of GWCF also employed both quantitative and qualitative approaches. An initial qualitative analysis was conducted to categorise the scopes and types of GWCF provided. Subsequently, a quantitative approach was employed to calculate the frequencies of each GWCF scope and type.

Finally, inferential statistical tests were used to compare quantitative data collected from both teachers' and learners' self-reported practice in the questionnaire responses and analysis of GWCF in learners' essays. This analysis aimed to identify consistencies or discrepancies between the professed GWCF practice and teachers' actual GWCF practice.

3.4 Research Participants and Learners' Essays

This present research was conducted on all Year 5 English teachers and learners across all 33 national schools in Limbang, the capital of Limbang district in Sarawak, East Malaysia. Only national schools were included in this study because the diversity in student population in terms of ethnicity and socioeconomic backgrounds makes national schools more representative of the general Malaysian population. Moreover, national schools follow a standardised curriculum set by the Malaysian Ministry of Education which ensures that the research findings would be more generalisable across the country.



Note. This figure was created to represent the percentage of minimum mastery for all UPSR subjects in SK schools in Limbang district. From electronic database, by Limbang District Education Office, 2020.

Figure 3.2: Percentage of Minimum Mastery for all UPSR Subjects in Limbang (Year 2016 to 2019)

Limbang, Sarawak was chosen as the research site for this present research for various reasons. Firstly, like many parts of Malaysia, the population in Limbang is also of diverse ethnic groups. This makes Limbang representative of the general Malaysian population. Secondly, Limbang is a more rural and semi-urban region, and this can offer valuable insights into GWCF implementation in non-metropolitan settings, where educational challenges may differ from those in major cities. One such challenge is English language proficiency. For instance, the percentage of students achieving minimum mastery (MTM) in English writing on the Primary School Achievement Test (UPSR) across all national schools in Limbang remained consistently low from 2016 to 2019 (Figure 3.2), reaching its lowest points in 2017 and 2019. This lower English proficiency makes Limbang

a relevant site for studying the impact of GWCF on learners who may be struggling with English writing skills.

3.4.1 Teachers

A total of 36 Year 5 English teachers in Limbang, Sarawak were initially invited to take part in this research. However, only 30 teachers were able to participate because the others were not present when the researcher visited the schools. These teachers represented a subset of English teachers teaching in Malaysian national schools. There was an equal distribution of genders, with 15 (50.0%) being male and 15 (50.0%) being female.

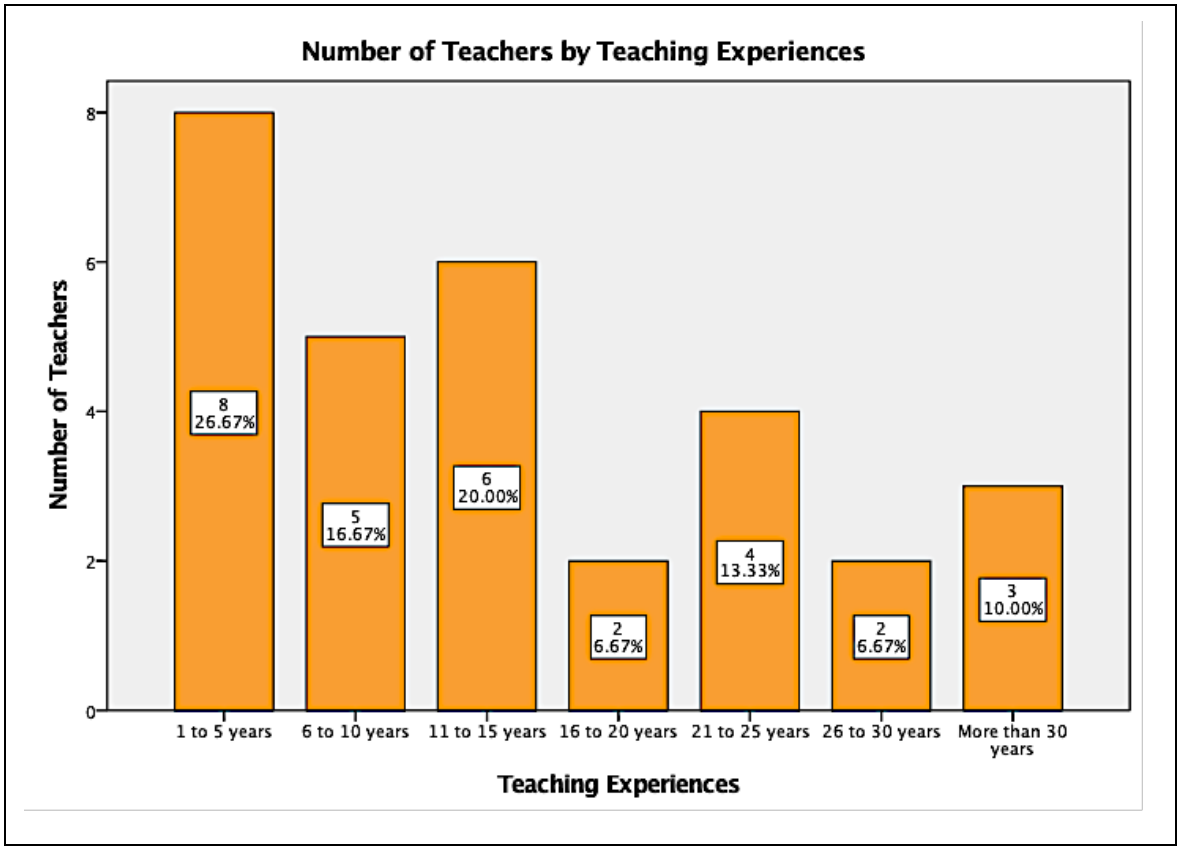


Figure 3.3: Distribution of Teachers by Teaching Experiences in Years

Figure 3.3 shows the distribution of teachers by teaching experiences in years. The most common experience level was 1-5 years (8 teachers or 26.7%), followed by 11-15 years

(6 teachers or 20.0%) and 6-10 years (5 teachers or 16.7%). In contrast, fewer teachers had 16 or more years of teaching experience (less than 13.4%). Thus, there were relatively more newer teachers and teachers with a moderate level of teaching experience.

Table 3.2: Summary of Teachers' Highest Academic Qualification, Subject Options and Training Background

Item	Level	n	%
Highest academic qualification	Diploma	2	6.7
	Bachelor's Degree	25	83.3
	Master's Degree	3	10.0
English optionist	Yes	26	86.7
	No	4	13.3
Have you attended any trainings and/or courses related to written corrective feedback (for example, how to correct learners' errors, provide feedback to learners' errors, etc.)?	Yes	14	46.7
	No	16	53.3

Note. n=number of teachers

The teachers in this study were of diverse academic qualifications and subject options (Table 3.2). However, most of the teachers (25 teachers or 83.3%) had a Bachelor's Degree, followed by three teachers (10.0%) having a Master's Degree. Two teachers were Diploma holders (6.7%). As such, most of the teachers were highly educated although they were teaching just primary school students. In terms of subject options, the majority of the teachers (86.7% or 26 teachers) were also English optionists, while four teachers were non-optionists (13.3%). This indicates that most of the teachers were qualified to teach English.

In terms of training on how to give corrective feedback to learners' writing, 16 teachers (53.3%) indicated that they had not attended any training while 14 teachers (46.7%) indicated that they had attended the training.

Furthermore, in order to achieve data saturation for thematic analysis, Sim et al. (2018) suggest including at least 12 interviewees from each group. Accordingly, for this study, 14 teachers were invited for semi-structured interviews. To ensure an impartial evaluation of teachers' feedback provision, the teachers were selected based on their years of teaching experience (i.e., two teachers from each year category) as well as the feedback they gave on learners' essays (e.g., the selected teachers provided direct feedback, indirect feedback and general comments).

Table 3.3: Summary of Teacher Interviewees' Demographic Data

Teaching Experiences (Number of Years)	Teacher	Gender	English optionist	Training Background
1 to 5	T1	Female	Yes	No
1 to 5	T12	Female	Yes	No
6 to 10	T4	Male	Yes	No
6 to 10	T7	Male	Yes	Yes
11 to 15	T2	Female	Yes	No
11 to 15	T3	Male	Yes	No
16 to 20	T9	Female	Yes	Yes
16 to 20	T11	Female	Yes	No
21 to 25	T5	Female	Yes	No
21 to 25	T8	Female	Yes	Yes
26 to 30	T13	Female	No	Yes
26 to 30	T14	Female	Yes	Yes
More than 30	T6	Female	Yes	No
More than 30	T10	Male	Yes	Yes

Table 3.3 shows a summary of the demographic data of the teacher interviewees. To ensure anonymity, the teachers were designated as T1 through T14. Among the teacher interviewees, the majority were females (10 or 71.4%) and English optionists (13 teachers or 92.9%). In terms of training on giving feedback to learners' writing, six out of 14 teachers (42.9%) mentioned that they had attended while the rest had yet to join the mentioned training.

3.4.2 Learners

All Year 5 learners from 33 national schools in Limbang, Sarawak (n=704) were invited to complete the questionnaires. The reasons for selecting Year 5 students were: (a) they have received the most years of primary English language education and GWCF from their teachers, and (b) Year 6 learners were excluded from this present research because of the restrictions enforced by the Education Planning and Research Division (BPPDP). Out of 704 Year 5 students, 607 learners participated in the research as the rest of the students were either not present during the data collection period (n=74) or excluded from the study due to unreturned parent consent forms (n=23). Of the 607 learners, the gender distribution was nearly balanced, with 298 males (49.1%) and 309 females (50.9%).

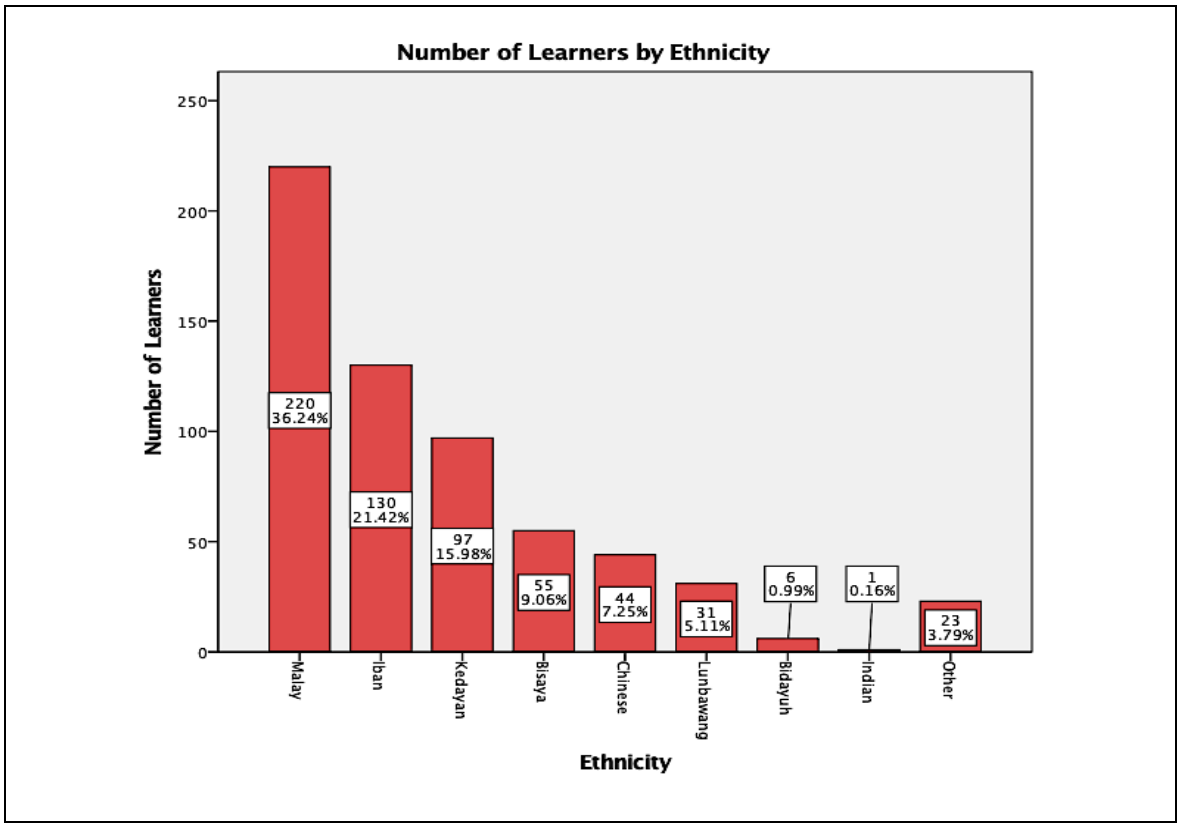


Figure 3.4: Distribution of Learners by Ethnicity

Learners were of various ethnicities (Figure 3.4), with the majority being Malays (220 learners or 36.2%), followed by Ibans (130 learners or 21.4%), Kedayans (97 learners or 16.0%) and Bisayas (55 learners or 9.1%).

Table 3.4: Summary of Learners' Exposure and Usage of English

Item	Level	n	%
Languages spoken at home, excluding English	Chinese	23	3.8
	Malay	267	44.0
	Iban	110	18.1
	Bisaya	25	4.1
	Kedayan	77	12.7
	Bidayuh	2	0.3
	Lunbawang	13	2.1
	Others	2	0.3
Usage of English outside the classroom (e.g., speaking, listening to songs, watching movies, etc.)	Yes	450	74.1
	No	157	25.9

Note. n=number of learners

In terms of learners' usage of English outside the classrooms (Table 3.4), 519 learners mentioned they did not use English at home, with most of them speaking Malay at home (267 learners or 44.0%) followed by Iban (110 learners or 18.1%), Kedayan (77 learners or 12.7%), and Bisaya (35 learners or 4.1%). However, despite not speaking English at home, a significant percentage of them used English outside the classroom (450 learners or 74.1%).

A total of 14 learners, each representing a teacher's class (i.e., one learner per class) were invited for semi-structured interviews. The selection of these learners was based on their performance level (PL), specifically whether they were in the lower proficiency range (i.e., seven learners from PL2 to PL3) or higher proficiency range (i.e., seven learners from PL4 to PL6). The determination of learners' PL was made by assessing their abilities against the descriptors outlined in the performance standards (Ministry of Education, 2022) (see Figure 2.2, in Chapter 2, Section 2.2.1 for more details). Learners from PL1 were excluded

from the study on ethical grounds so as not to place them in a potentially uncomfortable situation due to their low English proficiency level.

Table 3.5: Summary of Learner Interviewees' Demographic Data

Learner	Gender	Performance level (PL)	Interpretation of proficiency level
L1	Female	5	High
L2	Male	5	High
L3	Male	2	Low
L4	Female	2	Low
L5	Male	3	Low
L6	Female	5	High
L7	Male	3	Low
L8	Female	6	High
L9	Female	3	Low
L10	Male	4	High
L11	Female	2	Low
L12	Female	3	Low
L13	Male	4	High
L14	Female	6	High

Table 3.5 presents a summary of demographic data for learner interviewees. In order to maintain participant confidentiality, the learners were named as L1 through L14. Gender distribution of the learner interviewees was quite equal, eight females (57.1%) and six males (42.9%). In terms of language proficiency levels, there were three PL2 learners, four PL3 learners, two PL4 learners and three PL5 learners.

3.4.3 Learners' Essays

To capture the teachers' GWCF practice, 271 essays were collected for analysis. These were essays written by the learners (i.e., one essay per learner) taught by the 14 teacher interviewees (see Table 3.3, Chapter 3, Section 3.4.1 for information about teacher interviewees). The collected essays were the initial drafts, all following the current format of Section C in the UPSR Paper 2 (see Appendix A). The format was widely used by Malaysian primary school teachers as a standard measure of learners' writing proficiency

(Govindarajoo et al., 2022; Harun & Abdullah, 2020; Liong et al., 2019). The essays were narrative in nature, with word counts ranging from 80 to 100 words.

3.5 Research Instruments

There were five instruments to address the research questions: the Teacher Written Corrective Feedback Questionnaire (TWCFQ) (see Appendix B), the Learner Written Corrective Feedback Questionnaire (LWCFQ) (see Appendix C), an interview guide for the teachers, an interview guide for the learners, and DAF (see Appendix J).

Table 3.6: Research Instruments Employed to Answer the Research Objectives

Research Objective	Research Instrument(s)
1. To compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools	• TWCFQ • LWCFQ • Interview guide for teachers • Interview guide for learners
2. To investigate the practice of GWCF in Malaysian primary schools.	• DAF
3. To compare teacher and learner beliefs with teacher practice of GWCF in Malaysian primary schools.	• TWCFQ • LWCFQ • DAF • Interview guide for teachers • Interview guide for learners

Table 3.6 illustrates the use of five research instruments to address the research objectives in this study. To answer RO1, the TWCFQ and LWCFQ were employed to collect quantitative data on the beliefs of teachers and learners regarding GWCF in Malaysian primary schools. The interview guides for teachers and learners were used to gain deeper insights into these beliefs. After that, both TWCFQ and LWCFQ were utilised to compare GWCF beliefs between learners and teachers. For RO2, the DAF was used to gather information about teachers' provision of GWCF. All the aforementioned research instruments collectively contributed to comparing participants' beliefs with the actual provision of GWCF by teachers (RO3).

3.5.1 Questionnaires

According to Johnson and Christensen (2014), a questionnaire is one of the self-report data collection instruments that is suitable to obtain information about the participants' characteristics, such as thoughts, beliefs and behavioural intentions. While many researchers have raised concerns about the reliability of data collected from young learners through questionnaires, Butler (2018) presents a contrasting viewpoint. Butler (2018) argues that questionnaires can be an effective tool for gathering information from older children, specifically those above the age of 8, because they are capable of accurately assessing their own performance. Furthermore, Mari (2024) also agrees that questionnaires can yield valid and reliable data from young learners if the questions are comprehensible and meaningful, and presented in an interactive environment. Questionnaires have also been employed by past researchers to gather information from young learners (Mogan, 2022; Sewagegn & Dessie, 2020; Teo & Sathappan, 2022). In this research, additional steps were also taken to ensure data reliability by adding illustrations to support understanding, providing a video to explain the questionnaire, and being physically present to address learners' queries during its completion.

3.5.1.1 Elements of questionnaires

TWCFQ and LWCFQ were designed to gather information on teachers' and learners' beliefs about GWCF. The questionnaire was an extension of the questionnaire employed in Sewagegn and Dessie's (2020) study, which only looked into primary school learners' belief of written feedback in general and explored only a few feedback aspects (i.e., purpose, positive feedback and negative feedback). The questionnaires employed in this study, however, explored six feedback aspects proposed by Bitchener and Ferris (2012). The aspects were purpose and goals, types, scopes, timing, source, and follow-up (see Figure 2.3,

Chapter 2, Section 2.5 for details of the six feedback aspects). The questionnaires bridge the knowledge gap by identifying learners' feedback preferences across various GWCF aspects.

The questionnaire was constructed in two formats to accommodate different respondents: a paper or printed questionnaire format, and an online format using Google Forms. In the post-pandemic context, distributing the printed questionnaire to learners was more feasible. Conversely, due to teachers' full-time teaching commitments during the data collection period, they found it more convenient to complete the questionnaire online.

Table 3.7: Breakdown of Items in TWCFQ and LWCFQ

Section	Sub-section	Brief description of items	TWCFQ		LWCFQ	
			Types of items	n	Types of items	n
A	Demographic data	Respondents' demographic data	• Multiple Choice Items	6	• Multiple Choice Items	5
B	Purpose and goals	Beliefs on why feedback is provided (e.g., to show learners the gaps in knowledge and understanding, to provide suggestions for improvement)	• Five-point rating scale • Explanations	5	• Five-point rating scale	5
	Types	Beliefs on how feedback should be provided (e.g., direct, indirect, positive, negative)	• Five-point rating scale • Explanations • Multiple Choice Items	26	• Five-point rating scale • Multiple-choice Items	24
	Scopes	Beliefs on how much feedback should be given (e.g., comprehensive, selective)	• Five-point rating scale • Explanations	4	• Five-point rating scale	3
	Timing	Beliefs on when feedback should be given (e.g., synchronous, asynchronous)	• Five-point rating scale • Explanations	6	• Five-point rating scale	5
	Source	Beliefs on who should be the one giving feedback (e.g., teachers locate errors, learners provide corrections)	• Five-point rating scale • Explanations	4	• Five-point rating scale	4
	Follow-up	Beliefs on the actions carried out after feedback provision (e.g., teacher-learner conferences, revisions)	• Five-point rating scale • Explanations	13	• Five-point rating scale	13
	Others	Challenges or problems faced regarding feedback	• Multiple Choice Items	1	• Multiple Choice Items	1
			Total	65	Total	60

Note. n=number of items

Table 3.7 shows the breakdown of items in TWCFQ and LWCFQ. Both questionnaires were divided into two main sections, namely, Section A and Section B. Section A was designed to gather demographic data from teachers and learners. In TWCFQ, this section required teachers to select from multiple choice items to provide information about their teaching experience, subject option, training background, etc. The data was obtained because it represented the knowledge and experience internalised by teachers (i.e., internal factors) that might influence their beliefs and the feedback they gave to learners (Borg, 2001). Similarly, in LWCFQ, learners were asked to provide some background information such as gender, ethnicity, and their use of English outside school hours, etc.

Section B aimed to collect information about teachers' and learners' GWCF beliefs. In this section, both teachers and learners were required to indicate their level of agreement with statements on a five-point rating scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). In addition, they were required to choose the most fitting option(s) from multiple choice items that described their beliefs about the six GWCF aspects. Items related to the purpose and goals of GWCF focused on the reasons for providing feedback to learners (e.g., to show learners the gaps in knowledge and understanding, to provide suggestions for improvement). Items about GWCF types looked into the participants' beliefs on the various forms of GWCF (e.g., direct, indirect, positive, negative) given to the learners. The items related to GWCF scopes examined the opinions on the appropriate extent of feedback provided (e.g., comprehensive, selective). Items concerning GWCF timing identified the preferred timing for providing GWCF such as during writing or on the first draft of essays. Questions in the "source" and "follow-up of GWCF" sought to identify who should be responsible for

providing GWCF and the actions taken post-feedback. An additional "Others" section was included to gather responses on the problems or challenges faced by teachers and learners in relation to GWCF. To gain a deeper understanding of teachers' beliefs, they were also asked to provide explanations for their choices. This requirement resulted in a difference in the total number of items between TWCFQ with 65 items, and LWCFQ with 60 items.

In this research, the decision to use a rating scale for assessing feedback beliefs was influenced by several factors. Firstly, rating scales are child-friendly and straightforward for participants to complete (Laerhoven et al., 2004). This is particularly important when considering the ease of response for young learners. Secondly, rating scales tend to be more reliable (Johnson & Christensen, 2014). A five-point rating scale was chosen because some questionnaire items required a broader range of response options. This was to accurately capture participants' feedback beliefs, rather than limiting responses to a mere full agreement or a full disagreement (Borg, 2017).

Table 3.8: Comparison of Items in TWCFQ and LWCFQ

Item	TWCFQ	LWCFQ
1	I give feedback **to show learners the gaps in knowledge and understanding**.	My teacher's feedback **shows me what I do not know.**
2	I give feedback **to provide learners suggestions for improvement**.	My teacher's feedback **provides me suggestions to improve my essays**.
3	I give feedback to **encourage learners to improve their essays**.	My teacher's feedback **encourages me to improve my essays**.
4	I give feedback **to help learners reflect on what they have learned.**	My teacher's feedback **helps me to reflect on what I have learned**.
5	I give feedback to **help learners make progress in grammatical accuracy**.	I am **making progress in improving my grammar with the feedback given.**

TWCFQ and LWCFQ were designed within similar items in each questionnaire. This design choice was to facilitate easier data analysis and comparison at subsequent stages. For example, in Section B (1) of the questionnaires, as shown in Table 3.8, both teachers and

learners were asked to indicate their beliefs on identical concepts, specifically the function of feedback to address knowledge gaps.

3.5.1.2 Adaptations of questionnaires

The questionnaires used in this study were adapted from several existing questionnaires, specifically the works of Halimi (2008), Lee (2004), and Sewagegn and Dessie (2020). The adaptation process involved a careful analysis and selection of items relevant to this present research (see Appendix D).

Table 3.9: Adaptations of Questionnaire Items (Example)

Adaptation	Source Questionnaire	LWCFQ
To omit irrelevant items	I consider that peer feedback is essential for learning.	-
	Teachers' feedback is rarely written with reference to the assessment criteria.	-
To omit repetitive items	Positive comments increase my confidence.	-
	I thought of giving up when I got negative feedback.	-
	Who designed the marking code? Please tick the most appropriate box for the form level(s) you are teaching.	-
To adapt items to suit research focus	When responding to the students' written work, a teacher should always: a. point out errors in grammar b. point out errors in spelling c. point out errors in punctuation d. point out errors in vocabulary choice e. point out errors in expressions that do not sound English	When giving feedback, my teacher should always point out the errors in my writing. a. Noun b. Verb c. Adjective d. Preposition e. Adverb f. Determiner g. Conjunction
To rephrase items to improve readability for young learners	Feedback is helpful to show gaps in knowledge and understanding.	My teacher's feedback is helpful to show me what I do not know.

During this process, certain items were omitted for two primary reasons: irrelevance and repetition, as shown in Table 3.9. Examples of irrelevant items were those pertaining to peer feedback and assessment criteria. Items that appeared repeatedly in several source

questionnaires, such as those related to positive feedback, negative feedback, and coded feedback, were omitted to streamline the questionnaires. Besides, using recommendations provided by Tsang et al. (2017), some questionnaire items were also modified to suit the focus of this present research. For example, the irrelevant research focus (e.g., spelling, punctuation) were deleted and replaced with the research focus of this present research. Besides, to suit young learners' cognitive stages, some of the phrases found in the source questionnaire were also rephrased (e.g., "show gaps in knowledge and understanding" was rephrased to "show me what I do not know").

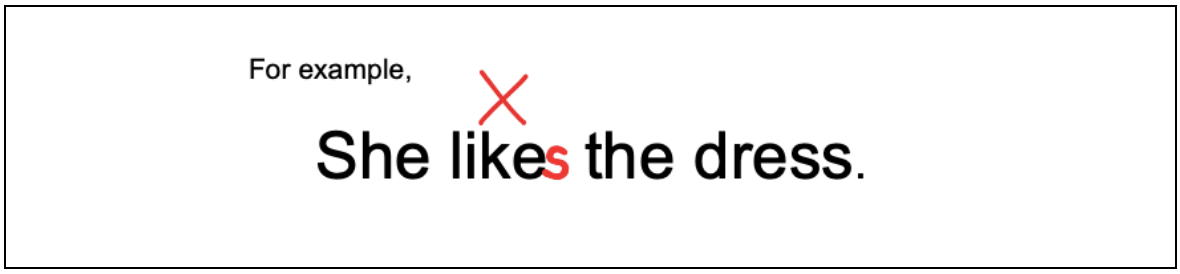


Figure 3.5: Snapshot of Sentence for Direct GWCF (Example)



Figure 3.6: Snapshot of Sentence for Noun Error (Example)

Furthermore, snapshots of the sentences to illustrate the different forms of GWCF (Figure 3.5) and different mistakes according to parts of speech (Figure 3.6) were included in the items to help ease the learners' understanding (Salazar & Larenas, 2018). For example,

in Figure 3.5, it is considered direct GWCF when teachers cross out the verb error “like” and provide correction (add -s). In Figure 3.6, the error is classified as a noun error and the correct answer should be “jeans”.

3.5.1.3 Content validity of questionnaires

To ensure the content validity, both TWCFQ and LWCFQ were reviewed for (1) item quality, relevance, and (2) the accuracy of Malay and Mandarin translations.

For the review of item quality and relevance, three expert reviewers were engaged, using recommendations from Thorn and Deitz (1989). These experts were contacted via WhatsApp and given two weeks to assess the quality and relevance of questionnaire items, in particular, evaluating whether the items aligned with the six GWCF aspects. Two of the expert reviewers hold a degree in Doctor of Philosophy – one in Pragmatics and the other in Teaching of English as a Second Language. The third expert possesses a Master’s Degree in Cognitive Science and Human Development.

After obtaining agreement from the experts, Content Validity Evaluation Sheets (CVES) (see Appendix E) were sent to them via WhatsApp and/or email. The CVES required the expert reviewers to evaluate whether the questionnaire items accurately represented the GWCF aspects, were important to the questionnaire, and were clearly understandable to the target respondents (Gani et al., 2020). The evaluation was conducted using a rating scale from 1 to 4. The expert reviewers were also asked to provide any additional comments or remarks regarding the questionnaire assessed. Feedback from the experts included recommendations to rephrase certain sentences for better comprehension by primary school pupils and the suggestion to include the word “essay” to minimise confusion.

The scores obtained from CVES were transferred into Microsoft Excel and later recoded (i.e., items scored either 1 or 2 were coded *Not relevant* with 0 point, and items scored either 3 or 4 were coded *Relevant* with 1 point) to obtain the Item-level Content Validity Index (I-CVI) and Scale-level Content Validity Index (S-CVI).

Since there were three expert reviewers involved, the accepted I-CVI and S-CVI should be both 1.00 (Lynn, 1986; Polit & Beck, 2006). The initial I-CVI value was 1.00 for all the items except for Section B (2) Item 2 and Item 5a, Section B (5) Item 1 and Item 3 and also Section B (6) Item 2a and 3b, with the I-CVI value of 0.67. The initial S-CVI (Average) and S-CVI (Universal Agreement) values were 0.97 and 0.92 respectively, which did not achieve the required Content Validity Index (CVI) value.

Therefore, some changes were made to the questionnaire items so as to increase the CVI value. The changes included omission of some items which were not representative of the GWCF aspects. For example, the item "My learners understand all my feedback" was deleted because it did not specifically represent any of the GWCF aspects investigated. Apart from that, the questionnaire item "Teacher should mark all my errors" was removed because it closely resembled another item about comprehensive feedback. The final I-CVI and S-CVI values achieved 1.00, indicating that the questionnaires possessed high content validity (Lynn, 1986; Polit & Beck, 2006).

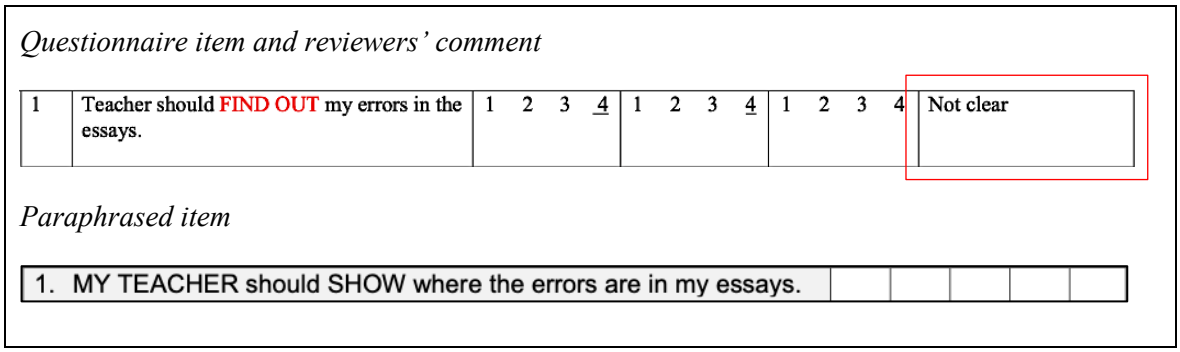


Figure 3.7: Adaptations from Reviewers' Comments (Example)

Some items were rephrased based on the experts' comments to make them more reader-friendly for the young learners. For example, as shown in Figure 3.7, the phrase "find out" was replaced with a more specific scenario "show where the errors are in my essays" to provide better clarification for the item to young learners.

3.5.1.4 Languages of questionnaires

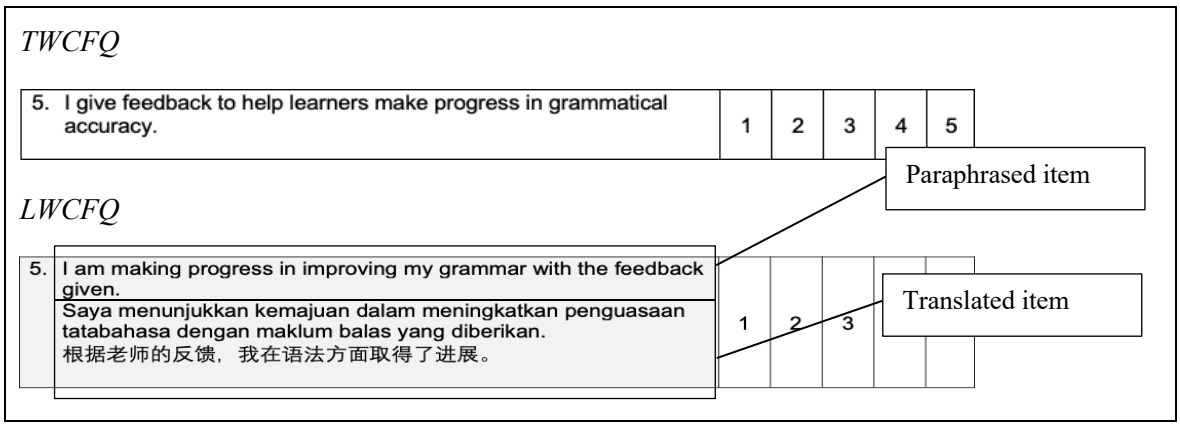


Figure 3.8: Comparison of Item in TWCFQ and Translation in LWCFQ (Example)

According to Tsang et al. (2017), if the respondents were required to fill in the questionnaire themselves, all the items should be comprehensible to most of the respondents. Hence, to ensure the learners understood the questionnaire items, the researcher has also translated the questionnaire items in LWCFQ into two other languages, namely, Malay and

Mandarin, which are the languages of the two most dominant ethnic groups in Limbang, Sarawak (Limbang, n.d). Figure 3.8 shows a sample of comparison of item in TWCFQ and its translation in LWCFQ.

Table 3.10: Profile of Translators and Bilingual Expert

Expert	Profile	Qualifications
Mandarin Translator 1	School Improvement Specialist Coach	• Native speaker of Mandarin language • Fluent in the English language • 28 years of teaching experience in Mandarin
Mandarin Translator 2	Primary school teacher	• Native speaker of Mandarin language • Fluent in the English language • 13 years of teaching experience in Mandarin
Malay Translator 1	Primary school teacher	• Native speaker of Malay language • Fluent in the English language • 16 years of teaching experience in Malay
Malay Translator 2	Primary school teacher	• Native speaker of Malay language • Fluent in the English language • 8 years of teaching experience in Malay
Bilingual Expert	Teacher training college lecturer	• Native speaker of Mandarin language • Fluent in the English language • 10 years of teaching experience in Malay • 13 years of teaching experience in Mandarin

The translation of the questionnaire items was done by a panel of four independent translators, with their profiles shown in Table 3.10. Following the guidelines for translating and adapting tests provided by the International Test Commission (2017), all the translators were fluent in the English language, native speakers of the Mandarin or Malay language, and were also experienced in teaching the Mandarin or Malay language. Of the Mandarin translators, one of them was a School Improvement Specialist Coach with 28 years of experience in teaching Mandarin while another translator was a primary school teacher with 13 years of experience in teaching Mandarin. As for the Malay translators, both of them were primary school teachers with 16 and eight years of experience teaching the Malay language respectively.

Prior to the translation, all the translators were invited for a briefing via the Google Meet. The researcher clarified the research title, focus, objectives as well as the target respondents for the questionnaires. After that, each translator was provided with the English version of the questionnaire and they were given a week to complete the translation. All the translated questionnaires were submitted to the researcher via WhatsApp. The translated items were then compiled and compared. The researcher also utilised WhatsApp Group Chat to discuss with the translators regarding the translated items. For example, in Mandarin translation, discussions were done on deciding the suitable term for the verb "to correct" and "to receive". As for the Malay translation, changes were made to the sentence structures so as to ease young learners' understanding.

Apart from that, following the criteria of translating and adapting tests proposed by International Test Commission (2017), a bilingual expert was invited to check the translations of the questionnaires (see Table 3.10, Chapter 3, Section 3.5.1.4 for the expert's profile). The expert was chosen because of her experience in teaching both Mandarin and Malay language-related courses for more than 10 years in a teacher training college. Furthermore, she validated the accuracy of both the translated Mandarin and Malay items in the questionnaires.

3.5.1.5 Introductory video for questionnaires

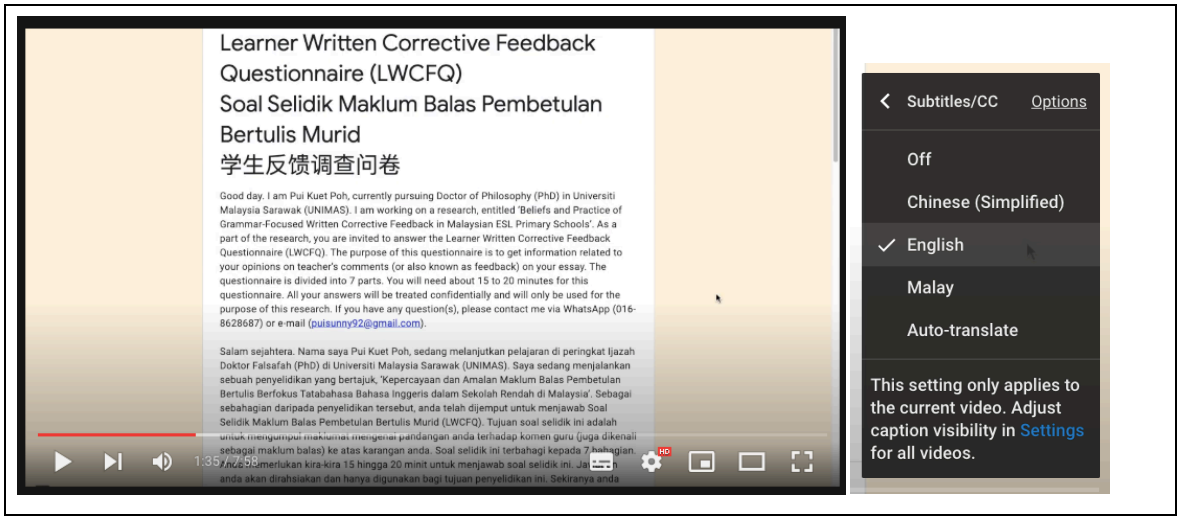


Figure 3.9: Screenshot of LWCFQ Introductory Video

In addition to translating the questionnaire items, the researcher took additional steps to aid learners in completing the LWCFQ, especially those completing it online. An introductory video was created and uploaded to YouTube (Figure 3.9). This video provided a concise overview of the questionnaire's purpose and offered simple, step-by-step instructions on how to answer LWCFQ. The instructional video, originally recorded in English, was provided with subtitles in three languages: English, Malay, and Mandarin. This multilingual approach was designed to align with the learners' varying language preferences and proficiency levels. This helped ensure that all learners could comprehend the video.

3.5.1.6 Internal consistency of questionnaires

To establish the internal consistency of the instruments used, a pilot study was conducted on both TWCFQ and LWCFQ. Doody and Doody (2015) describe a pilot study as a mini planned study that is carried out on a small sample before implementing in a larger scale study. Connelly (2008) adds that the pilot study sample should be at least 10% of the sample projected for the larger parent study. Hence, the researcher carried out pilot studies

of both questionnaires with Year 5 English language teachers (n=11) and learners (n=102) at national schools located in Kuching, Sarawak.

All of the teachers and learners in the pilot study were asked if any questionnaire items were unclear or difficult to answer. Apart from that, the responses collected from both TWCFQ and LWCFQ were entered into Statistical Package for the Social Sciences (SPSS) version 22 to assess for internal consistency. The Cronbach's alpha values of TWCFQ and LWCFQ were .852 and .871 respectively, indicating a high level of internal consistency.

3.5.2 Interview guides for teachers and learners

The next two instruments which were used in the study were an interview guide for teachers and another interview guide for learners. The interview guides enabled the researcher to conduct semi-structured interviews more effectively as it allowed the researcher to listen to and understand the participants' stories, providing insights into their behaviour (Bolderston, 2012). Semi-structured interviews, enabled by these guides, allowed for flexible questioning. The participants were encouraged to share their thoughts to the interviewer, while the sequence of the interview questions was determined by the participants' responses (Dearnley, 2005).

3.5.2.1 Major themes in semi-structured interview questions

The semi-structured interview questions (see Appendix F) were constructed with the aim to understand the beliefs and practice of GWCF.

Table 3.11: Comparison of Interview Question Used in Pilot Study and Main Study

Major Theme	Pilot Study Interview Questions	Main Study Interview Questions
Beliefs about feedback	What do you think about your feedback on your learners' writing?	What do you think about your feedback on your learners' writing? • Is your feedback helpful to your learners? • Why do you think so?

Due to the fact that the questions asked in the pilot study only yielded short and simple responses from the participants, the researcher included more follow-up questions or probes to elicit more in-depth responses, as shown in Table 3.11. The questions were adapted from various sources (Abdullah & Aziz, 2020; Lee, 2004; Nguyen, 2019; Zheng et al., 2020) (see Appendix G) and were guided by major themes, such as the teaching of writing, beliefs about feedback, justification for feedback practice, factors influencing feedback practice, and challenges encountered in providing feedback.

Table 3.12: Comparison of Interview Questions for Teachers and Learners

Major Theme	Teacher Interview Questions	Learner Interview Questions
Beliefs about feedback	**What do you think about your feedback** on your learners' writing?	**What do you think about your teacher's feedback** on your writing?
Justification for feedback practice	**How would you like to correct the errors** in your learners' essay? **Why?**	**How would you like your teacher to correct** the errors in your essay (for example, by showing you the errors and giving you the correct answers)? **Why?**

The questions in the semi-structured interviews for both teachers and learners were parallel to enable comparison analysis. For example, as shown in Table 3.12, the questions posed to both teachers and learners on the beliefs about feedback were similar. The teachers

were inquired about the opinions of their feedback on learners' writing, while learners were asked about their viewpoints on their teachers' feedback in writing. Besides, as for the justification for feedback practice, teachers were asked their preferred approach to correcting grammatical errors in their learners' writing, while the learners were asked how they wished their teachers to provide feedback on their grammatical errors in writing.

Table 3.13: Comparison of Items for Questionnaires and Semi-structured Interviews

Items in LWCFQ	Teacher Interview Questions	Learner Interview Questions
I am making progress in improving my grammar with the feedback.	In your opinion, **how effective is your feedback** in improving your learners' grammatical accuracy?	In your opinion**, how effective is your teacher's feedback** for you to learn grammar?
After receiving feedback on my essay, I read all corrections carefully.	Do your learners sometimes **ignore your correction**? Why?	Do you sometimes **ignore your teacher's correction**? Why?

To gain deeper and more comprehensive insights into feedback beliefs, the semi-structured interviews also included questions similar to those in the questionnaires. For example, as shown in Table 3.13, the interviewees encountered parallel questions to those in the questionnaires, focusing on the efficacy of the teacher's feedback in learning grammar and what learners did with the teacher's feedback. However, during the interviews, they were encouraged to give more detailed and elaborate explanations.

3.5.2.2 Content validity of semi-structured interview questions

The interview questions also took into account the suggestions by the expert reviewers in the CVES to ensure their content validity.

3.5.2.3 Languages of the interview guides

Similar to the questionnaire items, while semi-structured interview questions in the interview guides for the teachers were wholly in English, the questions posed to the learners were presented in one of three languages: English, Malay, or Mandarin. Translations of the

English interview questions into Malay and Mandarin were made by the same panel of translators and validated by the same bilingual expert for LWCFQ. Several discussions were held to choose the suitable words for the learner interview questions via WhatsApp Group Chat.

3.5.3 Document analysis form

Bowen (2009) views document analysis as an organised way to review or evaluate a document, be it printed or in electronic form. In order to make meaning from the data collected, the document needed to be studied and deciphered carefully.

3.5.3.1 Elements of document analysis form

DAF was designed in Microsoft Excel to help the researcher analyse the learners' essays systematically in order to find out teachers' practice in giving GWCF. Following Soleimani and Rahimi's (2021) approach in examining teachers' feedback practice, DAF was divided into several columns to indicate the scopes and types of feedback.

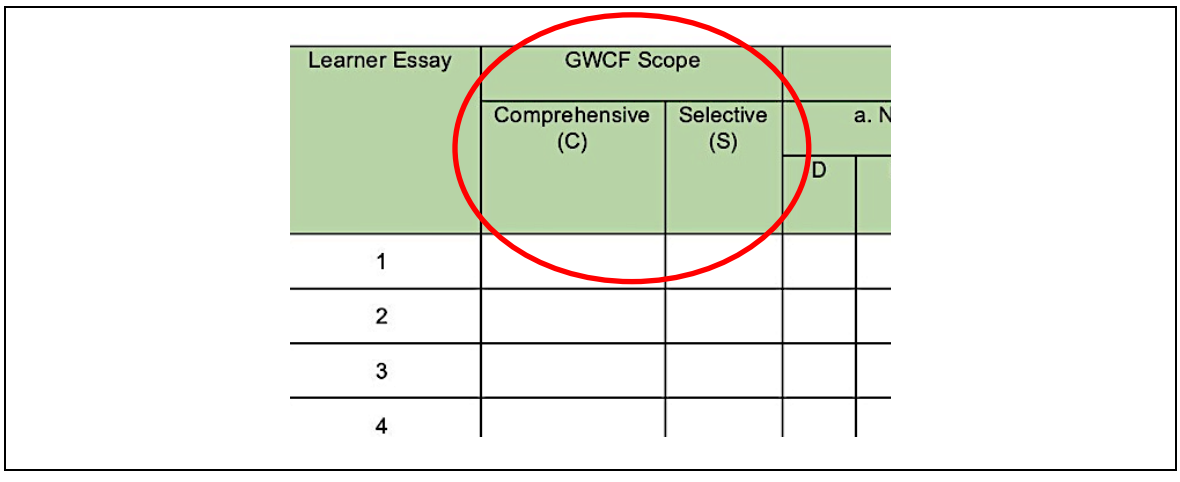


Figure 3.10: Snapshot of GWCF Scopes Column in DAF

In the GWCF Scopes column (Figure 3.10), the researcher assigned a value of '1' to indicate that comprehensive feedback was provided to an essay, while a value of '0' was assigned to signify the absence of comprehensive feedback. The same procedure was repeated for selective feedback.

In terms of feedback types, this study examined broader aspects compared to Jodaie and Farrokhi's (2012) study, which focused only on specific error types (e.g., verb, noun, article, wrong word, sentence structure). In this study, teachers' positive, negative, whole-class, and varied feedback on learners' essays were analysed. Essays that teachers reported discussing grammatical errors after giving feedback were classified as whole class feedback.

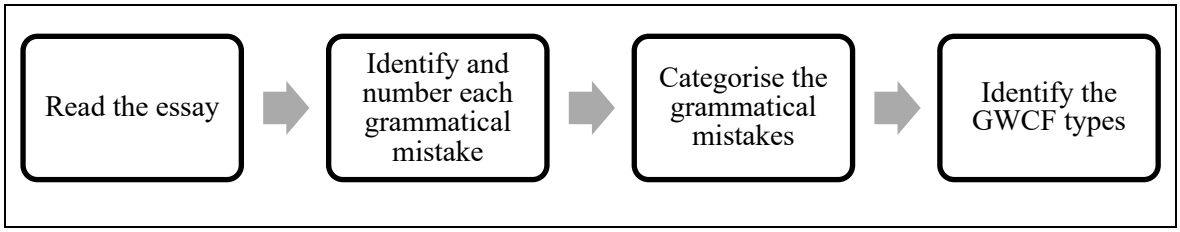


Figure 3.11: Steps in Analysing Learners' Essays

In addition, teachers' feedback on grammatical errors was analysed across all eight parts of speech based on Berry's (2012) classification—noun, pronoun, verb, adjective, preposition, adverb, determiner, and conjunction. The researcher employed a series of steps to analyse the learners' essays to allow easier retrieval of information in the future. As shown in Figure 3.11, when analysing the document, the researcher read the essay collected once to get a brief overview of the essay. Then, each grammatical mistake was identified and numbered, and subsequently categorised into different error types (see Appendix H). After that, each mistake was identified for its GWCF type and keyed into the DAF.

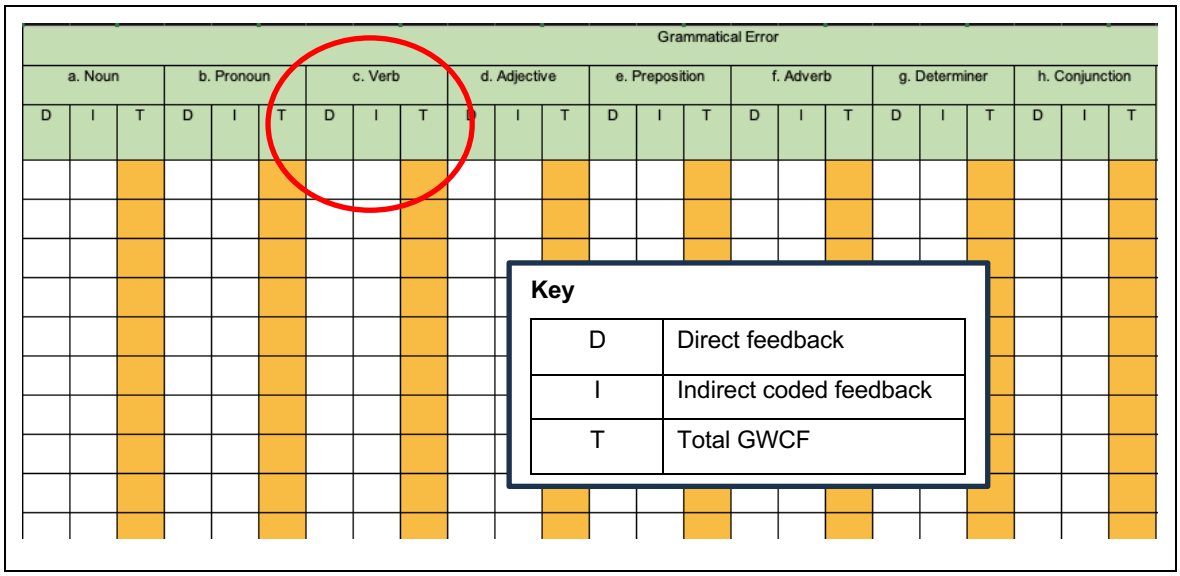


Figure 3.12: Snapshot of Grammatical Error Column in DAF

In the DAF, each error was coded with '1' if a specific type of feedback (e.g., direct or indirect coded) was given, and '0' if no feedback was provided (see Figure 3.12). Essays with both direct and indirect feedback were recorded as varied feedback. Using this DAF, the total frequencies and percentages of different GWCF types were calculated, helping the researcher to identify the most common feedback type and scope given by teachers.

3.5.3.2 Reliability of document analysis form

The reliability of the DAF was ensured by engaging two language experts to cross-check the information in the DAF with the learners' essays. This was to ensure that the researcher has categorised the errors into eight parts of speech correctly.

Table 3.14: Profile of Language Experts

Expert	Profile	Qualifications
Language Expert 1	Teacher training college lecturer	• Native speaker of Mandarin language • Fluent in the English language • 10 years of teaching in grammar and writing courses
Language Expert 2	Teacher training college lecturer	• Native speaker of Malay language • Fluent in the English language • 15 years of teaching in grammar and writing courses

In addition, both language experts were experienced English language lecturers from a teacher training college, who have taught grammar and writing courses for 10 and 15 years respectively, as shown in Table 3.14.

When determining the number of essays required for cross-checking, Neuendorf (2002) recommends the reliability sub-sample size should be about 10% to 20% of the actual data set. Hence, the researcher sent 35 randomly selected learners' essays (i.e., 13% of the total essays collected), together with the filled DAF, to the language experts via email. The language experts were given two weeks to complete the task. Furthermore, the categorisation of learners' errors was compared with the researcher's categorisation. This comparison produced a similarity index of 98%. Discussions were conducted with the language experts via WhatsApp Group Chat to reach a consensus on categorising some of the ambiguous errors.

3.6 Data Collection Procedures

The researcher conducted this study for three consecutive weeks.

Table 3.15: Data Collection Procedures

Week	Schedule
1	a. Research briefing o Inform about research title, aims and objectives o Inform about the tasks that teachers and learners are expected to do b. Teacher & learner consent o Read and sign the forms c. TWCFQ & LWCFQ o Complete and submit to the researcher
2	a. Document analysis o Take pictures of the learners' essays o Analyse essays for GWCF scopes and types
3	a. Teacher and learner semi-structured interviews o Audio-record the interviews o Transcribe the interviews

3.6.1 Administration of questionnaires

As shown in Table 3.15, in Week 1, all teachers were invited for research briefing at Centre of Excellence in Education, Limbang, where they were informed of the research title, aim, objectives as well as the tasks they were expected to do during this present research. After that, copies of the teacher consent form (see Appendix K) were given to the teachers. They were required to read and sign the consent forms before participating in this present research. Then, the Google Form link for TWCFQ was projected on the screen for the teachers. They were given about 20 to 30 minutes to complete and submit the questionnaires.

As for the learners, similar research briefings (i.e., introduction to the research title, aim, objectives and learners' tasks) were conducted during the researcher's visit to each school. Since the learners were minors, consent forms were initially given to the guardians or parents through the learners (see Appendix L). The learners were instructed to return the signed forms on the following day. On the next English lesson day, only those learners who

had obtained parental consent were given the questionnaires. A total of 23 learners were excluded from the study because parent consent forms were not returned the next day.

Since the researcher had the opportunity to meet the learners in person, the researcher verbally explained to the learners on what they needed to do for each section in LWCFQ, instead of using the instructional video (see Figure 3.9, Chapter 3, Section 3.5.1.5). The learners used 20 to 30 minutes to complete the printed questionnaire, while the online questionnaire was not utilised. During this period, the researcher remained present to assist with any questions or clarifications. For example, in Section B(2) Item 6(a)-(g) of the questionnaire, the researcher clarified that learners could choose more than one type of feedback they would like to receive on their writing errors.

3.6.2 Collection of essays for teacher GWCF practice

As shown in Table 3.15, to capture the teachers' GWCF practice, the essays came from those written by learners who were taught by the 14 teachers participating in the interviews. These teachers covered a diverse range of teaching experiences to ensure an unbiased evaluation of the teachers' GWCF provision (see Table 3.3, in Chapter 3, Section 3.4.1 for detailed information about the profiles). The teachers and learners were first informed that their essays would be collected for GWCF analysis. With the consent of both teachers and learners, 271 essays were collected, whereby one essay was collected from each learner. The essays were then photographed to enable the researcher to analyse the GWCF in detail (i.e., scopes and types).

3.6.3 Interview procedures

Semi-structured interviews were conducted in Week 3. Fourteen selected teachers were invited for the interviews (Table 3.15). The interviews were conducted in English language and were audio-recorded using the researcher's mobile phone.

Then, from the classes taught by the 14 selected teachers, one learner was chosen based on their proficiency level (see Table 3.5, Chapter 3, Section 3.4.2 for learners' demographic data). The learner interviews were carried out in either English, Mandarin or Malay language to encourage more responses from the learners. The interview sessions were audio-recorded using the researcher's mobile phone. The recordings were then transcribed using the subtitle feature in YouTube. The interview transcripts were verified and edited by the researcher. Translations were also performed for the transcripts that were in Mandarin and Malay.

3.6.4 Research Ethics

In any research involving human participants, it is the researcher's responsibility to respect the participants' rights to participate in the research voluntarily, to treat all participants equally and to take necessary steps to protect participants from any possible mistreatment, suffering and discomfort (Tendolkar, 2011). Hence, several research ethics procedures were taken by the researcher when conducting this present research, including the permission to conduct research in schools, informed consent and permission to access information.

3.6.4.1 Permission to conduct research in schools

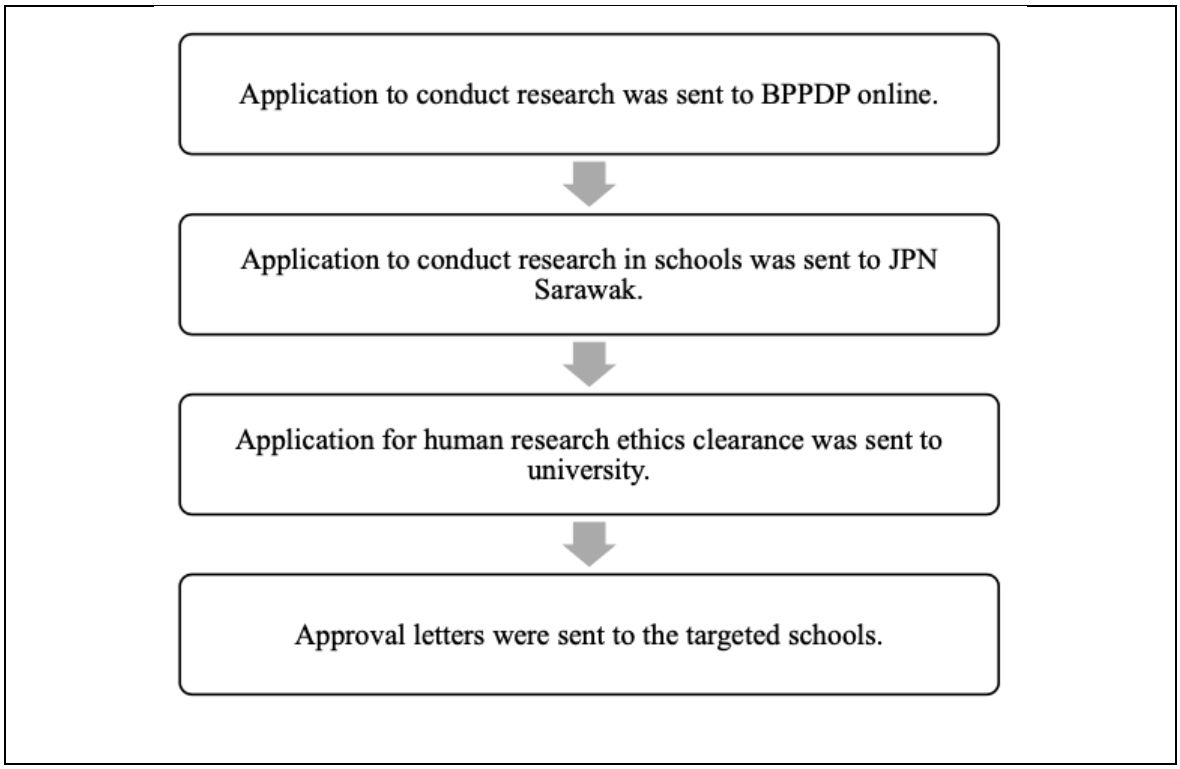


Figure 3.13: Permission to Conduct Research in Schools Flow Chart

Obtaining permission from the MoE in Malaysia is one of the vital procedures in conducting educational research in schools. It involves sending application to Education Planning and Research Division (BPPDP), Sarawak Education Department (JPNS), the researcher's university and targeted schools, as shown in Figure 3.13.

The researcher sent application to BPPDP online (https://eras.moe.gov.my) together with all the relevant documents, including a full copy of the research proposal. The application was accepted by BPPDP on 8th March 2022 (see Appendix M). Then, using the approval letter issued by BPPDP, the researcher sought the approval from JPNS to conduct research in national schools in Kuching (pilot study) and Limbang (the actual research), and the approval was granted by JPNS on 17th March 2022 (see Appendix N). In addition, an application for human research ethics clearance was submitted to the researcher's university

and was later given approval (see Appendix O). The researcher also sent the approval letters to the targeted schools before visiting the schools to conduct research.

3.6.4.2 Informed consent

According to Cohen et al. (2007), informed consent refers to obtaining permission and cooperation from participants to aid in an investigation. In this study, the researcher obtained permission from teachers using a teacher consent form (see Appendix K) and from guardians of young participants using a parent informed consent form because the participants were below 18 years old (see Appendix L).

In both the consent forms, the researcher provided explanations and descriptions of the research, including the purpose and content of the research, possible benefits from the research and the opportunity to ask questions regarding the research. The participants were assured that they had the right to refuse in participating or to withdraw from the research at any time. A copy of the consent form was also given to the participants for future reference.

3.6.4.3 Permission to access to information

The researcher conducted the study in Limbang, Sarawak, where access to information was necessary. According to Cohen et al. (2007), in requesting relevant information, the researcher should demonstrate that they are worthy of being given the information to conduct the research. Hence, the researcher issued an information request letter (see Appendix P) to seek official permission from the Limbang District Education Office. In the consent letter, the researcher also ensured that he included the necessary research details, such as clear research aims and title. The approval was granted on 29th August 2022 and the researcher was provided with relevant information (e.g., name list for English language teachers in Limbang, total number of Year 5 learners in Limbang).

3.6.5 The Pilot Study

Semie (2020) mentions that a pilot study is useful to find out any probable weaknesses of a particular research design before applying it to the actual study. Therefore, to verify the data collection instruments and procedures for this present research, a pilot study was conducted.

Both TWCFQ and LWCFQ together with interview questions were tested in the pilot study to determine if they were clear for the participants. Specifically, the mentioned pilot study helped to identify words, sentences or concepts that could be confusing for the teachers and learners when answering the questionnaires and interview questions. Apart from that, it also helped the researcher to determine the length of time needed for the participants to answer the questionnaires and interview questions (Aghajanloo et al., 2016).

3.6.5.1 Research site, participants and procedures for the pilot study

The pilot study was conducted on Year 5 English language teachers (n=11) and learners (n=102) from four national schools in Kuching, Sarawak in May 2022. The pilot study lasted a week. The teachers and learners were selected because they shared similar characteristics to the target population in this study (Aghajanloo et al., 2016).

Prior to visiting the selected schools, the researcher contacted the school heads and explained the aims of the pilot study. In addition, the approval letters from BPPDP and JPNS were attached to the schools' emails as evidence. Once permission was obtained from the schools, the researcher conducted research briefings with the Year 5 English language teachers and learners in their respective schools. Subsequently, copies of consent forms were given to the teachers. They were asked to review and sign the consent forms before participating in the pilot study. The teachers took less than 30 minutes to complete the

TWCFQ and then submitted the questionnaires to the researcher. As for the learners, consent forms were distributed to the guardians or parents through the learners. They were instructed to return the completed consent forms the following day. Only those learners whose guardians consented were given the LWCFQ. The learners took approximately 30 minutes to complete the questionnaires and then returned them to the researcher.

Besides, with the participants' permission, the researcher took photos of the learners' previous essays (i.e., one essay per learner) for the purpose of document analysis. The essays were then returned to the learners. Subsequently, all the teachers (n=11) were interviewed during their free periods. The learner interviewees selected were CEFR A1 and A2 level (see Figure 2.1, Chapter 2, Section 2.2.1 for more details) and they were interviewed in pairs and groups to encourage more responses. Each interview session lasted between 15 to 25 minutes and was audio-recorded using the researcher's mobile phone.

3.6.5.2 Lessons gained from the pilot study

There were lessons gained from the pilot study.

One of the lessons learned was that the learners should be selected based on their performance level, instead of the CEFR levels. In the pilot study, with the help of their respective teachers, the learners were selected based on the CEFR levels. Though CEFR was used to gauge what the learners can do at a certain mastery level (Ministry of Education, 2015), the categorisation is rather broad as it measures the learners' average ability across four language skills (i.e., listening, speaking, reading and writing), instead of specifically on the writing skills. Therefore, in this study, the researcher decided to recruit learner interviewees based on their writing performance level, from PL2 to PL6, following the performance standards guide outlined by the MoE, which specifically outline what the

learners can do in writing (see Figure 2.2, in Chapter 2, Section 2.2.1 for more details on performance levels).

Apart from that, another lesson learned from the pilot study was that the learners' interview questions should also be improved for the actual research. It was found in the pilot study that the learners' responses to the interview questions were rather short and brief, resulting in limited information obtained from the interviews. To cope with this issue, the researcher decided to use more probing questions in the actual research to further elicit the learners' responses in the interviews (see Table 3.11, in Chapter 3, Section 3.5.2.1).

Table 3.16: Learners' Mistakes in Document Analysis

Learner's Mistakes	Examples
1. Mistakes in apostrophe is considered as a punctuation mistake.	• The **cats'** tail is long.
2. A typo is classified as a spelling mistake, regardless of whether the typo refers to a different word.	• I am going **too** the library.
3. A redundant word that is cancelled is considered a direct GWCF.	• This is a small ~~**tiny**~~ room.

Besides, the researcher encountered difficulties when categorising learners' mistakes in writing. Therefore, discussions were conducted with the language experts via WhatsApp Group Chat to resolve the ambiguities in categorising the errors (Table 3.16). For example, a redundant word that has been cancelled by the teacher was classified as a direct GWCF (Cheng & Zhang, 2021). Then, the categorisation of mistakes was adhered to when analysing learners' essays in the main study.

3.7 Data Analysis Procedures

This section describes the data analysis procedures for the study according to the research objectives.

3.7.1 Comparing teacher beliefs and learner beliefs of GWCF (RO1)

In order to investigate teacher and learner beliefs regarding various aspects of GWCF as outlined in RQ1 and RQ2 (i.e., purpose and goals, types, scopes, timing, source and follow-up of feedback), the data collected from both printed and web-based versions of TWCFQ and LWCFQ were used.

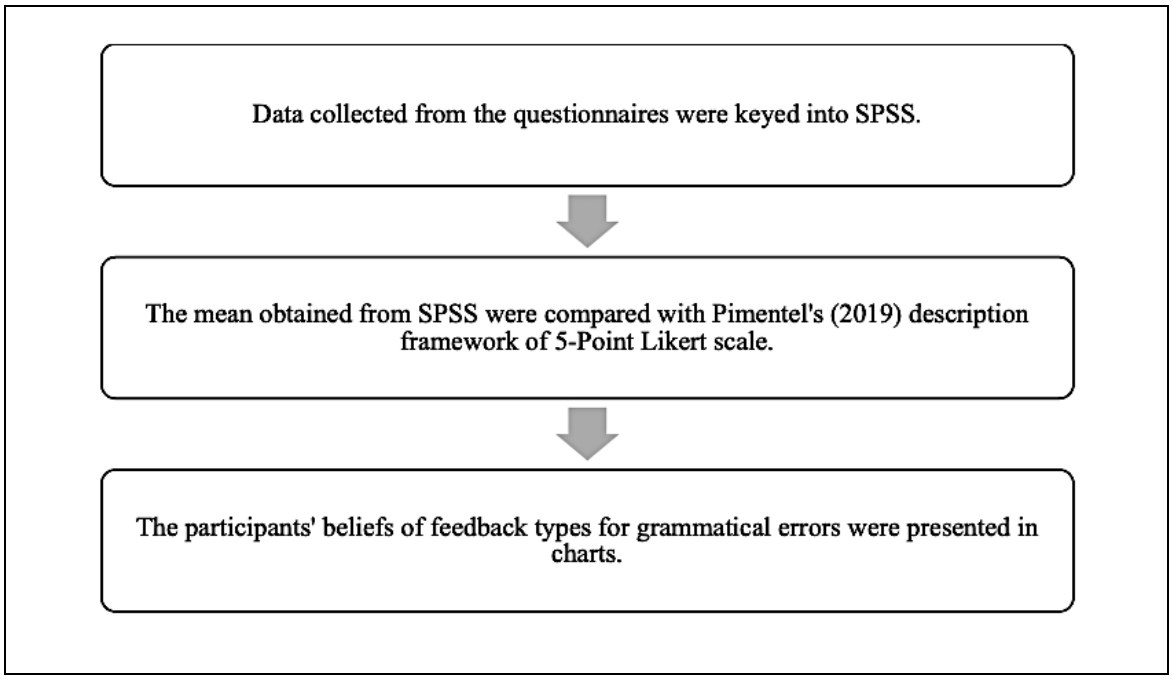


Figure 3.14: Questionnaire Data Analysis Flow Chart

As shown in the flow chart in Figure 3.14, the data obtained from the questionnaires underwent three phases of analysis. The phases included (1) data entry into SPSS, (2) comparison of mean rank scores with Pimentel's (2019) descriptive framework, and (3) presentation of the data in chart form.

Table 3.17: Data Presentation for GWCF Aspects in Questionnaires (Example)

Constructs	Item	Mean	Interpretation of mean scores
Purpose and goals	To show learners the gaps in knowledge and understanding.	4.20	Strongly agree
	To provide learners suggestions for improvement.	4.60	Strongly agree
	To encourage learners to improve their essays.	4.50	Strongly agree
	To help learners reflect on what they have learned.	4.50	Strongly agree
	To help learners make progress in grammatical accuracy.	4.70	Strongly agree

The data obtained from TWCFQ and LWCFQ were entered in SPSS, while the mean rank scores obtained from the SPSS output for all items about the GWCF aspects (i.e., purpose and goals, types, scopes, timing, source and follow-up of feedback) were presented in tables. An example is shown in Table 3.17.

Table 3.18: Pimentel's (2019) Description Framework of Five-point Likert Scale

Likert Scale	Interval (Mean)	Interpretation of Mean Rank Scores
1	1.00-1.79	Strongly Disagree
2	1.80-2.59	Disagree
3	2.60-3.39	Neutral
4	3.40-4.19	Agree
5	4.20-5.00	Strongly Agree

Following Pimentel's (2019) recommendation in analysing questionnaire data, the data collected from rating scale in both TWCFQ and LWCFQ were considered to be in a continuous scale for the weighted mean for its interpretation to be valid. As shown in Table 3.18, the mean rank scores obtained for each GWCF aspect in the questionnaire were interpreted using the adapted five-point Likert scale description framework outlined by Pimentel (2019). For example, mean rank scores ranging from 1.00 to 1.79 were classified as "strongly disagree".

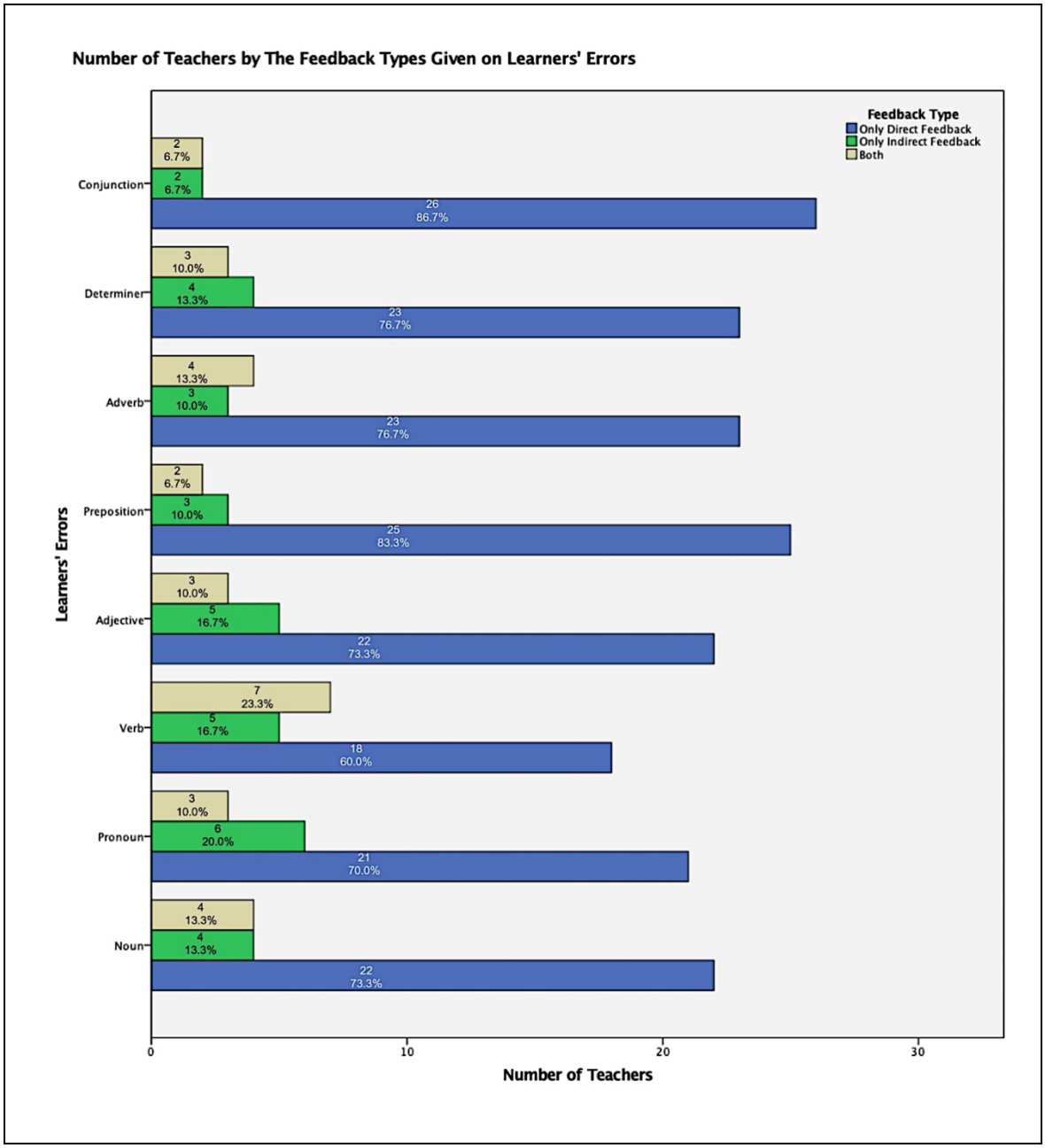


Figure 3.15: Data Presentation for the Participants' Beliefs of GWCF Types for Grammatical Errors (Example)

Concerning the teachers' beliefs of the GWCF types that should be given to the grammatical mistakes in writing, raw counts and percentages derived from the questionnaires were presented in chart form. Figure 3.15 shows an example of the chart. The same method of data analysis was applied to LWCFQ to address RQ2, which was to assess

learners' beliefs regarding the purpose and goals, types, scopes, timing, source, and follow-up of GWCF.

In addition, the qualitative data obtained from teacher and learner semi-structured interviews were also used to further enrich the understanding of GWCF beliefs. This qualitative analysis helped to add more understanding to RQ1 (teachers' beliefs) and RQ2 (learners' beliefs).

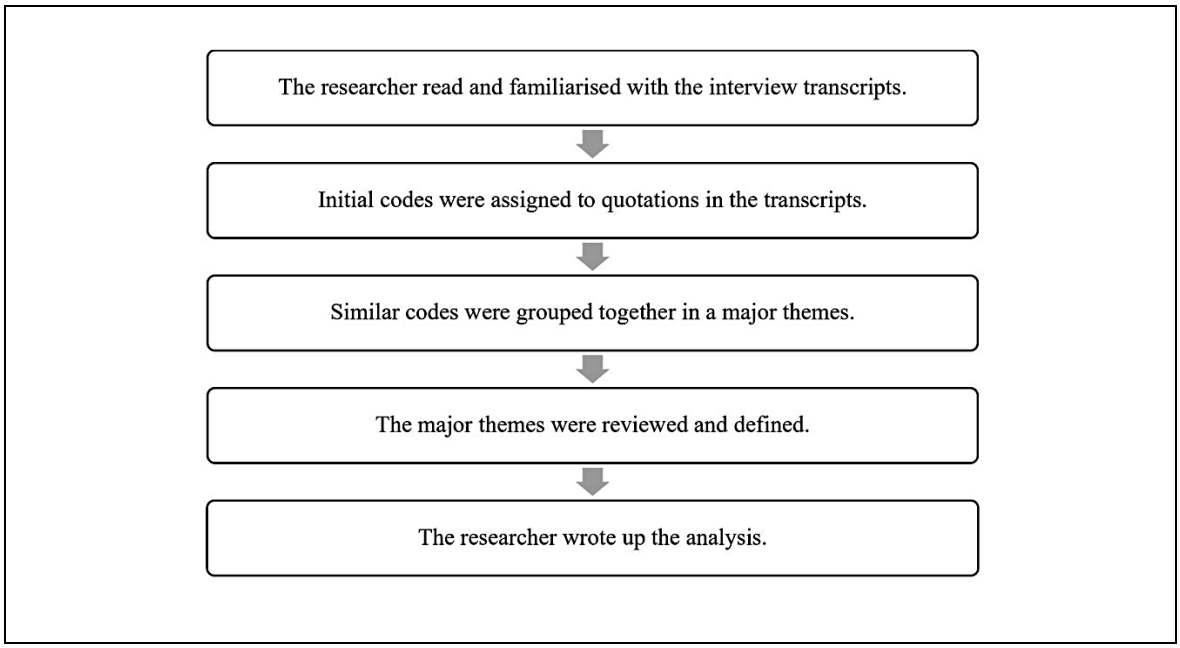


Figure 3.16: Qualitative Data Analysis Flow Chart Using Braun and Clarke's (2006) Thematic Analysis Framework

The teacher and learner interview transcripts were uploaded to ATLAS.ti for analysis. Braun and Clarke's (2006) thematic analysis framework was used to analyse the data (Figure 3.16). Basically, the analysis process of the qualitative data involved several steps: (a) initially being familiar with the responses, (b) assigning codes to the responses, (c) grouping the codes into major themes, (d) reviewing and defining the themes, and finally,

(e) compiling and writing the analysis. Figure 3.17 through Figure 3.19 illustrate the analysis procedures in greater detail.

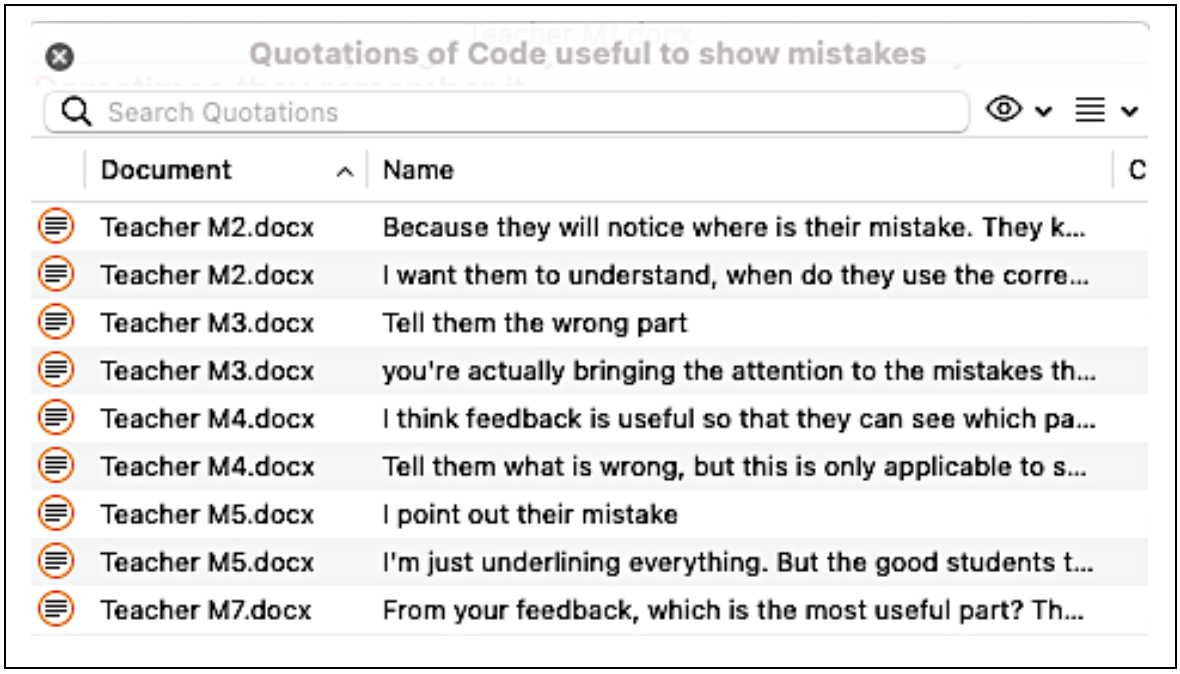


Figure 3.17: Responses for the Initial Codes in ATLAS.ti (Example)

Figure 3.17 shows a sample of how, upon re-reading and being familiar with the interview contents, the teachers' responses were highlighted and assigned with initial codes through both semantic and latent coding, as suggested by Byrne (2022). Semantic coding identifies codes based on what respondents explicitly state, while latent coding explores underlying meaning shaping the data (Byrne, 2022). Examples of initial codes included "useful to show mistakes", "comprehensive reason", and "feedback factor".

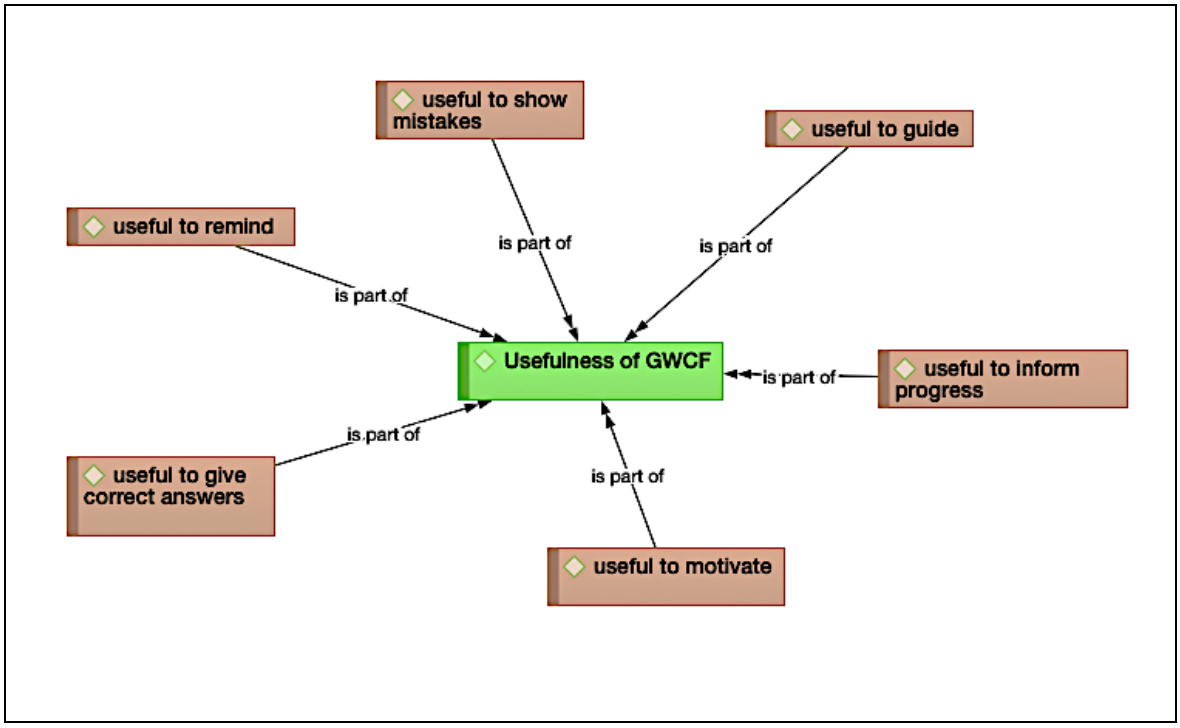


Figure 3.18: Major Themes and Initial Codes in ATLAS.ti (Example)

The initial codes were subsequently reviewed and analysed to determine how they could be grouped under themes with shared meanings (Byrne, 2022). Figure 3.18 shows a sample of how the initial codes, such as "useful to show mistakes", "useful to guide", "useful to inform progress", "useful to motivate", "useful to give correct answers", and "useful to remind" were categorised under the major theme of "usefulness of GWCF".

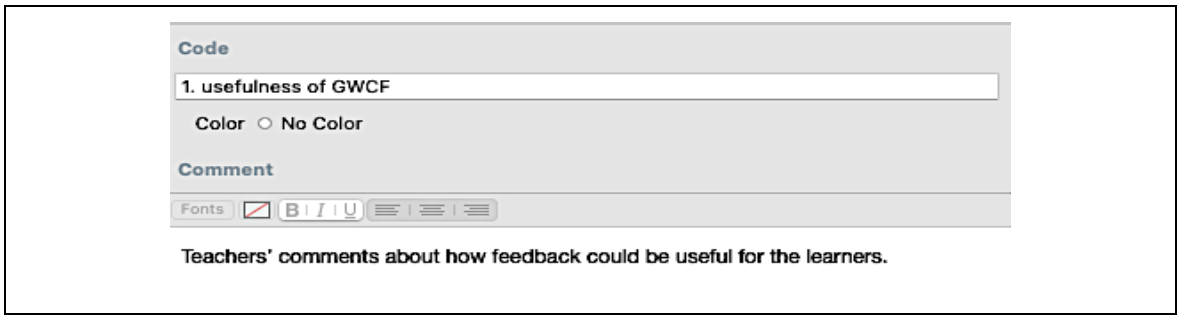


Figure 3.19: Major Themes and Definitions in ATLAS.ti (Example)

The major themes were reviewed for relevance to the research questions (Byrne, 2022). Figure 3.19 illustrates a sample of how after reviewing the identified themes, the major themes were defined. In the sample in Figure 3.19, the major theme "usefulness of GWCF" was defined as "teachers' comments about how feedback could be useful for the learners". This information was then used for the write up of interview results at a later stage.

To identify the alignment between teacher beliefs and learner beliefs of GWCF (RQ3), mean rank scores for every GWCF aspect were obtained from TWCFQ and LWCFQ.

Table 3.19: SPSS Output for Normality Test (Example)

GWCF Aspects	Kolmogorov-Smirnov	
	Statistic	P-value
Purpose and Goals	.156	P < .001
Types	.063	P < .001
Scopes	.079	P < .001
Timing	.073	P < .001
Source	.127	P < .001
Follow-Up	.056	P < .001

Kolmogorov-Smirnov normality test was first conducted to identify the distribution of the data. The null hypothesis (i.e., the data is normally distributed) is accepted if the p-value is greater than .05. Mann-Whitney U test, a non-parametric test to independent samples t-test, was used to compare teacher beliefs and learner beliefs of GWCF since the data entered was not normally distributed (see Table 3.19 for SPSS output sample).

Table 3.20: SPSS Output for Mann-Whitney U Test (Example)

GWCF Aspects	Mann-Whitney U Test	
	Statistic	P-value
Purpose and Goals	4586.5	P < .001
Types	6239.0	P = .004
Scopes	8790.5	P = .748
Timing	7952.5	P = .239
Source	7606.5	P = .125
Follow-up	8789.0	P = .748

The relationship between the teacher beliefs and learner beliefs of GWCF aspects was identified using the SPSS output generated. Specifically, the null hypothesis (i.e., there is no significant difference between teacher and learner beliefs of GWCF aspects) is accepted if the p-value is greater than .05. For example, in the SPSS output sample (Table 3.20), the p-value for GWCF source was .125. Thus, the null hypothesis was accepted, indicating no significant difference between teacher and learner beliefs in GWCF source. Furthermore, the results were later supplemented with the qualitative data collected.

3.7.2 Teacher GWCF practice (RO2)

Concerning teachers' GWCF provision, the data obtained from analysis of learners' essays were entered into DAF to generate descriptive statistics.

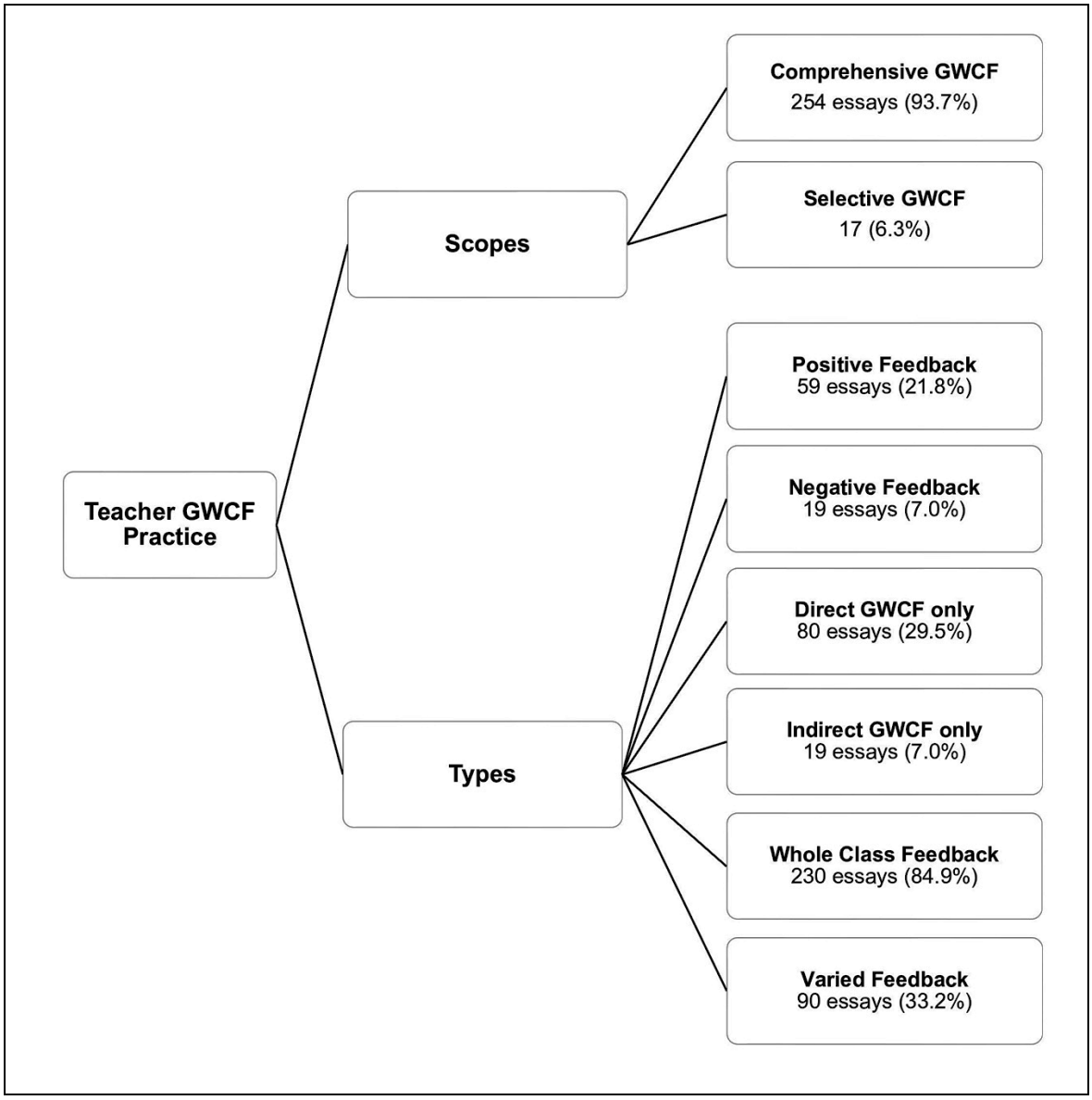


Figure 3.20: Data Presentation for Teacher GWCF Practice (Example)

Teachers' GWCF practice in terms of scopes and types were counted and presented in charts, in terms of raw counts and percentages (see Figure 3.20 for data presentation sample). Subsequently, the most prominent GWCF scope (RQ4) and GWCF type (RQ5)

used by the teachers were identified. Furthermore, by specifically looking into the teachers' feedback on learners' grammatical errors, the study identified which types of grammatical errors predominantly received direct GWCF (RQ6) and which ones most frequently received indirect GWCF (RQ7).

3.7.3 Comparing GWCF belief and teacher GWCF practice (RO3)

In order to examine the alignment between teacher GWCF beliefs and practice (RQ8) as well as between learner GWCF beliefs and practice (RQ9), the data collected from TWCFQ and LWCFQ were compared with DAF.

Due to the suitability of frequency statistics in presenting the discrete data collected from various sources (Larson, 2006), raw counts and percentages were obtained from Section B2(4a) in the questionnaires (i.e., the participants' beliefs of the use of direct feedback in showing learners' grammatical errors) and Section B2(4b-4d) in the questionnaires (i.e., the participants' beliefs of the use of indirect feedback in showing learners' grammatical errors). The data were later compared with the number of learners' essays that were given direct and indirect feedback. As for the scopes of feedback, frequency statistics were also obtained from Section B3(3) in the questionnaires (i.e., the participants' beliefs of the use of comprehensive feedback to indicate learners' grammatical errors) and Section B3(4) in the questionnaires (i.e., the participants' beliefs of the use of selective feedback to indicate learners' grammatical errors). Similarly, the questionnaire data on comprehensive and selective feedback were compared with the number of essays that received comprehensive and selective feedback. Specifically, a Pearson's Chi-Square test of association was conducted on the data collected, using a 2 x 2 contingency table. This statistical test was chosen to more rigorously demonstrate the relationship between feedback

beliefs and practice. This method was also employed by past scholars like Purnomo et al. (2021) in their investigation of Indonesian tertiary teachers' feedback beliefs and practices. To ensure the validity of the statistical test, the researcher confirmed that all the key requirements were met. For example, the data from teacher questionnaires and analysis of essays were categorical, making them suitable for comparison with a chi-square test. Besides, he also ensured that expected frequency in each cell of the contingency table was greater than five, a necessary condition for the test to be accurate.

Table 3.21: SPSS Output for Pearson's Chi-Square Test of Association (Example)

Comprehensive GWCF	**Chi-Square Test of Association**	
	Statistic	**P-value**
TWCFQ / DAF	9.218	P = .002

The SPSS output generated was used to determine the relationship between teacher beliefs and practice of GWCF. Specifically, the null hypothesis (i.e., there is no significant difference between teacher GWCF beliefs and practice) is accepted if the p-value is greater than .05. For instance, as shown in SPSS output sample (Table 3.21), the p-value was .002. Therefore, the null hypothesis was rejected, indicating significant difference between teacher beliefs and practice of comprehensive GWCF. Furthermore, the findings were later supplemented with the qualitative data collected from teacher and learner semi-structured interviews.

3.8 Limitations of the Study

The study is not without limitations. The researcher was unsure whether the learners in the study made revisions from the feedback given. Since this study only analysed one essay from each student, it was unclear whether the given feedback was applied to the subsequent writing. Thus, a longitudinal study would be beneficial to know the long-term effect of teachers' feedback.

3.9 Chapter Summary

This chapter has elaborated in detail on the conceptual framework, research method, research participants as well as the research instruments used in this present research. Moreover, this chapter also covers data collection procedures, data analysis procedures and the limitations of this study.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the findings of the study, organised according to the research objectives and research questions. The research objectives are:

1. To compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools

2. To investigate the practice of GWCF in Malaysian primary schools

3. To compare teacher and learner beliefs with teacher practice of GWCF in Malaysian primary schools

The research questions formulated based on the research objectives are:

1. What are the teacher beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF?

2. What are the learner beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF?

3. Is there any statistically significant difference between learner beliefs and teacher beliefs of GWCF?

4. What is the most prominent GWCF scope used by the teachers?

5. What is the most prominent GWCF type used by the teachers?

6. Which grammatical error is prominently given direct GWCF?

7. Which grammatical error is prominently given indirect GWCF?

8. Is there any statistically significant difference between teacher beliefs and teacher practice of GWCF?

9. Is there any statistically significant difference between learner beliefs and teacher practice of GWCF?

4.2 Comparison Between Teacher and Learner Beliefs of Grammar-focused Written Corrective Feedback

This section reports on the findings of the RO1, which is to compare learner beliefs with teacher beliefs of GWCF in Malaysian primary schools. It is divided into three sections: (a) teachers' beliefs of GWCF, (b) learners' beliefs of GWCF and (c) comparison between teacher and learner beliefs of GWCF.

4.2.1 Teacher beliefs of grammar-focused written corrective feedback

Findings on teachers' beliefs of GWCF about the different aspects of GWCF (i.e., purpose and goals, types, scopes, timing, source and follow-up of feedback) will be presented. This finding seeks to answer the research question 1: What are the teacher beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF? Specifically, the teachers' GWCF beliefs as a whole will be presented first, followed by teachers' GWCF beliefs by demographics, namely, teaching experience, training background, and subject options.

4.2.1.1 Overall teacher beliefs of grammar-focused written corrective feedback

Using Pimentel's (2019) five-point Likert scale description framework (see Table 3.18, Chapter 3, Section 3.7.1 for interpretation of mean rank scores), the findings revealed the teachers strongly believed feedback was important to help learners in various aspects of their learning and writing (M>4.20) (Table 4.1).

Table 4.1: Mean Scores for Teacher Beliefs About the Purpose and Goals of Feedback

No.	Item	Mean	Interpretation of mean scores
1	To help learners make progress in grammatical accuracy.	4.67	Strongly agree
2	To provide learners suggestions for improvement.	4.57	Strongly agree
3	To encourage learners to improve their essays.	4.53	Strongly agree
4	To help learners reflect on what they have learned.	4.50	Strongly agree
5	To show learners the gaps in knowledge and understanding.	4.20	Strongly agree

As shown in Table 4.1, all items about the purpose and goals of feedback had mean scores of more than 4.20. The highest mean score was "to help learners make progress in grammatical accuracy" (M=4.67), followed by "to provide learners suggestions for improvement" (M=4.57), "to encourage learners to improvise their essays" (M=4.53), "to help learners to reflect on what they have learned" (M=4.50), and "to show learners the gaps in knowledge and understanding" (M=4.20).

In terms of the types of feedback that the teachers provided to their learners, their feedback methods varied. Table 4.2 shows the teachers' beliefs about positive and negative feedback while Table 4.3 presents a summary of responses given to the open-ended questionnaire item.

Table 4.2: Mean Scores for Teacher Beliefs About Positive and Negative Feedback

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Positive feedback	Give positive feedback for learners to progress (for example, telling the learners what they have done right in the essays).	4.23	Strongly agree
2	Negative feedback	Give negative feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).	3.23	Neutral

Table 4.3: Summary of Open-ended Responses Collected for Teacher Beliefs About Positive and Negative Feedback

No.	Type of feedback	Open-ended responses in themes	n	Example quote
1	Positive feedback	Boost learners' motivation to continue writing	12 (E1=2, E2=10, O1=10, O2=2, T1=6, T2=6)	"To **motivate** pupils to write essay" (T18)
				"So that they know … and to **build up their confidence**." (T19)
				"… because learners tend to **get motivated** when they are told that they do something right." (T3)
		Praise learners for what they have done right	6 (E1=5, E2=1, O1=5, O2=1, T1=2, T2=4)	"Giving **compliment** on the certain section done well by the pupils." (T4)
				"Telling their **strengths** before working on their weaknesses" (T7)
2	Negative feedback	Avoid future writing mistakes	9 (E1=3, E2=6, O1=7, O2=2, T1=3, T2=6)	"I point out the wrong details so that they **would not repeat the same mistake**" (T12)
				"The learners **not going to repeat the same mistake**." (T19)
		Demotivate the learners	6 (E1=2, E2=4, O1=6, O2=0, T1=2, T2=4)	"This will **discourage** my learners to continue writing." (T30)
				"I cannot give negative feedback as I **don't want to make my learners feel stress**" (T2)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

As shown in Table 4.2, between the use of positive and negative feedback, the teachers had more favourable attitudes towards giving positive feedback (M=4.23) compared to negative feedback (M=3.23). Qualitative responses supported this finding (Table 4.3). A total of 12 teachers viewed positive feedback as a boost to learners' motivation to keep writing. For example, T18, an experienced optionist with training, mentioned he

gave positive feedback to encourage his learners to write. Similarly, both experienced optionists without training, T19 and T3, believed that their positive feedback could increase their learners' motivation. Besides, six teachers used positive comments to praise learners for their accomplishments in the essays. For example, T4, a novice English optionist who never attended feedback training, gave positive feedback to praise sections that pupils did well. Similarly, T7, a novice optionist with training used his positive feedback to inform learners about their strengths before working on their weaknesses.

On the other hand, nine teachers gave negative feedback to prevent future writing mistakes. For example, T12 (a novice English optionist without training) and T19 (an experienced English optionist without training) indicated that they used negative feedback so their learners would not make similar errors again. However, one drawback of negative feedback was it might demotivate learners, as indicated by six teachers. For example, T30 (an experienced English optionist with training) and T2 (an experienced English optionist without training) stated they would not use negative feedback because the feedback would discourage the learners or increase their anxiety levels (Table 4.3).

When comparing between the qualitative responses given, English optionists tended to prefer both positive and negative feedback. Experienced optionists used positive feedback to boost learners' motivation, while their novice counterparts used positive comments to praise learners' strengths. As for negative feedback, irrespective of teaching experiences, English optionists believed negative comments helped learners avoid future mistakes, even though they acknowledge that such feedback could be demotivating.

Table 4.4: Mean Scores for Data Collected for Teacher Beliefs About Direct and Indirect Feedback

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Direct feedback	(a). To indicate the error in learners' essays by crossing out what is wrong and writing the correct word and structure.	3.63	Agree
2	Indirect feedback	(b). To indicate the error in learners' essays by only underlining (or circling) it.	3.70	Agree
		(c). To indicate the error in learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it.	3.03	Neutral
		(d). To indicate the error in learners' essays by putting a cross in front (or at the back) of the sentence.	2.50	Disagree

In relation to direct and indirect feedback, as shown in Table 4.4, overall, the teachers' opinion on the use of direct feedback was positive (M=3.63). On the other hand, their beliefs of indirect feedback varied, depending on how the error was indicated. Pointing out errors by underlining or circling the error was perceived more favourably (M=3.70), as opposed to using symbols or codes (M=3.03). The teachers were against using a cross to indicate mistake by placing it in front of or behind the text (M=2.50).

Table 4.5: Mean Scores for Teacher Beliefs About Whole Class Feedback

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Whole class feedback	To discuss the common errors in class, without indicating the errors in my learners' essays.	3.30	Neutral

Regarding whole class feedback (Table 4.5), the teachers were not that keen on addressing common errors collectively in class (M=3.30).

Table 4.6: Mean Scores for Data Collected for Teacher Beliefs About Varied Feedback

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Varied feedback	Vary the feedback according to the type of learner errors in the essays.	4.20	Strongly agree

Table 4.7: Summary of Open-ended Responses Collected for Teacher Beliefs About Varied Feedback

No.	Type of feedback	Open-ended responses in themes	n	Example quote
1	Varied feedback	Vary feedback based on learner proficiency levels	13 (E1=4, E2=8, O1=12, O2=1, T1=5, T2=8)	"The essay written … are based on their **proficiency level**. Each learners need **different feedback** in order for them to improve in their learning…" (T9)
				"**Excellent** learner – use symbol, **Weak** learner – give full feedback" (T19)
				"I give feedback based on the **learners' level**" (T6)
		Vary feedback based on learner errors	9 (E1=7, E2=2, O1=7, O2=2, T1=6, T2=3)	"**Different errors**, different feedback methods" (T16)
				"If the learner makes an **extreme number of mistakes**, oral feedback is given with example personally, not as a whole." (T1)
				"I give feedback based on the **students' input**." (T17)
		Vary feedback based on time available in marking learners' essays	1 (E2, O1, T2)	"It depends on the **time constraint** that I face to mark their works..." (T5)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

As depicted in Table 4.6, teachers strongly agreed that they varied their feedback given in the learners' essays (M=4.20). Qualitative responses supported this finding (Table 4.7). A total of 13 teachers varied their feedback to accommodate learners' proficiency levels. For example, T9, an experienced English optionist with feedback training, emphasised the importance of individualised comments to support learner progress. Both experienced English optionists (T6, T9) mentioned they gave feedback according to learners' proficiency, specifically indirect feedback for high-proficient learners and comprehensive feedback for low-proficient learners. Nine teachers varied their feedback

based on the type of errors learners made, while others adapted it to contextual factors. For example, T5, an experienced English optionist without GWCF training, explained that she adjusted her feedback based on how much time was available. T17, a novice English optionist with training, mentioned he gave feedback according to learners' writing, while T16 (a novice English optionists with training) used different feedback for different mistakes. Besides, T1, another novice English optionist without training, chose to give oral feedback if her learners made too many mistakes in writing. When comparing the teachers' responses, experienced teachers tended to vary their feedback based on learners' proficiency levels, while novice teachers chose varied their feedback based on the errors made by learners.

Table 4.8: Mean Scores for Teacher Beliefs About Feedback on Grammatical Errors

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Feedback on grammatical errors	Always point out the errors in the learners' writing. (a). Verb	4.67	Strongly agree
		(b). Pronoun	4.53	Strongly agree
		(c). Determiner	4.53	Strongly agree
		(d). Adjective	4.43	Strongly agree
		(e). Adverb	4.40	Strongly agree
		(f). Conjunction	4.40	Strongly agree
		(g). Preposition	4.27	Strongly agree
		(h). Noun	4.17	Agree

As shown in Table 4.8, with regards to giving feedback on specific categories of grammatical errors, the strongest agreement to point out errors in learners' writing was for verb errors (M=4.67), followed by pronoun and determiner errors (M=4.53). Teachers also strongly agreed to point out learners' errors in adjective (M=4.43), adverb (M=4.40), conjunction (M=4.40) and preposition (M=4.27). The teachers had the lowest agreement to point out noun errors to learners (M=4.17).

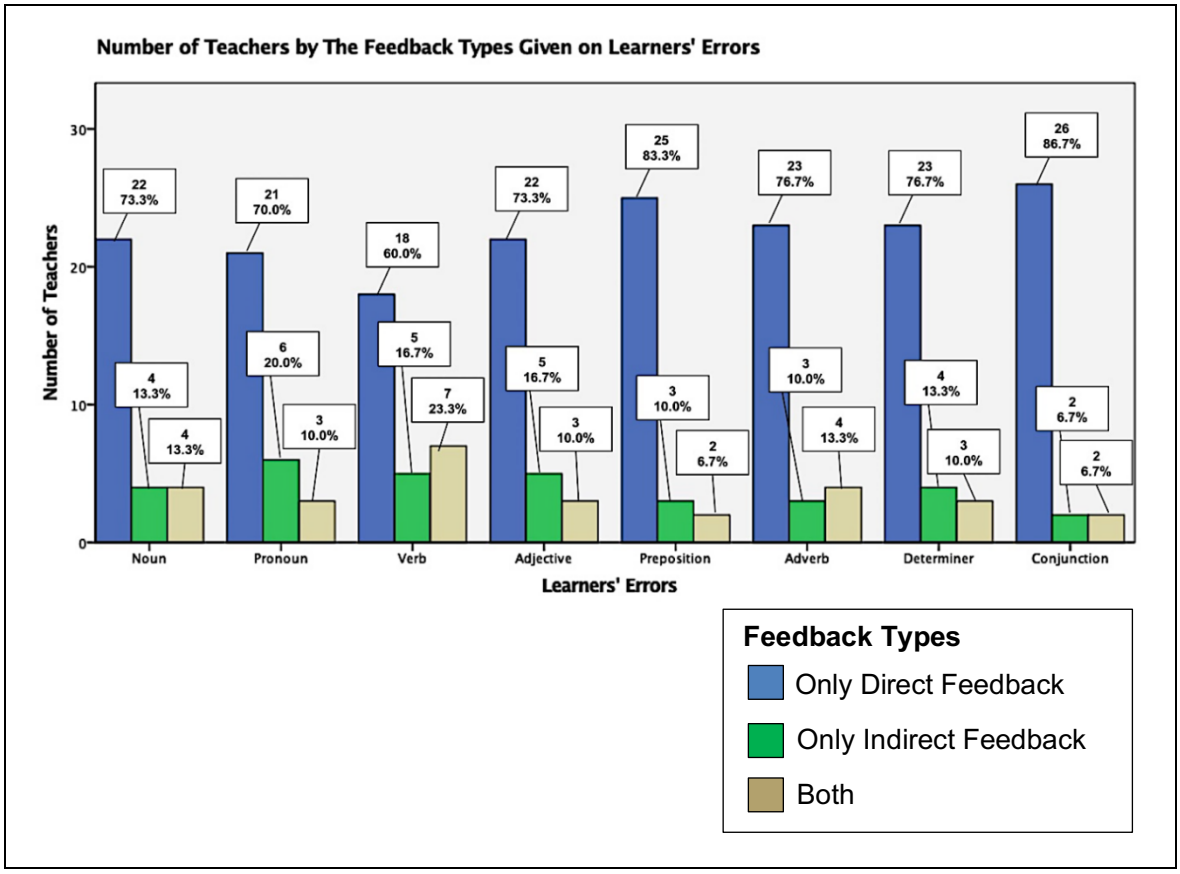


Figure 4.1: Distribution of Teacher Beliefs of Feedback Types for Specific Categories of Grammatical Errors

As for the types of feedback (direct, indirect, or both) to be given to specific categories of grammatical errors (Figure 4.1), the teachers were found to prefer giving only direct feedback to all types of grammatical errors (60% or above), particularly for conjunction (86.7%) and preposition (83.3%) errors. Although providing only indirect feedback was less preferred, 20% of the teachers indicated they favoured giving only indirect feedback to pronoun errors. As for using a mixture of both direct and indirect feedback, the highest percentage was for verb errors (23.3%).

With respect to the scopes of feedback, overall, the teachers were positive about the use of various scopes of GWCF to mark their learners' writing. Table 4.9 shows the scopes

of feedback preferred by the teachers while Table 4.10 presents a summary of responses given to the open-ended questionnaire item.

Table 4.9: Mean Scores for Teacher Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Item	Mean	Interpretation of mean scores
1	Comprehensive feedback	Provide feedback on learner errors comprehensively (marking all the errors in the essays).	3.60	Agree
2	Selective feedback	Provide feedback on learner errors selectively (only marking one or a few targeted errors in the essays).	3.57	Agree
3	Repeated feedback	Provide feedback on learners' repeated errors (same errors that learners keep making in their essays).	4.00	Agree

Table 4.10: Summary of Open-ended Responses Collected for Teacher Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Open-ended responses in themes	n	Example quote
1	Comprehensive feedback	Present overview of the learners' mistakes in writing	11 (E1=3, E2=8, O1=10, O2=1, T1=6, T2=5)	"They need to know **all their errors**" (T14)
				"let them know all the errors in writing" (T30)
				"To ensure the pupils know their errors and to remind them how to answer correctly." (T6)
		Ease learners' revisions	1 (E2, O1, T2)	"For **correction** purposes." (T3)
		Teachers' perceived responsibility	1 (E2, O1, T2)	"Because that is our **responsibility** to help our learners" (T11)
2	Selective feedback	Avoid discouraging learners with too many corrections	2 (E1=1, E2=1, O1=2, O2=0, T1=1, T2=1)	"**Not to discourage** my learners" (T10)
				"I won't mark all the errors if they are too many, to **motivate my learners**." (T27)
		Cope with time constraints	2 (E1=2, E2=0, O1=2, O2=0, T1=1, T2=1)	"Less likely when there are tons of exercises to mark (in a short period of **time**) ..." (T4)
				"**Time constraints**" (T7)

Table 4.10 continued

2	Selective feedback	Help learners focus on the targeted structures	2 (E1=2, E2=0, O1=1, O2=1, T1=1, T2=1)	"Sometimes feedbacks provided are **focused** (prioritising certain sentence structures/grammar rules)" (T15)
				"There are **some errors that can be ignored** and doesn't affect the whole essay." (T16)
		Do not mark repeated errors	1 (E1, O2, T1)	"I **don't mark repeated** errors." (T26)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

As illustrated in Table 4.9, in relation to comprehensive and selective feedback, there was comparable agreement among teachers for using comprehensive (M=3.60) and selective GWCF (M=3.57). Qualitative responses supported this finding (Table 4.10). A total of 11 teachers indicated that comprehensive feedback provided an overview of learners' mistakes. For example, T14 and T30, both experienced English optionists with training, mentioned the need to use comprehensive feedback to inform learners about all the mistakes. T6, an experienced English optionist without training indicated that she would also remind her learners of the correct answers. Besides, T3, an experienced English optionist without GWCF training, mentioned comprehensive feedback facilitated learners' revisions while T11, another experienced English optionist who never attended feedback training, viewed giving comprehensive feedback as her responsibility.

On the other hand, both T10 (an experienced English optionist with GWCF training) and T27 (a novice English optionist without GWCF training), mentioned that selective feedback was provided to prevent discouragement among learners. Besides, both novice English optionists with and without training (T7, T4), used selective feedback to cope with time constraints in marking essays. Both novice teachers, T15 (non-English optionist, without GWCF training) and T16 (English optionist, received feedback training) gave

selective GWCF to assist learners in concentrating on specific writing structures. Apart from that, T26, a novice non-English optionist who attended feedback training, marked errors selectively to avoid repetitive markings (Table 4.10).

When comparing the qualitative responses given by teachers, experienced teachers tended to prefer giving comprehensive feedback, while novice teachers showed preferences for selective feedback. Besides, teachers who had received training tended to prefer comprehensive feedback, while teacher without training tended to neutral about using comprehensive and selective feedback. Nevertheless, there was also a general consensus among teachers that they still provided feedback to recurring mistakes (M=4.00) (Table 4.9).

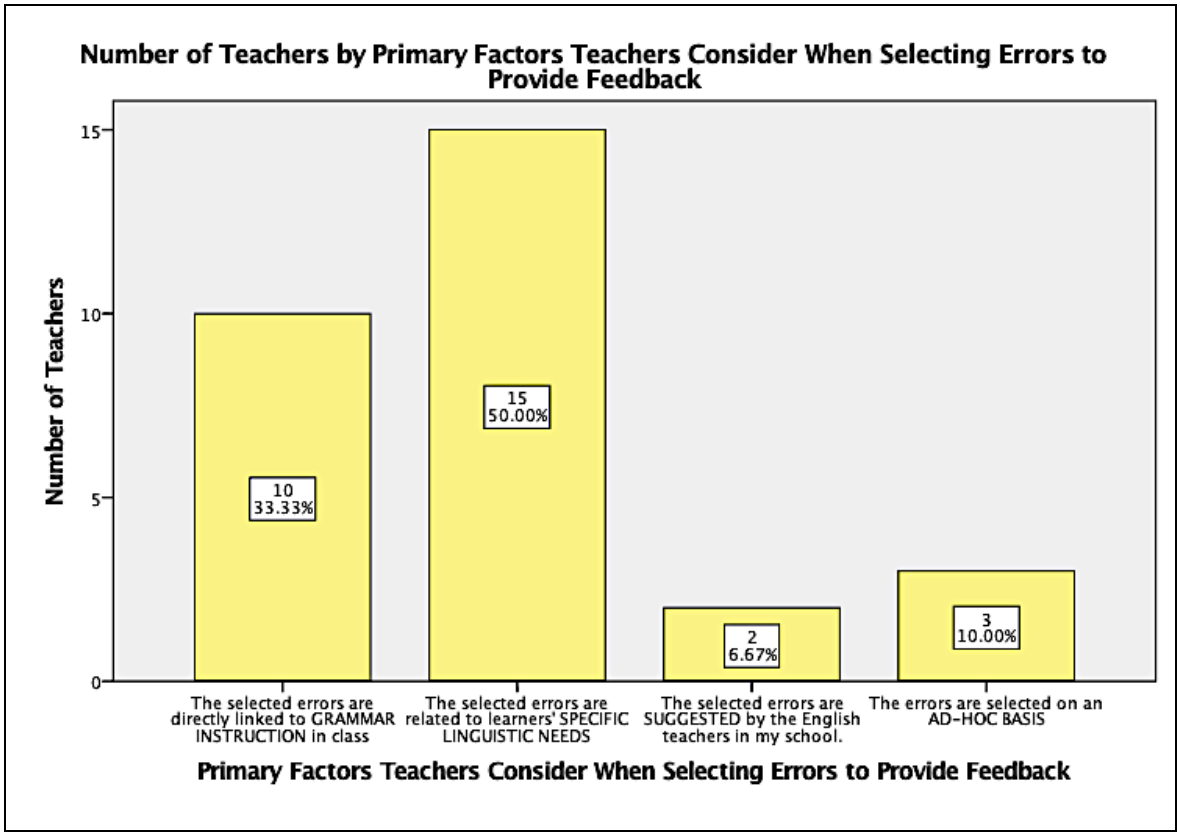


Figure 4.2: Primary Factors Teachers Consider when Selecting Errors to Provide Feedback

Figure 4.2 demonstrates the primary factors teachers considered when selecting errors to provide feedback. The most dominant factor influencing the teachers' selection of errors to provide feedback was due to learners' specific linguistic needs (50%), followed by grammar instruction covered in class (33.33%). The least influential factor in selecting errors to provide feedback was recommendation by English teachers in their schools (6.67%).

Table 4.11 shows teachers' beliefs of synchronous and asynchronous feedback, while Table 4.12 presents a summary of responses given to the open-ended questionnaire item on teachers' beliefs.

Table 4.11: Mean Scores for Teacher Beliefs About Synchronous and Asynchronous Feedback

No.	Timing of feedback	Item	Mean	Interpretation of mean scores
1	Asynchronous feedback	Feedback is effective after the learners have completed writing the essays.	3.87	Agree
2	Synchronous feedback	Feedback is effective while the learners are still writing the essays.	3.70	Agree

Table 4.12: Summary of Open-ended Responses Collected for Teacher Beliefs About Synchronous and Asynchronous Feedback

No.	Timing of feedback	Open-ended responses in themes	n	Example quote
1	Synchronous feedback (feedback is given when learners are still writing the essay)	Reduce learners' writing errors	12 (E1=6, E2=6, O1=11, O2=1, T1=6, T2=6)	"They may correct themselves before **making the same language errors (again)**." (T30)
				"The learners will **reduce** the errors" (T11)
		Disrupt the learners' thought process	5 (E1=3, E2=2, O1=5, O2=0, T1=1, T2=4)	"Giving written feedback when learners are still writing will **halt the pupils from thinking** and developing their writing ideas." (T4)
				"Lost focus" (T24)
		Remind learners' mistakes	4 (E1=1, E2=3, O1=3, O2=1, T1=2, T2=2)	"So that they **remember the mistakes**" (T13)
				"they **know their mistakes** on the spot" (T8)
2	Asynchronous feedback (feedback given after learners' have completed writing the essay)	Provide overview of writing mistakes	12 (E1=8, E2=4, O1=10, O2=2, T1=5, T2=7)	"Pupils can see the errors as a **whole**." (T4)
				"Students can have **better understanding** of the errors made by them." (T12)
				"to see the overview mistakes/errors" (T20)
		Learners might ignore the feedback.	4 (E1=0, E2=4, O1=4, O2=0, T1=2, T2=2)	"Most students **don't really look back** at their essay after it is completed." (T9)
				"the learners **will not read** their essays after I mark." (T14)
		Learners might forget the feedback.	1 (E2, O2, T1)	"They might **forget**" (T13)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

Table 4.11 shows that the teachers generally agreed feedback was helpful when given both after writing (i.e., asynchronous feedback) (M=3.87) and during writing (i.e., synchronous feedback) (M=3.70). Qualitative responses supported this finding (Table 4.12). A total of 12 teachers viewed synchronous feedback as advantageous for reducing learners' writing errors. For example, T30 (an experienced English optionist) and T2 (a novice English optionist without training), gave synchronous feedback to minimise recurring mistakes.

Besides, four teachers gave synchronous feedback to remind learners about their mistakes. T13 (an experienced non-English optionist with training) and T8 (an experienced English optionist with training) both believed that synchronous feedback helps learners to know and understand their mistakes. However, five English optionists believed synchronous feedback might disrupt the learners' thought process during writing. For example, T4 (a novice English optionist without training) and T24 (an experienced English optionist without training) indicated that synchronous feedback might stop learners' thought processes and cause them to lose focus.

As for asynchronous feedback, 12 teachers agreed that there was a need to inform learners of an overview of their writing mistakes. For example, T4, a novice English optionist without training, mentioned that asynchronous feedback had the advantage of enabling students to evaluate their writing performance "as a whole", while T20 (a novice English optionist with training) further explained its usefulness in helping learners understand the mistakes. However, four teachers believed that students might overlook if feedback was given after they had finished writing. For example, both experienced optionist with training (T9, T14) indicated the likelihood of learners not looking back at the marked essays if asynchronous feedback was given. Similarly, T13, an experienced non-English optionist with GWCF training, also believed learners might forget about their mistakes if asynchronous feedback was given.

When comparing between qualitative responses given by teachers, English optionists preferred using synchronous feedback to remind and reduce learners' mistakes, even though they acknowledge that it might distracting. In contrast, novice teachers tended to use asynchronous feedback to show learners about their mistakes though experienced teachers

were skeptical about it since learners might ignore or forget the feedback given. Besides, teachers without training leaned towards using asynchronous feedback to provide an overview of learners' mistakes, while arguing that synchronous feedback distracted learners' thinking processes.

Table 4.13 shows teachers' beliefs of feedback effectiveness at different stages of essay development while Table 4.14 is a summary of responses given to the open-ended questionnaire item.

Table 4.13: Mean Scores for Teacher Beliefs About Feedback Effectiveness at Different Stages of Essay Development

No.	Timing of feedback	Item	Mean	Interpretation of mean scores
1	Feedback on first draft	Feedback is effective when given on the first draft of the learners' essays.	3.90	Agree
2	Feedback on every draft	Feedback is effective when given on every draft of the learners' essays.	3.70	Agree
3	Feedback on final draft	Feedback is effective when given on the final draft of the learners' essays.	3.43	Agree

Table 4.14: Summary of Open-ended Responses Collected for Teacher Beliefs About the Timing of Feedback

No.	Timing of feedback	Open-ended responses in themes	n	Example quote
1	Feedback on first draft	Help learners realise their mistakes and make fewer mistakes	19 (E1=10, E2=9, O1=16, O2=3, T1=9, T2=10)	"They should **realise** and **learn their mistakes earlier**" (T1)
				"Pupils tend to be **aware of their grammatical mistake subsequently**." (T12)
		Time consuming	2 (E1=0, E2=2, O1=2, O2=0, T1=1, T2=1)	"Suitable for weaker learners, but **takes longer time**." (T5)
				"it takes **time**" (T8)

Table 4.14 continued

2	Feedback on final draft	Help learners make improvement in subsequent writings	7 (E1=4, E2=3, O1=6, O2=1, T1=3, T2=4)	"They will know what else they need to **improve next time**." (T22)
				"The pupils will take **note on the repeated mistakes**." (T7)
		Learners might ignore the feedback.	4 (E1=2, E2=2, O1=4, O2=0, T1=0, T2=4)	"**Not all learners will read their essay** after being corrected. Most of them put the books directly into their bags after being checked." (T19)
				"It depends on the learners. Some might **ignore** their writing of final draft as they think that they **already improved from the first draft**." (T21)
		Learners might not be able to apply the feedback in writing.	4 (E1=1, E2=3, O1=3, O2=1, T1=3, T2=1)	"Students **will not** really able to grasp the error and **apply it for their next written work**" (T9)
				"hard for some learners to grasp and understand all the mistakes and **tackle the mistakes**/errors" (T20)
3	Feedback on every draft	Address different errors in learners' writing	15 (E1=9, E2=6, O1=14, O2=1, T1=7, T2=8)	"Effective if focusing on **different aspects** in each draft." (T27)
				"I believe so. Pupils can see their **strengths and weaknesses** in each and every draft." (T4)
		Time consuming	6 (E1=2, E2=4, O1=4, O2=2, T1=2, T2=4)	"Too **time-consuming**" (T26)
				"That will take too much time." (T28)
		Demotivate learners	3 (E1=2, E2=1, O1=2, O2=1, T1=2, T2=1)	"Too much feedbacks (negative) could **demotivate** learners." (T15)
				"this can d**iscourage** the learners" (T16)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

Table 4.13 shows that overall, the teachers perceived feedback to be effective at all stages of essay development (i.e., first, every and final draft of the essay). Qualitative

responses supported this finding (Table 4.14). A total of 19 teachers indicated that providing feedback on the first draft offers advantages such as enabling learners to recognise their mistakes and reduce errors in their writing. For example, both T1 and T2, novice English optionists who did not attend feedback training, gave feedback to help their learners realise their mistakes. However, T5 (an experienced English optionist without training) and T8 (an experienced English optionist with training) believed it might be time-consuming, especially for weaker learners since more feedback would have to be given to the many errors in their essays (Table 4.14).

Similar to feedback on first draft, 15 teachers also mentioned they gave feedback on every draft of learners' essays to highlight learners' mistakes (Table 4.14). For example, both T27 and T4, novice English optionists without training, believed it was effective to focus on a specific part in each essay draft. However, T26 (a novice non-English optionist with training) and T28 (experienced non-English optionist without training) believed it was time consuming. Besides, both novice teachers, T15 (a non-English optionist without training) and T16 (an English optionist with training) believed that feedback on every draft could be demotivating for learners.

As for feedback on the final draft, seven teachers opined this form of feedback could contribute to improvements in learners' subsequent writings (Table 4.14). For example, T22, a novice English optionist without feedback training, gave feedback on final draft so learners could improve in their future writings. T7, a novice English optionist with training, gave feedback on final draft to make learners aware of their repeated errors. However, four English optionists with feedback training indicated that the learners might ignore feedback if it was given on final essay draft. For example, T19 (experienced, with training) and T21

(novice, without feedback training) mentioned learners were less likely to look at the essay once they have already improved on their earlier drafts. Apart from that, four teachers opined that learners might struggle to apply what they had learnt in their subsequent essays when feedback was given only on the final essay draft. Specifically, T9 (an experienced English optionist with training) and T20 (a novice English optionist with training) were concerned that learners might not understand the feedback and apply it to their subsequent writings if the feedback was given on the final essay draft.

When comparing qualitative responses from the teachers, English optionists tended to prefer giving feedback on learners' first and every essay draft, while teachers who had not received training were more skeptical about giving feedback to every and final essay draft, arguing that learners might ignore the feedback and it was time consuming.

When asked about the time that the teachers spent giving feedback on each essay, 18 teachers (60.0%) indicated that they needed at least 10 minutes to mark one essay whereas 12 teachers (40.0%) spent less than 10 minutes to mark one essay.

With regard to error correction, the teachers had different opinions about who (i.e., the source) should be the ones locating the errors and providing the correct answers. Table 4.15 shows the source of feedback preferred by the teachers while Table 4.16 presents a summary of responses given to the open-ended questionnaire item.

Table 4.15: Mean Scores for Teacher Beliefs About the Source of Feedback

No.	Source of feedback	Item	Mean	Interpretation of mean scores
1	Teacher correction	Teachers locate errors.	4.33	Strongly agree
		Teachers provide corrections.	4.00	Agree
2	Learner correction	Learners locate errors.	3.47	Agree
		Learners provide corrections.	3.40	Agree

Table 4.16: Summary of Open-ended Responses Collected for Teacher Beliefs About the Source of Feedback

No.	Source of feedback	Open-ended responses in themes	n	Example quote
1	Teacher locates errors	Notify learners about their mistakes	16 (E1=8, E2=8, O1=14, O2=2, T1=6, T2=8)	"**Marking the errors** help students to identify theirs." (T9)
				"to let my learners know their mistakes" (T10)
		Make it easier for the learners	4 (E1=2, E2=2, O1=3, O2=1, T1=3, T2=1)	"To make it **easier** for them to detect their errors" (T28)
				"Easy for learners to refer/revise" (T25)
2	Teacher provides corrections	Help learners realise why they make mistakes	12 (E1=6, E2=6, O1=10, O2=2, T1=5, T2=7)	"Sometimes pupils were clueless on what they did wrong so by providing correction it **will help them** to improve." (T17)
				"To make sure they **realise their mistakes**" (T1)
		Help learners to give answers to other errors	5 (E1=2, E2=3, O1=5, O2=0, T1=3, T2=2)	"Some repeated mistakes are not necessary to be provided with correction. Can ask the learner to **refer to their previous essay**" (T16)
				"Not to the maximum. Save some space for pupils to **think on their own about their mistakes**." (T4)
3	Learner locates errors	Given based on proficiency level	10 (E1=4, E2=6, O1=10, O2=0, T1=4, T2=6)	"It depends on the **learners' proficiency** and autonomy towards learning. Learners who are highly proficient and autonomous might be able to locate the errors independently. Those who are low in proficiency might face difficulties to locate the errors by themselves." (T21)
				"this can be applied to excellent learner" (T16)
		Learn and avoid future mistakes	5 (E1=2, E2=3, O1=4, O2=1, T1=4, T2=1)	"They would be able to **prevent their mistake the next time** they encounter the same situation." (T9)
				"So they don' t repeat the errors" (T18)

Table 4.16 continued

4	Learner provides corrections	Given based on proficiency level	12 (E1=5, E2=7, O1=7, O2=0, T1=4, T2=3)	"Yes for the **excellent** learners and no for the **weak** learners" (T23)
		Learn from the mistakes	7 (E1=3, E2=4, O1=10, O2=2, T1=6, T2=6)	"Students will be able to **correct themselves** and help them in the future" (T9)
				"So that they can remember better" (T10)
		Save time	1 (E1, O1, T1)	"To **save time** on markings." (T7)

Note. n=number of teachers, E1=novice, E2=experienced, O1=English optionist, O2=non-English optionist, T1=training, T2=without training

The mean scores showed that teachers agreed and strongly agreed with the items regarding the source of GWCF (Table 4.15). Specifically, teachers strongly agreed that they should locate learners' errors in their essays (M=4.33). Qualitative responses supported this finding (Table 4.16). A total of 16 teachers believed they should locate learners' errors to inform them of their mistakes. For example, T9 and T10, both experienced English optionists with training, located learners' errors in writing to notify learners about their mistakes. Besides, four teachers located errors to make it easier for learners to notice their errors. For instance, T28 (an experienced non-English optionist without training) and T25 (an experienced English optionist with training) located errors for their learners to make it easier for the learners to detect and revise mistakes.

Besides, the teachers generally concurred that they provided answers to the learners' errors in writing (M=4.00). Qualitative responses supported this finding (Table 4.16). A total of 12 teachers helped learners recognise their mistakes. For example, both novice English optionists, T17 (received training) and T1 (without training) gave learners the correct answers to help them understand the errors and consequently improve their writing. However, five teachers felt they did not need to correct all errors and would intentionally

leave some errors uncorrected for their learners to exercise some independence in correcting their own mistakes. For example, both novice English optionists, T4 (without feedback training) and T16 (received training) would provide feedback on certain errors and give opportunities for learners to think and refer to previous essays for the correct answers.

Nevertheless, the teachers also agreed that the learners themselves should also be responsible for locating (M=3.47) and correcting their errors (M=3.40) (Table 4.15). The qualitative responses given by teachers supported this finding (Table 4.16). The teachers quoted benefits of allowing learners to locate their errors and provide answers. Specifically, seven teachers indicated an increased likelihood of learners learning from their own mistakes. For example, T9 and T10, both experienced English optionists with feedback training, believed learners would remember their mistakes better, leading them to correct their own errors in the future. Besides, five teachers indicated learners committing the lessons to long-term memory to avoid recurrence of mistakes in subsequent essays. For example, T9 and T18, both experienced English optionists who had received feedback training, believed learners would not make the same mistakes again in future writings if they were trained to locate their errors in writing. T7, a novice English optionist who attended training, also mentioned it was time-saving for the teachers. However, more than 10 teachers underscored that their learners' proficiency levels played a pivotal role in their decisions on whether to let learners locate errors and provide answers to their errors. For example, T21 (a novice English optionist without training) considered learners' proficiency levels when deciding to let them locate their errors, while T16 (a novice English optionist with training) specifically allowed only the high-proficient learners to locate their errors in writing.

When comparing the responses from teachers, English optionists tended to agree that both teachers and learners play important roles in locating and revising mistakes. However, the beliefs about the source of feedback were minimally influenced by teachers' training and teaching experience, since the responses given from these groups were similar.

Table 4.17 shows the teachers' beliefs on what is done after feedback has been given to students.

Table 4.17: Mean Scores for Teacher Beliefs About the Follow-up of Feedback

No.	Follow-up of feedback	Item	Mean	Interpretation of mean scores
1	Teachers' actions after GWCF are provided.	1(a). Do not do anything.	1.97	Disagree
		1(b). Go through learners' common errors in class.	4.10	Agree
		1(c). Make learners correct their errors.	3.83	Agree
		1(d). Hold teacher-learner conferences.	3.60	Agree
		1(e). Make learners record the errors.	2.63	Neutral
2	Learners' actions after receiving GWCF.	2(a). Read all corrections carefully.	3.83	Agree
		2(b). Look at some corrections more carefully than at others.	3.77	Agree
		2(c). Pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	3.93	Agree
		2(d). Pay attention to direct corrections (for example, corrections for the errors).	3.90	Agree
		2(e). Pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).	3.60	Agree
		3(a). Go through the essays and try to understand the feedback given.	4.00	Agree
		3(c). Use the feedback given to revise essays.	3.77	Agree
		3(b). Use the feedback given to go back over the materials covered earlier in the lessons.	3.60	Agree

As shown in Table 4.17, there was a disagreement among teachers about doing nothing after the feedback provision (M=1.97). Instead, teachers agreed that they engaged

in various follow-up actions, such as discussing common errors in class (M=4.10), having learners correct their mistakes (M=3.83) and holding teacher-learner conferences to discuss about learners' errors (M=3.60). However, teachers maintained a neutral stance on asking learners to keep an error log or error frequency chart for their mistakes (M=2.63).

Besides, with mean scores greater than 3.40, teachers generally agreed that their learners carried out certain follow-up activities after receiving GWCF (Table 4.17). Specifically, teachers concurred that learners read the corrections given (M=3.83) and looked at some corrections more carefully than at others (M=3.77). For example, teachers agreed that learners paid attention to GWCF in the form of symbols (M=3.93), direct corrections (M=3.90) and corrective codes (M=3.60) given by the teachers. Besides, the teachers also acknowledged that learners tried to go through and understand the GWCF received (M=4.00), used the GWCF to revise their essays (M=3.77) and used the feedback to refer to the learning materials earlier (M=3.60).

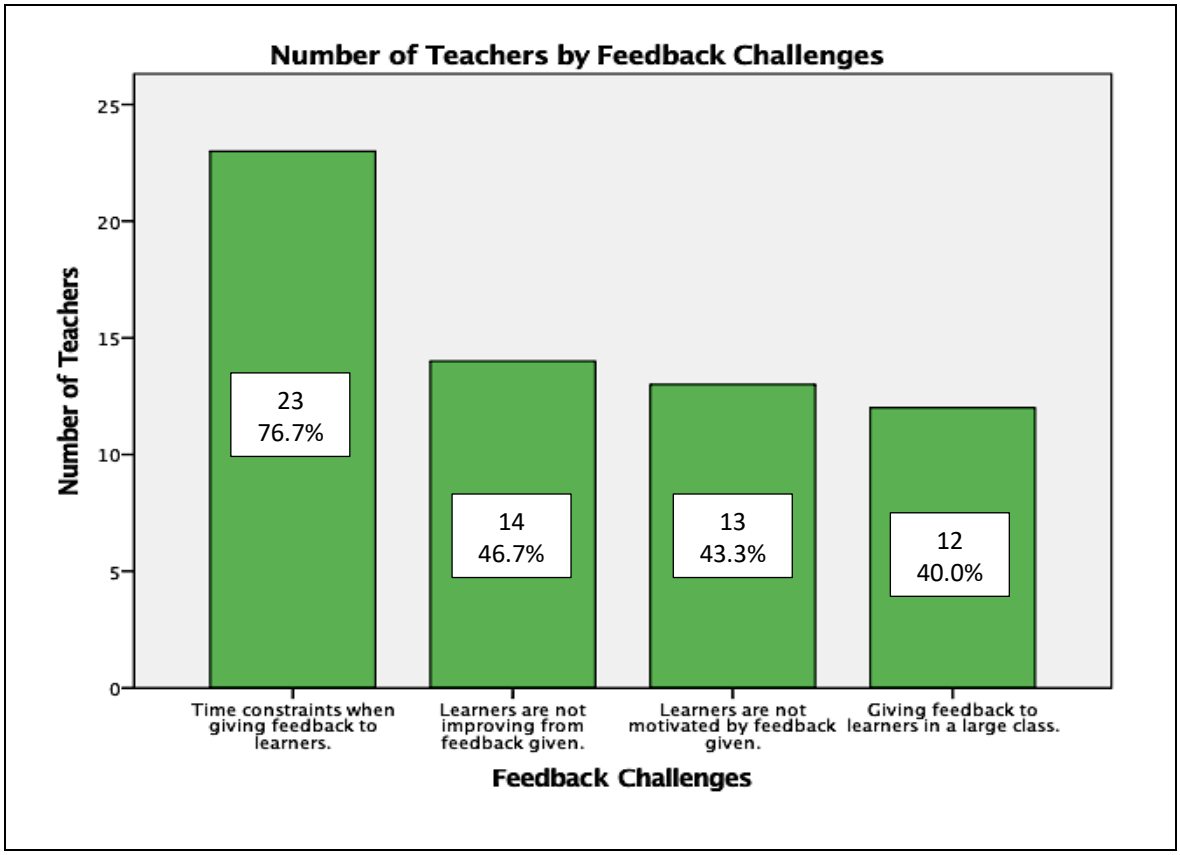


Figure 4.3: Distribution of Teachers by Feedback Challenges

As shown in Figure 4.3, the biggest challenge faced by teachers when giving GWCF is time constraints (N=23, 76.7%). A total of 14 teachers (46.7%) expressed concern about their learners not improving from their feedback, while 13 teachers (43.3%) felt that their learners were not motivated by the feedback, and 12 teachers (40.0%) quoted large class size as a problem faced when giving feedback.

In summary, teachers strongly believe that feedback is essential for learners' progress, particularly for improving grammatical accuracy and providing suggestions for improvement. The findings also revealed that teachers favoured positive feedback as it boosts motivation, whereas they maintain a neutral stance on negative feedback due to its

potential to demotivate learners. In terms of feedback types, while teachers agree on the use of direct feedback, they are also open to indirect GWCF, especially by underlining or circling errors. Overall, teachers concur that they should point out all types of grammatical errors, particularly for verbs, pronouns, and determiners. While they prefer to provide both comprehensive and selective feedback, they also believe that learners should take responsibility for locating and correcting their own mistakes. Lastly, the most significant challenge teachers face in providing feedback is time constraints.

4.2.1.2 Teacher beliefs of grammar-focused written corrective feedback by teaching experience

In this section, the findings are presented according to teachers' years of teaching experience, namely, one to 10 years of teaching and more than 10 years of teaching experience.

Table 4.18: Mean Scores for Teachers' Teaching Experience and Their Beliefs About the Purpose and Goals of Feedback

No.	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	To help learners make progress in grammatical accuracy	4.69	Strongly agree	4.65	Strongly agree
2	To provide learners suggestions for improvement.	4.46	Strongly agree	4.65	Strongly agree
3	To encourage learners to improve their essays.	4.46	Strongly agree	4.59	Strongly agree
4	To help learners reflect on what they have learned.	4.38	Strongly agree	4.59	Strongly agree
5	To show learners the gaps in knowledge and understanding.	4.00	Agree	4.35	Strongly agree

When beliefs of GWCF were compared with the teachers' teaching experience (Table 4.18), the findings showed that on the whole, teachers with more than 10 years of teaching experience had slightly higher conviction on the importance of GWCF.

Specifically, for the goal "to show learners the gaps in knowledge and understanding," the mean score was 4.35 (more experienced teachers) compared to 4.00 (less experienced teachers).

Table 4.19: Mean Scores for Teachers' Teaching Experience About Their Beliefs of Positive and Negative Feedback

No.	Type of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Positive feedback	Give positive feedback for learners to progress (for example, telling the learners what they have done right in the essays).	4.08	Agree	4.35	Strongly Agree
2	Negative feedback	Give negative feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).	3.15	Neutral	3.29	Neutral

Table 4.19 shows a comparison between the teachers' preferences for positive and negative feedback and their teaching experience. More experienced teachers had more positive beliefs of positive (M=4.35) and negative feedback (M=3.29) compared to less experienced teachers with mean scores of 4.08 and 3.15 respectively.

Table 4.20: Mean Scores for Teachers' Teaching Experience and Their Beliefs About Direct and Indirect Feedback

No	Type of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Direct feedback	(a). To indicate the error in learners' essays by crossing out what is wrong and writing the correct word and structure.	3.69	Agree	3.59	Agree

Table 4.20 continued

2	Indirect feedback	(b). To indicate the error in learners' essays by only underlining (or circling) it.	4.00	Agree	3.47	Agree
		(c). To indicate the error in learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it.	**3.54**	**Agree**	**2.65**	**Neutral**
		(d). To indicate the error in learners' essays by putting a cross in front (or at the back) of the sentence.	**2.62**	**Neutral**	**2.41**	**Disagree**

When comparing teachers' teaching experience with their preference for direct and indirect feedback, more experienced teachers were less enthusiastic about giving feedback on error in learners' essays, particularly by showing where the error was and giving a symbol (or a code) about how to correct it (M=2.65) and indicating the error by putting a cross in front of or behind the sentence (M=2.41), as opposed to less experienced teachers with mean scores of 3.54 and 2.62 respectively (Table 4.20).

Table 4.21: Mean Scores for Teachers' Teaching Experience and Their Beliefs About Whole Class Feedback

No.	Type of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Whole class feedback	To discuss the common errors in class, without indicating the errors in my learners' essays.	3.38	Neutral	3.24	Neutral

Upon comparing teachers' teaching experience with their beliefs about whole class feedback, both groups of teachers maintained a neutral stance about providing feedback as a class (Table 4.21).

Table 4.22: Mean Scores for Teachers' Teaching Experience and Their Beliefs About Varied Feedback

No.	Type of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Varied feedback	Vary the feedback according to the type of learner errors in the essays.	3.92	Agree	4.41	Strongly Agree

As shown in Table 4.22, in terms of teaching experience, more experienced teachers (M=4.41) demonstrated higher agreement towards the use of varied feedback compared to less experienced teachers (M=3.92).

Table 4.23: Mean Scores for Teachers' Teaching Experience and Their Beliefs About Feedback on Grammatical Errors

No.	Type of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Feedback on grammatical errors	Always point out the errors in the learners' writing. (a). Verb	**4.69**	**Strongly Agree**	**4.65**	**Strongly Agree**
		(b). Pronoun	4.46	Strongly Agree	4.65	Strongly Agree
		(c). Determiner	4.38	Strongly Agree	4.59	Strongly Agree
		(d). Adjective	4.23	Strongly Agree	4.59	Strongly Agree
		(e). Conjunction	4.15	Agree	4.53	Strongly Agree
		(f). Adverb	4.08	Agree	4.59	Strongly Agree
		(g). Preposition	3.85	Agree	4.59	Strongly Agree
		(h). Noun	3.62	Agree	4.59	Strongly Agree

Regarding teachers' teaching experience, those with more experience expressed a stronger agreement about pointing to all grammatical errors in learners' essays than their less experienced counterparts, except for verb errors (M>4.53) (Table 4.23).

Table 4.24: Mean Scores of Teachers' Teaching Experience and Their Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Selective feedback	Provide feedback on learner errors selectively (only marking one or a few targeted errors in the essays).	3.69	Agree	3.47	Agree
2	Comprehensive feedback	Provide feedback on learner errors comprehensively (marking all the errors in the essays).	**3.23**	**Neutral**	**3.88**	**Agree**
3	Repeated feedback	Provide feedback on learners' repeated errors (same errors that learners keep making in their essays).	3.92	Agree	3.88	Agree

Table 4.24 compares teacher beliefs about the extent of feedback provision with their length of teaching experience. The findings showed that length of teaching experience had little impact on teachers' views about the extent of feedback given to learners, except for comprehensive feedback. Teachers with more than 10 years of teaching experience had a more favourable view of comprehensive feedback (M=3.88) compared to teachers with less than 10 years of teaching experience (M=3.23).

Table 4.25: Mean Scores of Teachers' Teaching Experience and Their Beliefs About the Timing of Feedback

No.	Timing of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Asynchronous feedback	Feedback is effective after the learners have completed writing the essays.	**4.38**	**Strongly Agree**	**3.47**	**Agree**
2	Synchronous feedback	Feedback is effective while the learners are still writing the essays.	3.54	Agree	3.82	Agree
3	Feedback on first draft	Feedback is effective when given on the first draft of the learners' essays.	4.00	Agree	3.06	Neutral
4	Feedback on every draft	Feedback is effective when given on every draft of the learners' essays.	3.54	Agree	3.53	Agree
5	Feedback on final draft	Feedback is effective when given on the final draft of the learners' essays.	3.23	Neutral	3.29	Neutral

Teachers' beliefs of the timing of feedback were compared with their teaching experience (Table 4.25). Generally, teachers with more than 10 years of teaching experience

expressed higher agreement (M=3.82) with synchronous feedback (i.e., feedback given while learners are still writing the essay). In contrast, less experienced teachers indicated higher agreement (M=4.38) towards the use of asynchronous feedback (i.e., feedback given when learners finished writing the essay). Besides, teachers who had one to 10 years of teaching experience indicated higher agreement towards giving feedback on both the first (M=4.00) and every draft (M=3.54) compared to their counterparts with more than 10 years of teaching experience. Apart from that, all the teachers were neutral about giving feedback on learners' final draft (M>3.23).

Table 4.26: Mean Scores for Teachers' Teaching Experience and Their Beliefs About the Source of Feedback

No.	Source of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Teacher correction	Teachers locate errors.	4.54	Strongly Agree	4.18	Agree
		Teachers provide corrections.	4.08	Agree	3.94	Agree
2	Learner correction	Learners locate errors.	**3.38**	**Neutral**	**3.53**	**Agree**
		Learners provide corrections.	**3.46**	**Agree**	**3.35**	**Neutral**

When comparing teachers' beliefs of the source of feedback and their teaching experience (Table 4.26), teachers who had teaching experience of one to 10 years indicated a stronger agreement towards teachers locating the errors (M=4.54) and providing answers (M=4.08). However, teachers who had taught for more than 10 years indicated a higher agreement towards the idea of learners locating their own errors (M=3.53). Nevertheless, these teachers with more teaching experience were neutral regarding learners correcting their own mistakes (M=3.35), unlike less experienced teachers (one to 10 years of teaching experience), who agreed with the practice (M=3.46)

Table 4.27: Mean Scores for Teachers' Teaching Experience and Their Beliefs About the Follow-up of Feedback

No.	Follow-up of feedback	Item	1 to 10 years	Interpretation of mean scores	More than 10 years	Interpretation of mean scores
1	Teachers' actions after GWCF are provided.	1(a). Do not do anything.	2.08	Disagree	1.88	Disagree
		1(b). Go through learners' common errors in class.	4.23	Strongly Agree	4.00	Agree
		1(c). Make learners correct their errors.	4.08	Agree	3.65	Agree
		1(d). Hold teacher-learner conferences.	3.54	Agree	3.65	Agree
		1(e). Make learners record the errors.	**2.08**	**Disagree**	**3.06**	**Neutral**
2	Learners' actions after receiving GWCF.	2(a). Learners read all corrections carefully.	3.77	Agree	3.76	Agree
		2(b). Learners look at some corrections more carefully than at others.	3.92	Agree	3.59	Agree
		2(c). Learners mainly pay attention to direct corrections (for example, my corrections for the errors).	4.00	Agree	3.65	Agree
		2(d). Learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	4.08	Agree	3.71	Agree
		2(e). Learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).	**3.08**	**Neutral**	**3.71**	**Agree**
		3(a). Learners go through the essays and try to understand the feedback given.	3.92	Agree	4.00	Agree
		3(b). Learners use the feedback given to revise their essays.	3.62	Agree	3.88	Agree
		3(c). Learners use the feedback given to go back over the materials covered earlier in the lessons.	**3.31**	**Neutral**	**3.82**	**Agree**

When examining teachers' beliefs of the follow-up of feedback in relation to their teaching experience (Table 4.27), all teachers disagreed that they did not do anything after feedback provision (M<2.08). Instead, various follow-up activities such as holding teacher-learner conferences, going through learners' errors in class and making learners correct their errors were carried out. Overall, teachers with less than 10 years of teaching experience

disagreed about making learners record the errors (M=2.08), and adopted a neutral stance about learners paying attention to corrections using clues/editing symbols (M=3.08) and learners using the feedback given to go back over the materials covered earlier in the lessons (M=3.31). This was in contrast to teachers with more than 10 years of teaching experience whereby they had higher agreement levels to these follow-up activities with the mean scores of 3.06 for telling learners to record their errors, 3.71 for learners paying attention to corrections using clues/editing symbols, and 3.82 for learners using the feedback given to go back over the materials covered earlier in the lessons.

In short, when comparing teachers' beliefs of GWCF with their years of teaching experience, the findings show that both novice and more experienced teachers maintain similar core convictions. Both groups expressed a strong agreement on the primary goals of feedback, such as helping learners improve grammatical accuracy and providing suggestions for improvement. However, a crucial distinction emerged in their beliefs about how feedback should be given. Less experienced teachers were more inclined to use specific types of indirect feedback, like symbols and codes, on learners' writing. In contrast, more experienced teachers preferred notifying learners about all their mistakes in writing through comprehensive GWCF.

4.2.1.3 Teacher beliefs of grammar-focused written corrective feedback by training background

In this section, the findings are presented according to teachers' training background.

Table 4.28: Mean Scores for Teachers' GWCF Training and Their Beliefs About the Purpose and Goals of Feedback

No.	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	To help learners make progress in grammatical accuracy	4.71	Strongly agree	4.63	Strongly agree
2	To provide learners suggestions for improvement.	4.57	Strongly agree	4.56	Strongly agree
3	To encourage learners to improve their essays.	4.50	Strongly agree	4.56	Strongly agree
4	To help learners reflect on what they have learned.	4.50	Strongly agree	4.50	Strongly agree
5	To show learners the gaps in knowledge and understanding.	**3.86**	**Agree**	**4.44**	**Strongly agree**

When beliefs of GWCF were compared with the teachers' GWCF training (Table 4.28), the findings revealed that training did not have much influence on teachers' beliefs on the purpose and goals of feedback as the mean scores were comparable for both teachers with and without training. The only exception was in relation to showing "learners the gaps in knowledge and understanding", whereby teachers who did not undergo GWCF training had stronger beliefs in this feedback aim (M=4.44), compared to their counterparts who had gone for GWCF training (M=3.86).

Table 4.29: Mean Scores for Teachers' GWCF Training and Their Beliefs About Positive and Negative Feedback

No.	Type of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Positive feedback	Give positive feedback for learners to progress (for example, telling the learners what they have done right in the essays).	4.19	Agree	4.29	Strongly Agree
2	Negative feedback	Give negative feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).	3.19	Neutral	3.29	Neutral

Table 4.29 compares the teachers' beliefs about feedback and their GWCF training. Generally, the levels of agreement for positive (M=4.29) and negative feedback (M=3.29) were slightly higher for teachers who had not attended GWCF training compared to their counterparts who had attended such training.

Table 4.30: Mean Scores for Teachers' GWCF Training and Their Beliefs About Direct and Indirect Feedback

No.	Type of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Direct feedback	(a). To indicate the error in learners' essays by crossing out what is wrong and writing the correct word and structure.	3.50	Agree	3.79	Agree
2	Indirect feedback	(b). To indicate the error in learners' essays by only underlining (or circling) it.	3.75	Agree	3.64	Agree
		(c). To indicate the error in learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it.	2.81	Neutral	3.29	Neutral
		(d). To indicate the error in learners' essays by putting a cross in front (or at the back) of the sentence.	**2.31**	**Disagree**	**2.71**	**Neutral**

In relation to direct and indirect feedback, the levels of agreement were similar for all forms of feedback between teachers with and without GWCF training except for indirect feedback of putting a cross in front of or behind the sentence to indicate errors (Table 4.30). While teachers without GWCF training were neutral about the feedback (M=2.71), teachers with GWCF training were not in support of feedback that indicated errors by placing a cross in front of or behind the sentence (M=2.31).

Table 4.31: Mean Scores for Teachers' GWCF Training and Their Beliefs About Whole Class Feedback

No.	Type of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Whole class feedback	To discuss the common errors in class, without indicating the errors in my learners' essays.	**3.69**	**Agree**	**2.86**	**Neutral**

However, teachers with GWCF training had a more positive belief about whole class feedback (M=3.69) compared to those who had never attended such training (M=2.86) (Table 4.31).

Table 4.32: Mean Scores for Teachers' GWCF Training and Their Beliefs About Varied Feedback

No.	Type of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Varied feedback	Vary the feedback according to the type of learner errors in the essays.	4.21	Strongly Agree	4.19	Agree

Concerning GWCF training, teachers who had attended GWCF training exhibited higher agreement towards giving varied feedback (M=4.21) compared to those who had not participated in such training (M=4.19) (Table 4.32).

Table 4.33: Mean Scores for Teachers' GWCF Training and Their Beliefs About Feedback on Grammatical Errors

No.	Type of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Feedback on grammatical errors	Always point out the errors in the learners' writing.				
		(a). Verb	4.64	Strongly Agree	4.69	Strongly Agree
		(b). Determiner	4.57	Strongly Agree	4.44	Strongly Agree
		(c). Adjective	4.50	Strongly Agree	4.38	Strongly Agree
		(d). Conjunction	**4.50**	**Agree**	**4.25**	**Strongly Agree**
		(e). Pronoun	4.43	Strongly Agree	4.56	Strongly Agree
		(f). Adverb	4.43	Strongly Agree	4.31	Strongly Agree
		(g). Preposition	**4.14**	**Agree**	**4.38**	**Strongly Agree**
		(h). Noun	**3.93**	**Agree**	**4.38**	**Strongly Agree**

As shown in Table 4.33, GWCF training did not seem to influence teachers' beliefs about the provision of feedback to learners' grammatical errors since the mean scores for both groups of teachers were similar, except for providing feedback on conjunction, preposition and noun errors. While those who had never attended GWCF training felt strongly about the need to provide errors for all grammatical errors, those with GWCF training had slightly less conviction to provide feedback for conjunction, preposition and noun errors.

Table 4.34: Mean Scores for Teachers' GWCF Training and Their Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Comprehensive feedback	Provide feedback on learner errors comprehensively (marking all the errors in the essays).	3.50	Agree	3.69	Agree
2	Selective feedback	Provide feedback on learner errors selectively (only marking one or a few targeted errors in the essays).	**3.36**	**Neutral**	**3.75**	**Agree**
3	Repeated feedback	Provide feedback on learners' repeated errors (same errors that learners keep making in their essays).	4.07	Agree	3.94	Agree

When the teachers' beliefs of the scopes of feedback were compared with their GWCF training (Table 4.34), teachers with (M=3.50) and without GWCF training (M=3.69) had similar views in that they agreed they provided feedback on all learners' errors (i.e., comprehensive feedback) and feedback on learners' recurrent errors. However, teachers who attended GWCF training (M=3.36) were less positive about providing feedback on learners' errors selectively (i.e., selective feedback) compared to those without GWCF training (M=3.75).

Table 4.35: Mean Scores for Teachers' GWCF Training and Their Beliefs About the Timing of Feedback

No.	Timing of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Synchronous feedback	Feedback is effective while the learners are STILL WRITING the essays.	4.00	Agree	3.44	Agree
2	Asynchronous feedback	Feedback is effective after the learners have COMPLETED WRITING the essays.	3.86	Agree	3.88	Agree
3	Feedback on first draft	Feedback is effective when given on the FIRST draft of the learners' essays.	4.00	Agree	3.81	Agree
4	Feedback on every draft	Feedback is effective when given on EVERY draft of the learners' essays.	3.86	Agree	3.56	Agree
5	Feedback on final draft	Feedback is effective when given on the FINAL draft of the learners' essays.	**3.36**	**Neutral**	**3.50**	**Agree**

Examining teachers' beliefs of the timing of feedback in relation to their GWCF training (Table 4.35), it was observed that the interpretations of mean scores were similar except for the teachers' beliefs of whether feedback was effective when it was given on the final draft of the essays. Teachers with GWCF training expressed a neutral stance (M=3.36), while teachers without training expressed agreement (M=3.50) regarding the effectiveness of feedback when it was given on the final draft of the essays. Nevertheless, despite the similar stances in other aspects of feedback timing, teachers who had undergone GWCF training demonstrated higher agreement towards synchronous feedback (M=4.00). Conversely, those who had not attended training expressed a higher level of agreement

towards asynchronous feedback (M=3.88). Apart from that, teachers who participated in GWCF training displayed a greater level of agreement for the provision of feedback on first draft (M=4.00) and every draft (M=3.86) of learners' essays compared to those who have not attended such training.

Table 4.36: Mean Scores for Teachers' GWCF Training and Their Beliefs About the Source of Feedback

No.	Source of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Teacher correction	Teachers locate errors.	4.36	Strongly Agree	4.31	Strongly Agree
		Teachers provide corrections.	**4.00**	**Agree**	**4.00**	**Agree**
2	Learner correction	Learners locate errors.	3.71	Agree	3.25	Neutral
		Learners provide corrections.	3.57	Agree	3.25	Neutral

The comparison of teachers' beliefs of the source of feedback with their training background (Table 4.36) revealed that generally, those who had attended GWCF training showed a higher level of agreement towards teachers and learners being the ones locating and correcting writing errors, compared to those who have not attended such training. However, all teachers, whether they attended training or not, agreed on the need to provide corrections to learners' mistakes.

Table 4.37: Mean Scores for Teachers' GWCF Training and Their Beliefs About the Follow-up of Feedback

No.	Follow-up of feedback	Item	Attended training	Interpretation of mean scores	Never attended training	Interpretation of mean scores
1	Teachers' actions after GWCF are provided.	1(a). Do not do anything.	1.79	Strongly Disagree	2.13	Disagree
		1(b). Make learners correct their errors.	4.21	Strongly Agree	3.50	Agree
		1(c). Go through learners' common errors in class.	4.14	Agree	4.06	Agree
		1(d). Hold teacher-learner conferences.	3.71	Agree	3.50	Agree
		1(e). Make learners record the errors.	2.71	Neutral	2.56	Neutral
2	Learners' actions after receiving GWCF.	2(a). Learners read all corrections carefully.	4.00	Agree	3.56	Agree
		2(b). Learners look at some corrections more carefully than at others.	3.86	Agree	3.63	Agree
		2(c). Learners mainly pay attention to direct corrections (for example, my corrections for the errors).	4.29	Strongly Agree	3.38	Neutral
		2(d). Learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).	**3.36**	**Neutral**	**3.50**	**Agree**
		2(e). Learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	4.21	Strongly Agree	3.56	Agree
		3(a). Learners go through the essays and try to understand the feedback given.	4.29	Strongly Agree	3.69	Agree
		3(b). Learners use the feedback given to revise their essays.	3.86	Agree	3.69	Agree
		3(c). Learners use the feedback given to go back over the materials covered earlier in the lessons.	3.64	Agree	3.56	Agree

Between teachers who had attended and never attended GWCF training (Table 4.37), generally teachers who had undergone GWCF training expressed a higher level of agreement

towards the follow-up activities carried out by teachers and learners, except for learners paying attention to corrections using clues/editing symbols.

In summary, when comparing teachers' beliefs of GWCF with their training background, the findings revealed that both groups, whether they had attended GWCF training or not, viewed giving GWCF as important. However, key distinctions were observed in their beliefs about the actual implementation of feedback. Teachers who had undergone GWCF training were more inclined towards a learner-centric approach, showing a higher level of agreement with learners locating and providing answers to their own errors. In contrast, teachers who had not attended such training tended to adopt a more limited approach, preferring to provide feedback only on selected errors in students' writing.

4.2.1.4 Teacher beliefs of grammar-focused written corrective feedback by subject options

In this section, the findings are presented according to teachers' subject options, namely, English optionist and non-English optionist.

Table 4.38: Mean Scores for Teachers' Options and Their Beliefs About the Purpose and Goals of Feedback

No.	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	To provide learners suggestions for improvement.	4.58	Strongly agree	4.50	Strongly agree
2	To encourage learners to improve their essays.	4.54	Strongly agree	4.50	Strongly agree
3	To help learners reflect on what they have learned.	4.54	Strongly agree	4.25	Strongly agree
4	To show learners the gaps in knowledge and understanding.	**4.19**	**Agree**	**4.25**	**Strongly agree**
5	To help learners make progress in grammatical accuracy	4.69	Strongly agree	4.50	Strongly agree

When feedback beliefs were compared with the teachers' options (Table 4.38), the findings revealed that the options had minimal influence on teachers' beliefs regarding the

purpose and goals of feedback since the mean scores for both groups of teachers were similar. The only exception was that non-optionists had higher agreement (M=4.25) on the efficacy of GWCF in showing learners gaps in knowledge and understanding, when compared to English optionists (M=4.19).

Table 4.39: Mean Scores for Teachers' Options and Their Beliefs About Positive and Negative Feedback

No.	Type of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Positive feedback	Give positive feedback for learners to progress (for example, telling the learners what they have done right in the essays).	4.15	Agree	4.75	Strongly agree
2	Negative feedback	Give negative feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).	**3.08**	**Neutral**	**4.25**	**Strongly agree**

Comparing feedback beliefs with teachers' subject options (Table 4.39), the findings revealed that non-optionists expressed strong agreement towards positive (M=4.75) and negative feedback (M=4.25), while English optionists remained neutral towards giving negative feedback on learners' writing (M=3.08).

Table 4.40: Mean Scores for Teachers' Options and Their Beliefs About Direct and Indirect Feedback

No.	Type of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Direct feedback	(a). To indicate the error in learners' essays by crossing out what is wrong and writing the correct word and structure.	**3.42**	**Agree**	**5.00**	**Strongly agree**
2	Indirect feedback	(b). To indicate the error in learners' essays by only underlining (or circling) it.	3.85	Agree	2.75	Neutral
		(c). To indicate the error in learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it.	3.04	Neutral	3.00	Neutral
		(d). To indicate the error in learners' essays by putting a cross in front (or at the back) of the sentence.	2.54	Disagree	2.25	Disagree

As shown in Table 4.40, regarding teachers' GWCF beliefs and options, the findings revealed that non-optionists expressed strong agreement towards the use of direct corrections (M=5.00), when compared with their optionist counterparts (M=3.42). In contrast, English optionists generally expressed higher agreement towards the rest of indirect GWCF, particularly by underlining and circling learners' mistakes in writing (M=3.85).

Table 4.41: Mean Scores for Teachers' Options and Their Beliefs About Whole Class Feedback

No.	Type of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Whole class feedback	To discuss the common errors in class, without indicating the errors in my learners' essays.	3.38	Neutral	2.75	Neutral

When teachers' feedback preferences were compared with their options, the findings revealed that options did not have much influence on teachers' preference for whole class feedback since both groups of teachers took a neutral stance towards using this kind of feedback (Table 4.41).

Table 4.42: Mean Scores for Teachers' Options and Their Beliefs About Varied Feedback

No.	Type of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Varied feedback	Vary the feedback according to the type of learner errors in the essays.	4.23	Strongly agree	4.00	Agree

With regards to teachers' GWCF beliefs and options (Table 4.42), the findings revealed that English optionists exhibited greater concurrence with varied feedback (M=4.23) compared to non-optionists (M=4.00).

Table 4.43: Mean Scores for Teachers' Options and Their Beliefs About Feedback on Grammatical Errors

No.	Type of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Feedback on grammatical errors	Always point out the errors in the learners' writing.				
		(a). Determiner	4.50	Strongly agree	4.50	Strongly agree
		(b). Noun	**4.27**	**Strongly agree**	**3.50**	**Agree**
		(c). Pronoun	4.25	Strongly agree	4.25	Strongly agree
		(d). Verb	4.25	Strongly agree	4.25	Strongly agree
		(e). Adverb	4.25	Strongly agree	4.25	Strongly agree
		(f). Conjunction	4.25	Strongly agree	4.25	Strongly agree
		(g). Adjective	4.00	Agree	4.00	Agree
		(h). Preposition	3.75	Agree	3.75	Agree

Comparing teachers' feedback beliefs with their options (Table 4.43), teachers' options had minimal impact on their beliefs about feedback about indicating learners' grammatical errors, except that English optionists strongly agreed (M=4.27) on indicating learners' noun errors in writing.

Table 4.44: Mean Scores for Teachers' Options and Their Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Comprehensive feedback	Provide feedback on learner errors comprehensively (marking all the errors in the essays).	**3.69**	**Agree**	**3.00**	**Neutral**
2	Selective feedback	Provide feedback on learner errors selectively (only marking one or a few targeted errors in the essays).	3.50	Agree	4.00	Agree
3	Repeated feedback	Provide feedback on learners' repeated errors (same errors that learners keep making in their essays).	3.96	Agree	3.50	Agree

Looking at teachers' feedback beliefs with regards to their options (Table 4.44), the findings revealed that options did not have much influence on teachers' beliefs about the scopes of feedback in general. However, English optionists tended to agree on marking learners' mistakes comprehensively (M=3.69), while their non-optionist counterparts remained neutral (M=3.00) regarding the use of comprehensive GWCF.

Table 4.45: Mean Scores for Teachers' Options and Their Beliefs About the Timing of Feedback

No.	Timing of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Asynchronous feedback	Feedback is effective after the learners have COMPLETED WRITING the essays.	3.92	Agree	3.50	Agree
2	Synchronous feedback	Feedback is effective while the learners are STILL WRITING the essays.	3.65	Agree	4.00	Agree
3	Feedback on first draft	Feedback is effective when given on the FIRST draft of the learners' essays.	3.77	Agree	3.75	Agree
4	Feedback on every draft	Feedback is effective when given on EVERY draft of the learners' essays.	**3.73**	**Agree**	**2.25**	**Disagree**
5	Feedback on final draft	Feedback is effective when given on the FINAL draft of the learners' essays.	**3.38**	**Neutral**	**2.50**	**Disagree**

Analysing teachers' feedback beliefs alongside their options (Table 4.45), the findings revealed that both groups of teachers had similar agreement towards the use of synchronous and asynchronous feedback as well as giving feedback on learners' first draft of their essays. Nevertheless, non-optionists expressed disagreement towards providing feedback on learners' final (M=2.50) and every essay draft (M=2.25).

Table 4.46: Mean Scores for Teachers' Options and Their Beliefs About the Source of Feedback

No.	Source of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Teacher correction	Teachers locate errors.	4.38	Strongly agree	4.00	Strongly agree
		Teachers provide corrections.	4.00	Strongly agree	4.00	Strongly agree
2	Learner correction	Learners locate errors.	3.42	Agree	3.75	Agree
		Learners provide corrections.	**3.50**	**Agree**	**2.75**	**Neutral**

In terms of teachers' subject options and their beliefs of the source of feedback (Table 4.46), it was observed that both English optionists and non-optionists had similar beliefs towards the source of feedback. However, English optionists had higher agreement towards learners correcting their own grammatical mistakes in writing (M=3.50), as opposed to non-English optionists (M=2.75).

Table 4.47: Mean Scores for Teachers' Options and Their Beliefs About the Follow-up of Feedback

No.	Follow-up of feedback	Item	English optionist	Interpretation of mean scores	Non-English optionist	Interpretation of mean scores
1	Teachers' actions after GWCF are provided.	1(a). Do not do anything.	2.00	Disagree	1.75	Strongly disagree
		1(b). Go through learners' common errors in class.	4.15	Agree	3.75	Agree
		1(c). Make learners correct their errors.	3.81	Agree	4.00	Agree
		1(d). Hold teacher-learner conferences.	3.62	Agree	3.50	Agree
		1(e). Make learners record the errors.	2.69	Neutral	2.25	Disagree
2	Learners' actions after receiving GWCF.	2(a). Learners read all corrections carefully.	3.77	Agree	3.75	Agree
		2(b). Learners look at some corrections more carefully than at others.	3.77	Agree	3.50	Agree
		2(c). Learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	3.85	Agree	4.00	Agree
		2(d). Learners mainly pay attention to direct corrections (for example, my corrections for the errors).	3.81	Agree	3.75	Agree
		2(e). Learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).	3.42	Agree	3.50	Agree
		3(a). Learners go through the essays and try to understand the feedback given.	4.00	Agree	3.75	Agree

Table 4.47 continued

2	Learners' actions after receiving GWCF.	3(b). Learners use the feedback given to revise their essays.	3.77	Agree	3.75	Agree
		3(c). Learners use the feedback given to go back over the materials covered earlier in the lessons.	3.58	Agree	3.75	Agree

Comparing feedback beliefs with teachers' options (Table 4.47), the findings revealed that generally, English optionists displayed higher agreement towards teachers' and learners' actions after feedback provision in comparison to their non-optionist counterparts.

In short, when comparing teachers' feedback beliefs with their subject options, the findings revealed that the options had minimal influence on their beliefs regarding the purpose and goals of feedback, with both English optionists and non-optionists holding similar views. However, their beliefs differed on how feedback should be given. Non-English optionists expressed a stronger agreement with giving negative feedback and showed a higher preference for direct GWCF. In contrast, English optionists were more positive about providing indirect, comprehensive feedback and were more confident in learners' ability to revise their own mistakes.

4.2.1.5 Teacher beliefs of grammar-focused written corrective feedback from semi-structured interview questions

Fourteen teachers were then interviewed to find out their beliefs about GWCF (RQ1) using a set of interview questions.

The findings from interview responses were analysed and the broad themes were (1) teachers' justification for their GWCF beliefs, (2) determining factors for teachers' choice of GWCF, and (3) emerging issues related to GWCF.

i. Teachers' justification for GWCF beliefs

Generally, all the interviewed teachers felt that GWCF was crucial to improve learners' grammar accuracy, avoid similar mistakes in subsequent essays, indicate learners' grammatical mistakes, show correct answers, ensure learners internalise the learnt grammar structures, motivate learners to continue writing, promote learner autonomy and ease learners' revision.

Table 4.48: Summary of Teacher Interview Responses for the Justifications for GWCF Beliefs

Theme	n	Example quote
To improve grammatical accuracy	14	"…I've seen they're **improving** in terms of spelling, this is for sure, and then the next one is the sentence structure." (T4)
		"Really very helpful because I found that **they learn (from) their mistakes**." (T8)
		"I think it is useful if they want to write another essay with it and then it also affects the way they speak. Not only … **in writing but in terms of speaking they also improve**." (T12)
To avoid similar mistakes in subsequent essays	12	"Because it (feedback) is the model. It can act as a **model for them for their upcoming essays**." (T4)
		"They read it and then **practise the correct answer in their essay next time**." (T6)
		"This is to make sure that they know the correct answer and then so in the **next exercises or essay they won't do the same mistake**." (T8)
To indicate learners' grammatical mistakes	10	"(through feedback) they will **notice where is their mistake**. They know what they did wrong." (T2)
		"Yeah, I **point out their mistake** and then sometimes I ask them 'you know what should be here?' and sometimes…" (T5)
		"… I just **picked example**…**same as the mistakes**… I write on the board and then I explained to them why this verb or this word is not appropriate to use in a sentence." (T7)
		"I think by that (feedback) they will **realise their mistakes**." (T12)
		"I will call them one by one … to specifically **tell them which part** (they have done wrong)." (T14)
To show the correct answers	6	"I want them to understand, **when do they use the correct words**, the tenses, the grammar…" (T2, direct GWCF)
		"… correct them with the **correct answers**." (T3, direct GWCF)
		"Because most of my feedbacks, I **do the correction here** … so when they want to do the revision, they can refer to their samples" (T11, direct GWCF)
To ensure learners internalise the grammar structures	5	"If I mention about their mistake for a few times, maybe **it will help them**… maybe it will **get to their mind** easily" (T1)
		"So, when I **do like thi**s (give this GWCF) at least they will read. Maybe sometimes **they'll just go through and once in a while it sticks in their mind**" (T2)
		"… they need more drilling. For me, but the average students they are okay if I **repeat myself two times, they already 'I got it'**." (T9)

Table 4.48 continued

To motivate/avoid demotivating learners in writing	3	"I feel like if I put too much mistake, it feels like it's a bit **discouraging** for them to write more essays" (T4, selective GWCF)
		"I just directly give them the correct answer. Then they will be **motivated** to do the correction." (T7, direct GWCF)
		"If I tell them all the mistakes, their interest in studying is very low, they are **demotivated**. I have to show them one or two mistakes" (T8, selective GWCF)
		"I differentiate according to the feedback here (overall feedback at the end of the essay) … to **motivate** them…" (T14, general comment)
To promote learner autonomy	2	"…for those who are above average, I would just indicate and **let them try to discover on their own**." (T3, indirect GWCF)
		"Hopefully, they will **go and find the answer themselves** after I have given back the essay." (T6, indirect GWCF)
To ease learners' revision	1	"If the learners themselves are making massive mistakes or massive errors… **ask them to do correction**… **I will indicate (all the mistakes)**, but only if he or she makes massive errors…" (T3, comprehensive GWCF)

Note. n=number of teachers

As shown in Table 4.48, interviewed teachers indicated that their GWCF could serve several functions: (1) to help improve learners' grammatical accuracy (e.g., "they learn from their mistakes"), (2) to prevent committing similar mistakes in upcoming essays (e.g., "next exercises or essay they won't do the same mistake"), (3) to indicate learners' grammatical mistakes (e.g., "they will notice where is their mistake"), (4) to provide the correct answers (e.g., "correct them with the correct answers"), (5) to ensure learners internalise the learnt structure (e.g., "it will get to their mind easily"), (6) to motivate or avoid demotivating learners to write (e.g., "motivated to do the correction"), (7) to promote learner autonomy (e.g., "let them try to discover on their own"), and (8) to ease revision process "ask them to do correction… I will indicate all the mistakes"

ii. Determining factors for teachers' choice of GWCF

When the teachers were asked about their beliefs of the types, scopes, timing and source of GWCF, they indicated that their choices of GWCF mainly depended on factors, such as time, learners, past experiences with feedback, training and also school administrators or policies.

Table 4.49: Summary of Teacher Interview Responses for the Determining Factors for Teachers' Choice of GWCF

Theme	n	Example quote
Time	7	"if we have **more time with them**, we are able to discuss more things more details, if we have more time, we can use the time to mark the essays in detail." (T10)
		"**Time**, as I said, I usually **give feedback** at the end of the lesson…" (T12)
		"…I have a lot of things to do… 20% of my time is used for teaching, 80% percent for my time is used in the management… if I'm going to correct precisely one by one, I'll be going **to waste a lot of my time** and I'm not able to take care of the rest of my classes." (T3, selective GWCF)
		"… because I **don't have time** to entertain each of them every day so just do it… I call them to see me during my free time." (T6, teacher correction)
		"I guess and then also to **save time for them** to think and then just do the sentence in the right way." (T7, direct GWCF)
		"I didn't ask the student to think because **save time** so I would just write it for them and then ask them to read." (T9, teacher correction)
Learners	6	"Because these students they are not from an English-speaking family background… But definitely for those who are **above average**, I would **just indicate and let them try to discover on their own**… so, I will only do this to the **remedial students** and as well as to some of the students who really need guidance." (T3)
		"because I used to teach and still in fact teaching **low level pupils**. Of course I have to provide feedback…" (T4)
		"One of it **because they don't understand**, because I mostly give feedback in English, so some of them don't understand. " (T14)
		"Because I want it **easy for my student to refer**. Yes, to ease their correction or do revisions." (T11, teacher correction)
		"If I don't give them answers, they wouldn't like … **no initiative to find** them the answers." (T13, teacher correction)
Past experiences with feedback	6	"…back then when I was in secondary school, my teacher used to do this… I tend to **follow what my previous teacher has done**." (T1, indirect GWCF)
		"I used to give feedback in the paper itself in **my previous school** but most of the time when they get the feedback, they **never read it actually**… But when done in (a) classroom session… I can tell them verbally (their mistakes) ..." (T4, feedback with verbal explanation)
		"For example, some of the **courses** mentioned we have to give timely feedback..." (T12, immediate feedback)
		"(I used codes because) it's from **IPG**" (T13, indirect GWCF)
Past experiences with feedback	6	"Yeah, because CEFR haven't given any guidelines on how to mark… based on my **previous learners**, because they tend **to ignore the mistake, they know I mark it like this** but they don't know why is it wrong." (T14, direct GWCF)
Training	4	"I think (I got this feedback) from **the teacher's training**" (T2, indirect GWCF)
		"some of the **courses** (in IPG) mentioned we have to give timely feedback…" (T12)
		"(I used this coded feedback) from **IPG**." (T13, indirect GWCF)
		"This (marking code) is from **UPSR marking**." (T14, indirect GWCF)
		"I was fresh graduate. I also asked the senior teacher how to mark… That's how I did but I never attend **any course or any training** or whatever." (T9, comprehensive GWCF)
School administrators or policies	1	"Yeah, plus other teachers will check your, your **KP** (head of panel) also check your exercise book so **they will question why you don't mark it (comprehensively)."** (T9, comprehensive GWCF)

Note. n=number of teachers

As shown in Table 4.49, time was an important determining factor for the teachers' choices of GWCF. As mentioned by T10 (experienced English optionist with training) and T12 (novice English optionist without feedback training), they faced time constraints when marking learners' essays, since they intended to provide detailed feedback and address it at the end of the lesson. As a result, time constraints influenced teachers' choice of GWCF. For example, three English optionists (T6, T7, T9), irrespective of teaching experience and training background, chose to locate learners' mistakes and provide answers for their learners because they "don't have time" to review each essays individually. Besides, T3, an experienced English optionist without training, preferred to give selective GWCF to her learners' essays to avoid spending too much time and neglecting the rest of her class (Table 4.49).

Apart from that, learners also determined teachers' choice of GWCF. For example, learners with lower proficiency received more support from teachers. As mentioned by T3 (experienced English optionist without training) and T4 (novice English optionist without training), they provided more assistance in terms of answers to help these learners understand their mistakes. Besides, to accommodate learners' passive attitude towards learning English, T13, an experienced non-English optionist who attended feedback training, noted that she had to show the mistakes and provide answers for their learners (Table 4.49).

The teachers also shared that their past experiences with feedback impacted their GWCF beliefs. For instance, T1, a novice English optionist without training, mentioned that her preference for indirect feedback was influenced by the feedback she received from her secondary school teachers, leading her to imitate that approach in her own teaching. As for T14, an experienced English optionist with training, she had past experiences that her

learners had ignored her indirect feedback, so she decided to provide direct feedback on her learners' writing. Similarly, T4, a novice English optionist without feedback training, found that providing GWCF alone was not sufficient to capture his learners' attention to their mistakes. As a result, he decided to supplement his feedback with verbal explanations, stating: "I used to give feedback in the paper… they never read it actually… But when done in (a) classroom session… I can tell them verbally (their mistakes) ..." (Table 4.49).

Some teachers shared that the training that they have attended also contributed to their GWCF beliefs. For example, some experienced teachers noted that the use of correctives codes in marking were acquired from teacher training colleges (T2, T13) and in-service training (T14). As for T12, a novice English optionist, she mentioned that she tended to provide GWCF at the end of each lesson as she learnt about providing "timely feedback" during her college years (Table 4.49).

Besides, school administrators or policies also affected teachers' choice of GWCF. T9, an experienced English optionist with feedback training, explained that she had to provide comprehensive GWCF due to her head of panel's request at school. Furthermore, she also mentioned the pressure of being questioned by other teachers if she did not provide feedback to all writing mistakes in her learners' essays (Table 4.49).

Therefore, the responses obtained from the interviews suggested that teachers' choices of GWCF could be based on several determining factors, such as time availability, learners, previous experiences with feedback, training and school administrators or policies.

iii. Emerging issues related to GWCF

Several issues emerged during teacher semi-structured interviews. The emerging issues relate to GWCF were about learners writing only one draft per essay, teachers attending GWCF training, learners' attitude towards learning English, and the use of corrective codes in GWCF.

Table 4.50: Summary of Teacher Interview Responses for Emerging Issues Related to GWCF

Theme	n	Examples of responses
Teachers asked learners to write one draft only	14	"Yeah. It's **one-off**. If I do check that again, then I will mostly (be) looking for spelling error." (T4)
		"We do the same topic but sometimes we just **change** some of the words. The subject, the situation." (T6)
		"… I will ask them to do corrections on the mistakes or the errors and then I just **move on the next topic**." (T8)
Teachers should attend GWCF training	14	"In order to **improve their efficiency**, in improving the learner's language and writing." (T1)
		"Yes, to give us **some experience** on this kind of topic or how to **attend to this issue**." (T6)
		"Yes, because sometimes we just give feedback and correction, so we can be **exposed to a variety of feedback**." (T11)
Learner's attitude towards learning English	9	"When they're **ignoring**, they **don't even open the book**…" (T3)
		"They don't look at it. They **don't bother** and keep doing the same errors actually in other exercises." (T5)
		"Sometimes, when they just **put in the bag**. Most of them, I have to remind them" (T9)
		"some of them are good, some of them are not. Those who cannot understand with the codes, they just **ignore** it… because they have **no interest in English**. Because I give them the same thing, the same corrections. Okay, 'those who made mistakes, I want you to do corrections'. Then the next day I will just receive books and corrections from those who are very good." (T8)
		"It's not that they don't understand what they… I mean **their attitude**, they are **not willing to**... They think English is a difficult subject" (T13)
Corrective codes in GWCF	4	"I'm just **underlining everything**. But **the good students they know** that their sentence are wrong. For the weaker, still cannot help them." (T5)
		"Those who **cannot understand with the codes**, they just ignore it" (T8)
		"**I didn't tell them** that if I slash it means what… but sometimes I underline and I ask 'do like this'. So, they know that… but **I never tell them** 'If I mark like this but then **it's understood** in a way when you are doing it all the time." (T9)
		"Some students they know when I put the simple question mark, it means it's **not completed** or is **missing somewhere** or it's **not appropriate answer...**" (T11)
		"For me, yes, because in fact it should be applicable to not just English teachers but to also other language… if we can make a sharing session like training, for the whole teachers not just the English teachers, but to BM teachers as well, if we have this **generalised rules of marking**, then we can say BM also like this is the spelling error." (T4)

Note. n=number of teachers

It was unexpected that all 14 interviewed teachers required their learners to write only one draft for each essay. As mentioned by T4 (experienced English optionist without training) and T8 (experienced English optionist with training), most of the essays written by the learners were "one-off", where learners would revise once before moving on a new essay. Besides, T6, an experienced English optionist who did not receive training, mentioned she provided essays on the "same topic" to provide reinforcement for her learners (Table 4.50).

Another emerging issue was related to the GWCF training. In the interviews, all teachers emphasised the importance of attending training on providing feedback to learners' writing. As mentioned by T6 and T11, both experienced English optionists, hoped that from training they could be equipped with the various kinds of feedback to enhance learners' writing. As a result, the GWCF's efficacy could be significantly improved to better support learners' writing development, as mentioned by T1, a novice English optionist without feedback training (Table 4.50).

Apart from that, more than half of the interviewed teachers highlighted that their learners' attitude towards learning English was mostly negative. For example, three experienced English optionists (T3, T5, T9) observed that their leaners ignored their feedback when receiving their marked essays. As for T8, an experienced English optionist with training, she observed that some learners, unable to understand her feedback, chose not to revise or resubmit their revised essays (Table 4.50).

Another emerging issue was related to the use of corrective codes in marking learners' essays. According to the teachers' responses, corrective codes often carried several meanings and this could create confusion among learners. For example, T11, an experienced English optionist without feedback training, explained that her question mark could refer to

incomplete sentence, a missing word, or an inappropriate answer. Both experienced English optionists (T5, T8) also mentioned that some of their learners particularly the weaker ones, struggled to understand indirect GWCF with corrective codes. As a result, T4, a novice English optionist who did not receive training, suggested standardising corrective codes to clear confusion. However, T9, an experienced English optionist with feedback, believed that her learners understood her GWCF without needing explicit discussion since she had been giving coded feedback all along (Table 4.50).

To sum, key issues identified from teacher interviews include the practice of drafting only once per essay, the need for GWCF training to expose teachers to various GWCF practices, learners' negative attitude towards learning English that results in a lack of GWCF engagement, and the inconsistent use of corrective codes in teachers feedback that led to learners' confusion with indirect GWCF.

4.2.2 Learner beliefs of grammar-focused written corrective feedback

The following sections present the data collected about the learner beliefs of LWCFQ and semi-structured interviews. This section seeks to answer research question 2: What are the learner beliefs of purpose and goals, types, scopes, timing, source as well as follow-up of GWCF?

4.2.2.1 Overall learner beliefs of grammar-focused written corrective feedback

Concerning the learners' beliefs about the purpose and goals of feedback, adhering to Pimentel's (2019) recommendation of five-point Likert scale description framework (see Table 3.18, Chapter 3, Section 3.7.1 for interpretation of mean rank scores), generally, the learners agreed (M>3.4) that feedback could achieve its purpose and goals in helping the learners to improve grammatical accuracy and writing.

Table 4.51: Mean Scores for Learner Beliefs About the Purpose and Goals of Feedback

No.	Item	Mean	Interpretation of mean scores
1	To help learners reflect on what they have learned.	4.12	Agree
2	To provide learners suggestions to improve essays.	4.01	Agree
3	To help learners improve grammar with the feedback given.	3.94	Agree
4	To encourage learners to improve essays.	3.81	Agree
5	To show learners what they do not know.	3.80	Agree

As indicated in Table 4.51, all items related to the purpose and goals of feedback attained mean scores of greater than 3.40. Specifically, learners agreed that GWCF could be used to help learners to reflect on their learning experiences (M=4.12), provide suggestions for improvement (M=4.01), help learners make progress in improving their grammar (M=3.94), encourage learners to improve on their essays (M=3.81) and to show the knowledge gap (M=3.80).

With regard to the types of feedback, the learners generally, showed different levels of agreement to the use of various GWCF types.

Table 4.52: Mean Scores for Learner Beliefs About the Types of Feedback

No.	Type of feedback	Item	Mean	Interpretation of mean scores
1	Positive feedback	Should receive positive feedback to continue writing in the future (for example, telling me what I have done right in my essay).	4.00	Agree
2	Negative feedback	Should receive negative feedback to continue writing in the future (for example, telling me what I have done wrong in my essay).	3.52	Agree
3	Direct feedback	Prefer to show the error and provide the correct answer in essay.	3.78	Agree

Table 4.52 continued

4	Indirect feedback	Prefer to show the error in essay (for example, by underlining or circling it).	3.60	Agree
		Prefer to show the error in essay by showing where the error is and giving a symbol (or a code) about how to correct it.	3.32	Neutral
		Prefer to show the error in essay by putting a cross in front (or at the back) of the sentence.	2.82	Neutral
5	Whole Class feedback	Prefer not to show errors, but to discuss the common errors in class.	3.24	Neutral
6	Varied feedback	Should use different feedback according to the type of errors in essays.	3.49	Agree
7	Feedback on grammatical errors	Should always point out the errors in my writing.		
		(a). Verb	3.83	Agree
		(b). Adjective	3.81	Agree
		(c). Preposition	3.80	Agree
		(d). Determiner	3.79	Agree
		(e). Conjunction	3.77	Agree
		(f). Adverb	3.76	Agree
		(g). Pronoun	3.64	Agree

As indicated in Table 4.52, the learners agreed that positive (M=4.00) and negative feedback (M=3.52) should be given to learners' writing. Regarding direct and indirect GWCF, learners leaned towards direct GWCF (M=3.78). As for indirect GWCF, learners were in favour of underlining or circling their errors in writing (M=3.60), but they maintained a neutral stance about the use of corrective codes (M=3.32) and putting a cross in front or at the back of an erroneous sentence (M=2.82).

As shown in Table 4.52, while the learners remained neutral about discussing their mistakes as a class (M=3.24), they demonstrated agreement on the importance of varied feedback according to the error types found in the essays (M=3.49). With regard to the need to indicate the learners' grammatical errors, learners generally agreed that their grammatical errors in all eight parts of speech should be indicated (M>3.64) (Table 4.52).

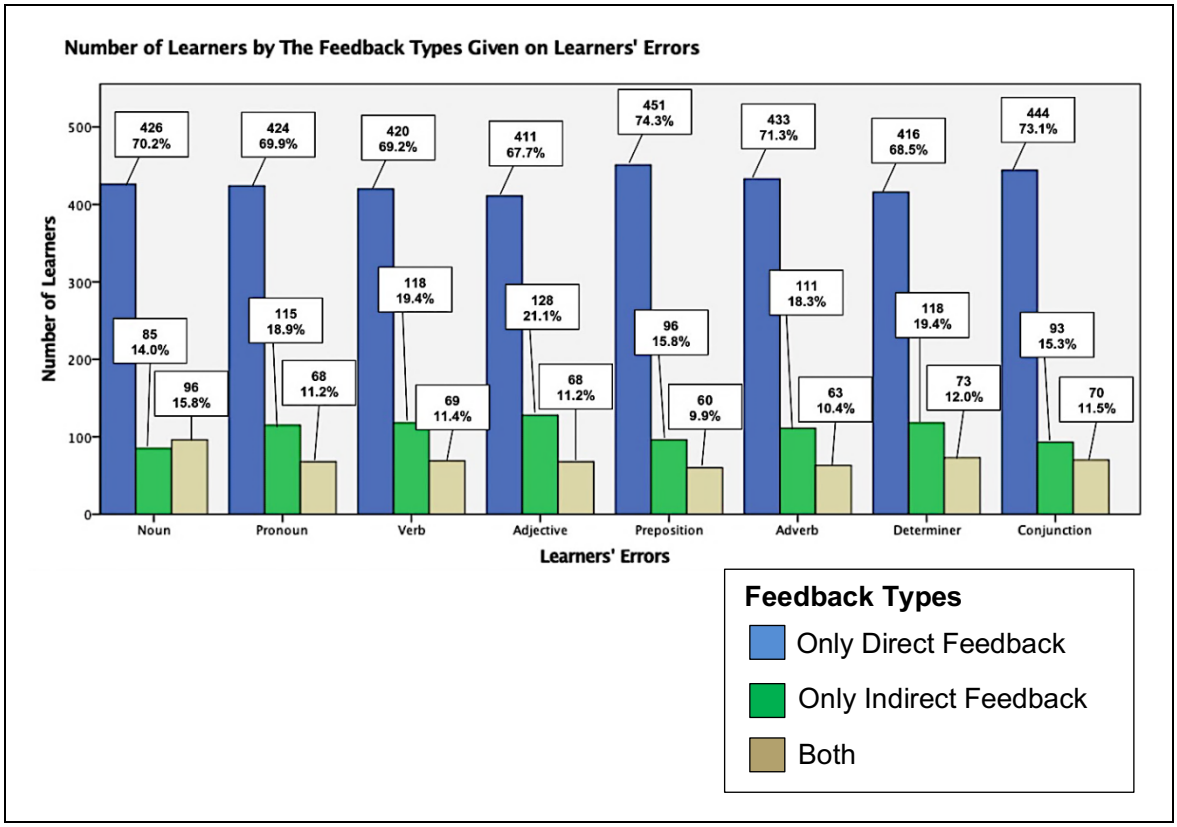


Figure 4.4: Distribution of Learner Beliefs of Feedback Types that Should be Given to Learners' Grammatical Errors

Besides, in terms of the types of feedback that should be used to address the learners' grammatical errors, a total of 411 (67.7%) to 451 (74.3%) learners preferred to be given only direct GWCF, regardless of the parts of speech (Figure 4.4). Indirect GWCF and a combination of both GWCF types were less favoured by the learners, with less than 128 learners choosing these options.

With respect to the scopes of feedback, the learners generally agreed on the use of comprehensive and selective GWCF.

Table 4.53: Mean Scores for Learner Beliefs About the Scopes of Feedback

No.	Scopes of feedback	Item	Mean	Interpretation of mean scores
1	Comprehensive feedback	Should provide feedback on all the errors in writing.	3.76	Agree
2	Selective feedback	Should choose only a few selected errors to correct in writing.	3.47	Agree
3	Repeated feedback	Should provide feedback on the repeated errors in writing.	3.60	Agree

As shown in Table 4.53, all items about the scopes of feedback had mean scores greater than 3.40, suggesting a consensus among the learners (see Table 3.18, Chapter 3, Section 3.7.1 for interpretation of mean rank scores). The learners agreed that both comprehensive (M=3.76) and selective (M=3.47) feedback should be used to show the errors in the essays. Besides, the learners agreed that their recurrent errors in writing should also be indicated (M=3.60).

Regarding the timing of feedback provision, the learners generally agreed on the timing of feedback, including synchronous and asynchronous GWCF.

Table 4.54: Mean Scores for Learner Beliefs About the Timing of Feedback

No.	Timing of feedback	Item	Mean	Interpretation of mean scores
1	Asynchronous feedback	Feedback is effective after the learners finished writing the essays.	3.70	Agree
2	Synchronous feedback	Feedback is effective when the learners are still writing the essays.	3.47	Agree
3	Feedback on every draft	Feedback is effective when given on every draft of essays.	3.59	Agree
4	Feedback on first draft	Feedback is effective when given on the first draft of essays.	3.58	Agree
5	Feedback on final draft	Feedback is effective when given on the last draft of essays.	3.49	Agree

In terms of the timing of feedback (Table 4.54), all items had mean scores greater than 3.40. The learners agreed that GWCF was effective when given after (M=3.70) and during (M=3.47) their writing. Furthermore, the learners also agreed that feedback was effective when given to the first (M=3.58), final (M=3.49) and every draft (M=3.59) of their essays.

Concerning error correction, generally the learners had similar views about locating the errors and providing the correct answers.

Table 4.55: Mean Scores for Learner Beliefs About the Source of Feedback

No.	Source of feedback	Item	Mean	Interpretation of mean scores
1	Teacher correction	Teachers show where the errors are in essays.	4.04	Agree
		For the errors in essay, teacher should give the correct answers.	3.74	Agree
2	Learner correction	Learners should learn to correct errors in the essays.	4.03	Agree
		Learners should learn to find out where errors are in the essays.	3.89	Agree

In terms of the source of feedback (Table 4.55), all items received mean scores exceeding 3.40. Learners agreed that their teachers should indicate the errors in writing (M=4.04) and provide the corrections (M=3.74) for their errors. At the same time, the learners also expressed agreement that they should learn to locate (M=3.89) and revise their own mistakes (M=4.03).

In relation to the follow-up of feedback, the learners had different levels of agreement about what teachers did after giving feedback.

Table 4.56: Mean Scores for Learner Beliefs About the Follow-up of Feedback

No.	Follow-up of feedback	Item	Mean	Interpretation of mean scores
1	Teachers' actions after GWCF are provided.	1(a). Do not do anything.	2.71	Neutral
		1(b). Talk about the common errors in class.	3.86	Agree
		1(c). Meet learners to discuss the errors in essays.	3.75	Agree
		1(d). Make learners correct errors in the essays (in or outside the lesson).	3.69	Agree
		1(e). Make learners record their errors in a notebook.	3.33	Neutral
2	Learners' actions after receiving GWCF	2(a). Read all corrections carefully.	3.78	Agree
		2(b). Look at some corrections more carefully than at others.	3.55	Agree
		2(c). Pay more attention to corrections which show errors (for example, underlining, circling, etc.).	3.81	Agree
		2(d). Pay more attention to the corrections with answers.	3.78	Agree
		2(e). Pay more attention to corrections with clues/editing symbols (for example, v, adv, n, etc.).	3.38	Agree
		3(a). Go through the essay and try to understand the feedback given.	3.82	Agree
		3(b). Use the feedback given to go back to the materials (for example, textbooks and workbooks) in the lessons before.	3.65	Agree
		3(c). Use the feedback given to rewrite essays.	3.58	Agree

Examining the follow-up activities carried out by the teachers (Table 4.56), the learners maintained a neutral stance about teachers not taking any action after providing GWCF (M=2.71). However, the learners were in agreement that teachers discussed the common errors made in writing as a class (M=3.86), carried out teacher-learner conferences (M=3.75) and prompted learners do revisions (M=3.69). However, the learners were neutral about the idea of recording their mistakes in a notebook after receiving GWCF from their teachers (M=3.33).

As for the activities undertaken by learners (Table 4.56), learners generally agreed that they carried out some follow-up actions after receiving GWCF (M>3.40). For example, the learners affirmed that they read the corrections (M=3.78), paid attention to the feedback in the form of symbols (M=3.81), direct corrections (M=3.78) and corrective codes (M=3.38). Besides, the learners also agreed that they tried to understand the feedback given (M=3.82), used the feedback to refer to the learning materials (M=3.65) and rewrote their essays (M=3.58).

As depicted in Figure 4.5, when asked about the problems related to their teachers' feedback, a significant portion of learners, specifically 320 individuals (52.7%) indicated that they did not know how to make use of the feedback given to revise their errors in writing. Apart from that, 187 learners (30.8%) conveyed difficulty in understanding the feedback given by teachers while 163 learners (26.9%) mentioned they were demotivated when seeing an excessive amount of feedback on their essays.

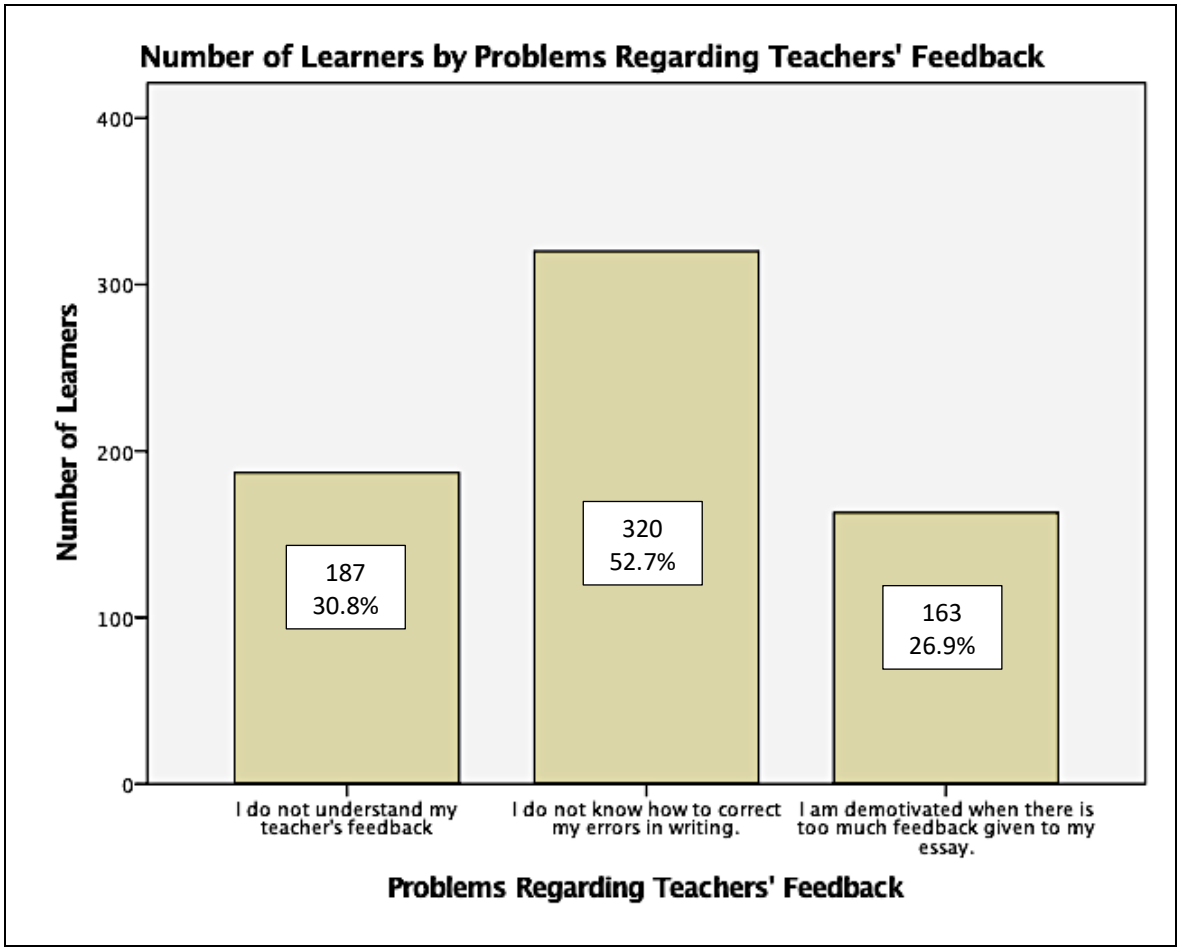


Figure 4.5: Distribution of Learners by Problems Regarding Teachers' Feedback

4.2.2.2 Learner beliefs of grammar-focused written corrective feedback by language proficiency level

The learners' proficiency levels were also taken into account during the interviews to examine learners' GWCF beliefs (RQ2).

Table 4.57: Percentages for Learners' Language Proficiency Levels and Their Beliefs About the Types and Scopes of Feedback

Proficiency Level	Feedback Types				Feedback Scopes			
	Direct		Indirect		Comprehensive		Selective	
	n	%	n	%	n	%	n	%
High	5	71.4	3	42.9	4	57.1	5	71.4
Low	6	85.7	1	14.3	7	100.0	0	0

Note. n=number of learners

Table 4.57 shows the learners' proficiency levels in relation to their beliefs on direct versus indirect GWCF, and comprehensive versus selective GWCF. In terms of GWCF types, the majority of learners, irrespective of their proficiency levels, believed that they should receive direct feedback to their writing, as compared to indirect GWCF. The reasons given for their preference for direct feedback were they could know specifically what their grammatical mistakes were, how to correct them (e.g., "Because I can know the word, the correct words."), avoid making similar mistakes in the future (e.g., "so, I can use those words next time.") and complete the revisions easily and quickly (e.g., "so that it is easier…to copy again.").

The high-proficient learners also liked being given both comprehensive and selective feedback since the number of learners choosing comprehensive and selective feedback were almost similar. However, all the low-proficient learners indicated that they preferred receiving GWCF on all errors in writing (i.e., comprehensive feedback). They explained they wanted to know all their grammatical mistakes (e.g., "If she shows me a few mistakes, I can't know all my mistakes.") so that they would not commit the same mistakes (e.g., "so that I can correct my errors for the upcoming examination").

4.2.2.3 Learner beliefs of grammar-focused written corrective feedback from semi-structured interview questions

This section presents the findings from interviews with 14 learner interviewees. The major themes were the justifications for learners' GWCF beliefs and the issues related to feedback.

i. Justifications for learners' GWCF beliefs

In the semi-structured interviews, learners were asked about the beliefs on GWCF purpose and goals. It was found that learners' beliefs about GWCF aspects were based on a number of goals, which included to improve grammatical accuracy, know the grammatical mistakes, know the correct answers, avoid mistakes in future writings, foster learner autonomy, remember learnt structures, ease revision process and provide validation (Table 4.58).

Table 4.58: Summary of Learner Interview Responses for the Purpose and Goals of GWCF

Theme	n	Example quote
To improve grammatical accuracy	11	Teacher would remind us repeatedly or ask us to do exercises and answer questions… It will help to (**do better for upcoming exercises**). (L10)
To know the mistakes in writing	10	"So that I can **know what my mistakes are**." (L12)
		"If she shows me a few mistakes, I can't know **all my mistakes**." (L2, comprehensive GWCF)
		"So that we can **understand** (mistakes) better to write the essay." (L9)
		"She circles (the error) and gives answers. It **tells me about my errors**." (L6)
		"**Just one or two**, because sometimes there were some careless mistakes in the 10 errors." (L14, selective GWCF)
		"I mean maybe should tell like **some of them** only because sometimes the wrong mistakes are like on accident … she doesn't really have to do (give) the correct answer." (L8, selective GWCF)
		"He could give all if there are the **difficult ones**. But he could only just provide one or two if the errors are easy." (L10, selective GWCF)
		"(just indicate) **one or two**… because I already know (the rest of my mistakes)" (L1, selective GWCF)
To know the correct answers	7	"Because I can know the word, the **correct words**." (L1, direct GWCF)
		"It can help because she **tells me the answer**." (L2, direct GWCF)
To avoid mistakes in the future	7	"I prefer her to give answers … so, I **will not be wrong** (again)." (L11, direct GWCF)
		"Because it can help me… so, I **can use those words next time**." (L13, direct GWCF)
		"I think it's because like you can see the difference between it… I should probably **use it for the next time** I see that again" (L8, direct GWCF)
		"I can **use these examples later** (when I write essays)" (L3, direct GWCF)
		"So that I **know my mistakes and never repeat**." (L14)
To remember the learnt structures	2	"I prefer my teacher to provide the answers, so (I) know where the errors are. So (I) can **keep in mind**, and so…" (L14, direct GWCF)
		"To recall what the teacher has taught. Yes (to remember), to **recall** if I have forgotten or not (what I've learnt)." (L3, direct GWCF)

Table 4.58 continued

To foster learner autonomy	7	"**I will try first**. If I get it wrong, he can correct it." (L3, learner correction)
		"(I) find the answer… because it is from the book and **we can do it ourselves**." (L9, learner correction)
		"**I will find the answers** myself. I like it if teacher only circles and not giving me the answers. **I like to find** (the answers) myself. Because I want to try my best to find the answer. If I really can't understand, I will ask teacher." (L6, indirect correction)
To ease revision	2	"So that it is **easier**… to copy again (for revision) …" (L12, direct GWCF)
		"Yes, so that (I) **can do correction**." (L9)
To provide validation	2	"(All the ticks are useful so) I **can use present tense more effectively**." (L6)

Note. n=number of learners

As shown in Table 4.58, the interview data revealed that having GWCF can serve several functions: (1) to help improve learners' grammatical accuracy (e.g., "help to do better for upcoming exercises"), (2) to notify learners about their mistakes (e.g., "can know what my mistakes are"), (3) to provide the corrections to the mistakes (e.g., "tell me the answer"), (4) to avoid committing similar mistakes in the future (e.g., "I know my mistakes and never repeat") and (5) to remember the learnt structures (e.g., "So I can keep in mind") (Table 4.58).

Despite being primary school learners, some of them indicated that they preferred to be the ones searching for the answers to their mistakes, hence, developing learner autonomy. L9 noted that she would refer to her books for answers ("Because it is from the book and we can do it ourselves"), while high-proficient learners, such as L6 and L10, mentioned they tried to find the answers to their mistakes before seeking their teachers' help (e.g., "Because I want to try my best to find the answer. If I really can't understand, I will ask teacher") (Table 4.58).

Two learners also believed that the GWCF given can ease their revision process. These responses specifically referred to teachers' direct feedback, whereby having teachers to provide the correct answers was "easier" for them to complete their revisions (Table 4.59).

Besides, some learners expressed the belief that the feedback teachers gave served as validation to what they have written on their essays. For example, L6, a high-proficient learner, mentioned that the "ticks" her teacher gave in writing confirmed the correct usage of grammar structures, thereby encouraging her to use those structures "more effectively" in subsequent writing tasks (Table 4.59).

In summary, the learners' beliefs showed that GWCF served eight main purposes, namely to improve grammatical accuracy, realise the grammatical mistakes, know the correct answers, avoid mistakes in the future, remember the learnt structures, develop learner autonomy, ease revision process and provide assurance to learners' answers.

ii. Issues related to GWCF

One of the issued related to GWCF is that learners did not understand teachers' GWCF but still preferred teachers' existing feedback practice emerged to be the issues from learners' interviews.

Table 4.59: Summary of Learner Interview Responses for Issues Related to GWCF

Theme	n	Example quote
Do not understand feedback	6	"Maybe I wrote something wrong, or maybe I need to add some words. **I am not sure**…" (L10, indirect GWCF)
		"**Only (understand) a few (feedback)** … I will translate it and revise at home." (L3, indirect GWCF)
		"Some (feedback) I could understand, **some I can't**… (I don't understand this)" (L7, indirect GWCF)
		"Can misunderstand, because **I don't understand** which is (the meaning) …" (L12, indirect GWCF)
Learners still prefer teachers' existing feedback provision	10	No (need to improve), these (feedback) are **good enough**. (L5)
		"(Give feedback) like this." (L7)
		"Yes... (stick) **With this method**." (L12)

Note. n=number of learners

As shown in Table 4.59, some interviewed learners indicated that they could not comprehend their teachers' feedback. As mentioned by L3 and L7, both were low-proficient learners, they indicated that though they understood some of the comments given by teachers, some of the indirect GWCF were unclear for them. Similarly, L10, though proficient in the language, was also confused with the indirect corrections given since the code could have multiple meanings (e.g., "Maybe I wrote something wrong, or maybe I need to add some words") (Table 4.59).

Interestingly, despite being uncertain about the feedback given by their teachers, 10 learners mentioned that they still preferred the teachers' existing feedback provision. For example, L7, a low-proficient learner, wanted his teacher to stick to the existing "method"

of giving feedback, though he was confused with some of the indirect corrections (Table 4.59).

4.2.3 Comparison Between Learner Beliefs and Teacher Beliefs of Grammar-focused Written Corrective Feedback

To answer RO1, which was to compare learner and teacher GWCF beliefs, Kolmogorov-Smirnov normality test was first conducted on the mean rank scores for teacher and learner GWCF beliefs to assess the normality of the data collected.

Table 4.60: Summary of SPSS Output for Normality Test

GWCF Aspects	Kolmogorov-Smirnov	
	Statistic	P-value
Purpose and Goals	.156	P < .001
Types	.063	P < .001
Scopes	.079	P < .001
Timing	.073	P < .001
Source	.127	P < .001
Follow-Up	.056	P < .001

In Kolmogorov-Smirnov normality test, the null hypothesis (i.e., the data is normally distributed) is accepted if the p-value is greater than .05. Nonetheless, as shown in Table 4.60, the p-values for all the GWCF aspects were less than .05, indicating the sets of data obtained for GWCF purpose and goals $D(637) = .156$, $p < .001$, types $D(637) = .063$, $p < .001$, scopes $D(637) = .079$, $p < .001$, timing $D(637) = .073$, $p < .001$, source $D(637) = .127$, $p < .001$ and follow-up $D(637) = .056$, $p < .001$ were not normally distributed. Hence, Mann-Whitney U test, a non-parametric test to independent samples t-test, was conducted to compare learner and teacher GWCF beliefs (RQ3). This analysis seeks to answer research question 3: Is there any statistically significant difference between learner beliefs and teacher beliefs of GWCF?

Table 4.61: Summary of SPSS Output for Mann-Whitney U Test

GWCF Aspects	Teacher Mean Rank Scores	Learner Mean Rank Scores	Mann-Whitney U Test Statistic	P-value	Interpretation between teacher and learner GWCF beliefs
Purpose and Goals	4.49	3.94	4586.5	P < .001	Significant difference
Types	3.85	3.60	6239.0	P = .004	Significant difference
Scopes	3.82	3.76	8790.5	P = .748	No significant difference
Timing	3.72	3.57	7952.5	P = .239	No significant difference
Source	3.80	3.93	7606.5	P = .125	No significant difference
Follow-Up	3.58	3.59	8789.0	P = .748	No significant difference

In a Mann-Whitney U test, the null hypothesis (i.e., there is no significant difference between teacher and learner beliefs of GWCF aspects) is accepted if the p-value is greater than .05. As illustrated in Table 4.61, both p-values in purpose and goals and types were less than .05. Therefore, the null hypotheses were rejected, indicating significant differences were found between the teacher and learner GWCF beliefs in terms of purpose and goals (U = 4586.5, z = 4.625, p < .001) as well as types (U = 6239, z = 2.915, p = .004). This means that both teachers and learners had significantly different levels of agreement on the purpose and goals, and also types of feedback (Table 4.61).

However, when looking at scopes, timing, source and follow-up of GWCF, the p-values were greater than .05. Hence, null hypotheses were accepted for the aforementioned GWCF aspects, indicating no significant difference found between the teacher and learner beliefs of scopes (U = 8790.5, z = .321, p = .748), timing (U = 7952.5, z = 1.177, p = .239), source (U = 7606.5, z = 1.533, p = .125) and follow-up of feedback (U = 8789, z = .321, p = .748). This shows that teachers and learners had similar beliefs in GWCF scopes, timing, source and follow-up.

Therefore, to answer research question 3 (Is there any statistically significant difference between learner beliefs and teacher beliefs of GWCF?), there were statistically

significant differences between teacher beliefs and learner beliefs of GWCF in terms of purpose and goals and types of feedback, but no statistically significant differences were found in terms of scope, timing, source and follow-up of feedback.

In short, when comparing between teacher and learner GWCF beliefs, both groups shared similar beliefs about the scopes, timing, source and follow-up of feedback. Furthermore, both groups preferred using comprehensive and selective feedback. They also agreed on the use of both synchronous and asynchronous feedback for the first and every essay draft. Both teachers and learners also agreed that they shared responsibility in locating and revising errors in writing, and that follow-up activities needed to be carried out after feedback provision. However, teachers and learners held different beliefs about purpose and goals and types of feedback. Teachers demonstrated a higher level of agreement about the importance of giving feedback and the use of direct feedback compared to the learners.

4.3 Practice of Grammar-focused Written Corrective Feedback

This section presents the findings on the teachers' practice of GWCF gathered from analysis of teachers' feedback in learners' essays (see Appendix I) which was then recorded in a DAF. These findings relate to RO2 which is to investigate the primary school teachers' practice of GWCF.

DAF was used to record teachers' GWCF practice. Specifically, two things were analysed and recorded in the DAF, namely, scopes of feedback (i.e., comprehensive feedback and selective feedback) and types of feedback (e.g., positive feedback, direct feedback) provided for learners' grammatical errors in eight parts of speech, using Şakrak-Ekin and Balçıkanlı's (2019) framework.

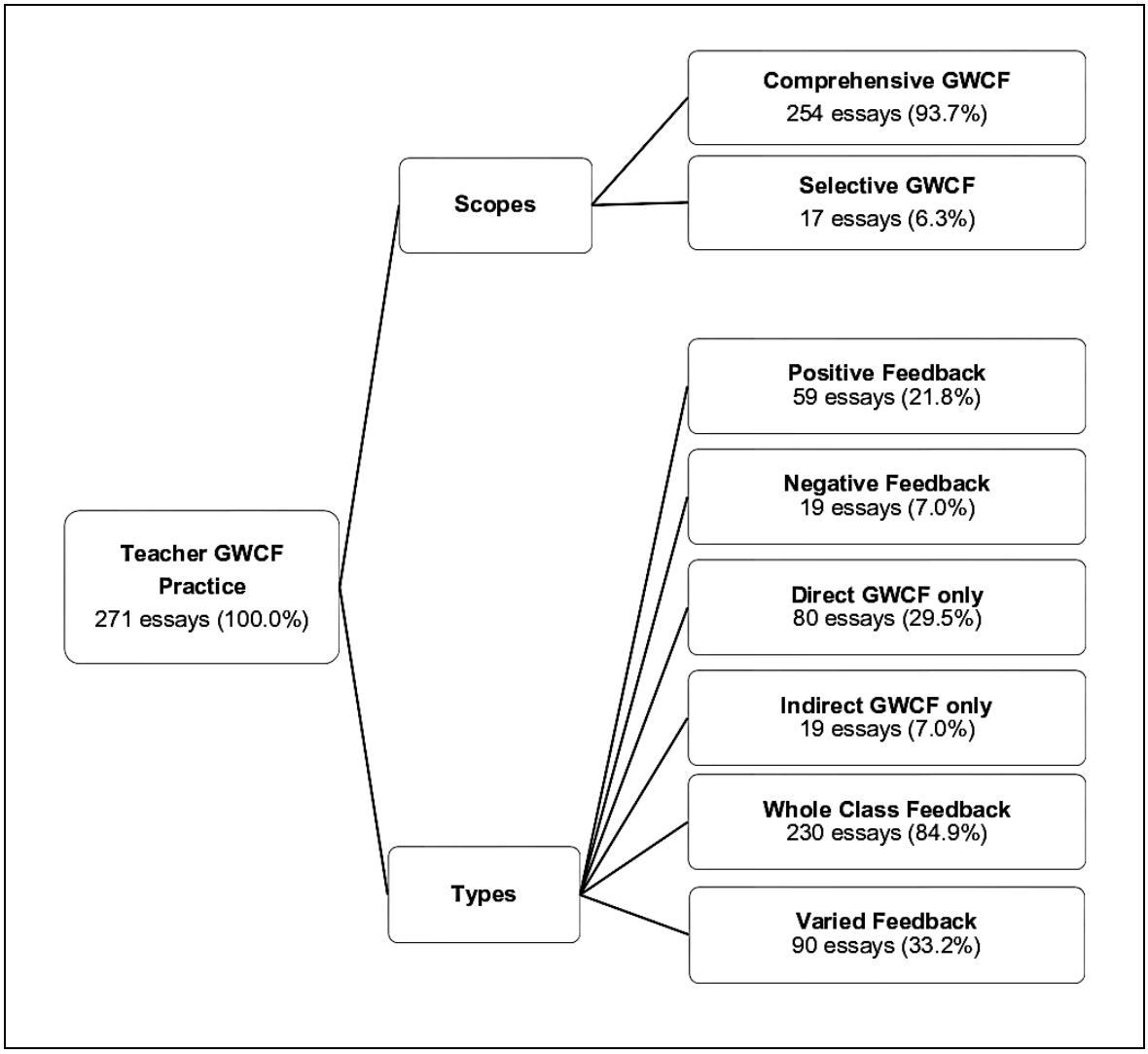


Figure 4.6: Summary of Teacher GWCF Practice in DAF (GWCF Scopes and Types)

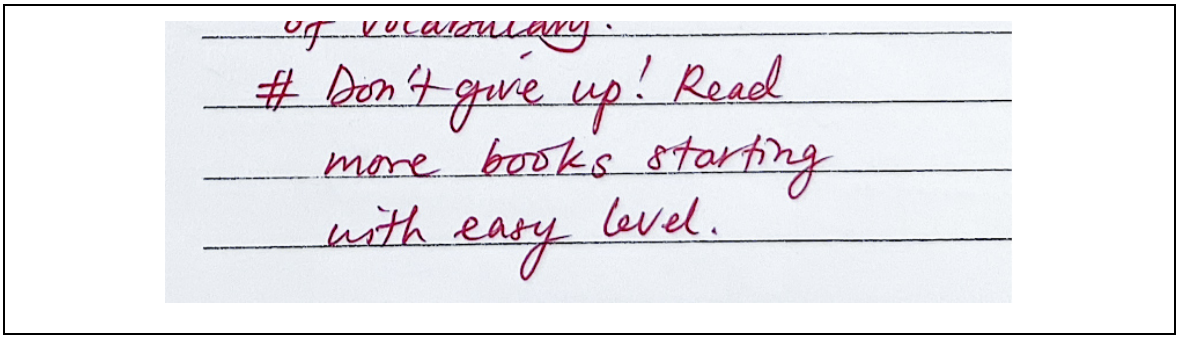


Figure 4.7: Positive Feedback (Example)

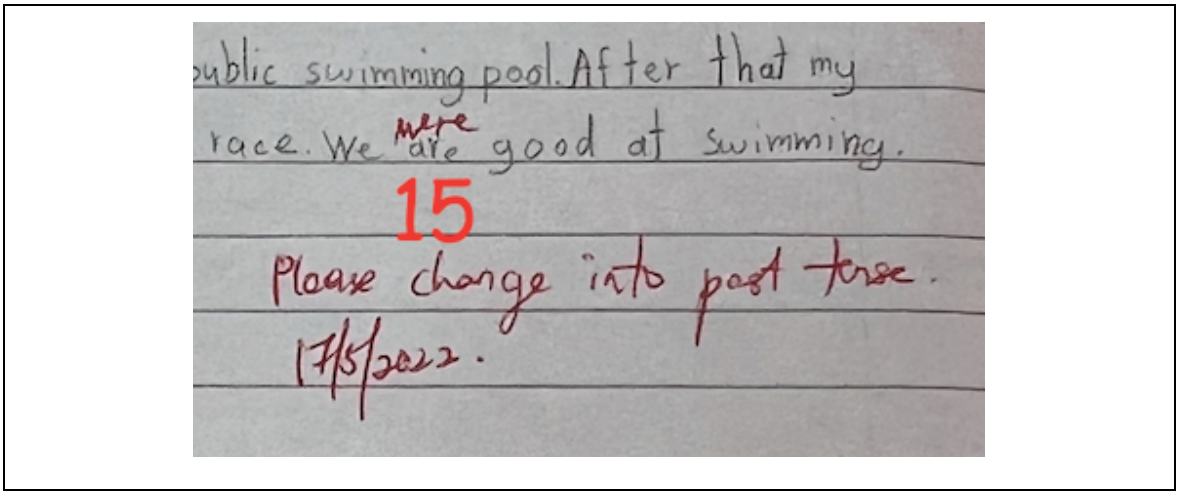


Figure 4.8: Negative Feedback (Example)

As shown in Figure 4.6, in terms of GWCF scopes, out of a total of 271 essays collected, 254 essays (93.7%) were marked comprehensively, while only 17 essays (6.3%) were given selective GWCF. Therefore, comprehensive GWCF was found to be the answer to the research question: What is the most prominent GWCF scope used by the teachers (RQ4)?

When looking into teachers' GWCF types (Figure 4.6), from the 271 essays collected, 59 essays (21.8%) received positive feedback (see Figure 4.7 for sample) and 19 essays (7.0%) received negative feedback (see Figure 4.8 for sample). A total of 80 essays (29.5%) were given direct GWCF only, 19 essays (7.0%) received only indirect GWCF. Furthermore, a total of 230 essays (84.9%) received whole class feedback (i.e., teachers discussed common errors

in class) while 90 essays (33.2%) received varied feedback, which was more than one type of feedback.

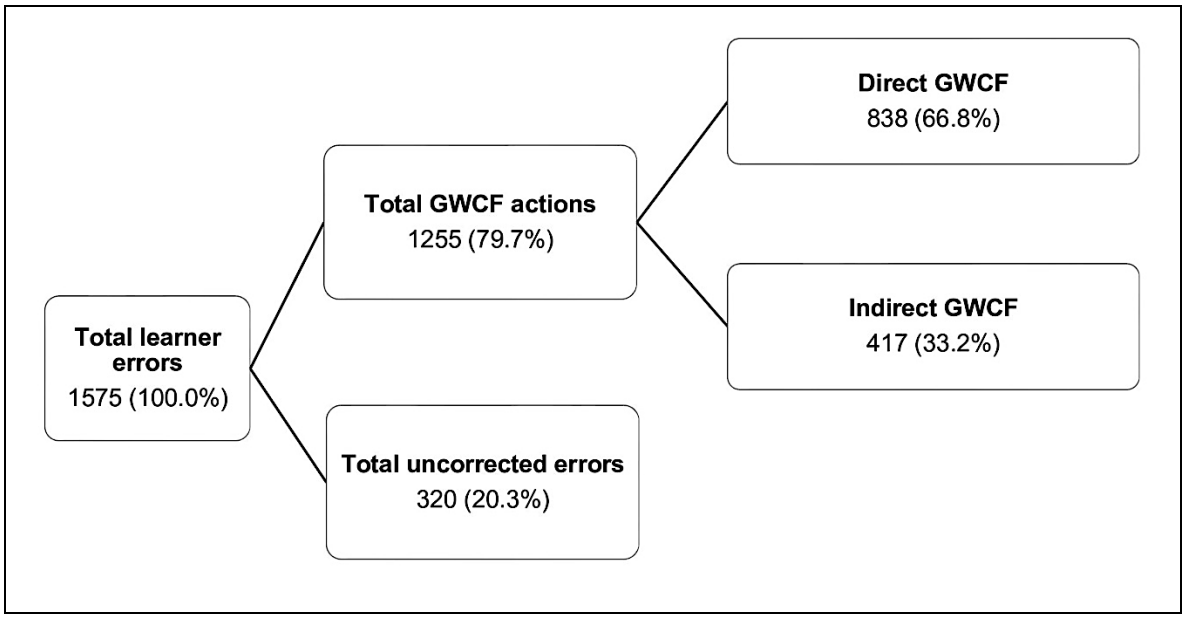


Figure 4.9: Summary of Learners' Errors and GWCF Types in DAF

As shown in Figure 4.9, from the learners' essays, the learners made a total of 1575 grammatical errors. Of the errors made, 1255 errors (79.7%) were given GWCF, while 320 errors (20.3%) were left uncorrected. Also, from the GWCF actions given by the teachers, 838 errors (66.8%) were marked directly while the 417 errors (33.2%) were given indirect GWCF. Thus, direct GWCF emerged as the answer to the research question: What is the most prominent GWCF type used by the teachers (RQ5)?

Table 4.62: Summary of Teachers' GWCF Types on the Learners' Grammatical Errors

Part of Speech	Total Error	Total GWCF	Direct GWCF	Indirect GWCF
Verb	554	334	230 (68.9%)	104 (31.1%)
Noun	291	252	138 (54.8%)	114 (45.2%)
Determiner	254	232	168 (72.4%)	64 (27.6%)
Preposition	168	153	113 (73.9%)	40 (26.1%)
Pronoun	129	117	82 (70.1%)	35 (29.9%)
Conjunction	81	79	56 (70.9%)	23 (29.1%)
Adverb	56	56	34 (60.7%)	22 (39.3%)
Adjective	42	32	17 (53.1%)	15 (46.9%)

As shown in Table 4.62, from the essays analysed, it was found that the learners made the most errors in verbs (n=554), followed by nouns (n=291) and determiners (n=254). Additionally, when looking into the grammatical mistakes that prominently received GWCF from the teachers, verbs (n=334) were found to be the parts of speech that received the most feedback from the teachers, followed by nouns (n=252) and determiners (n=232).

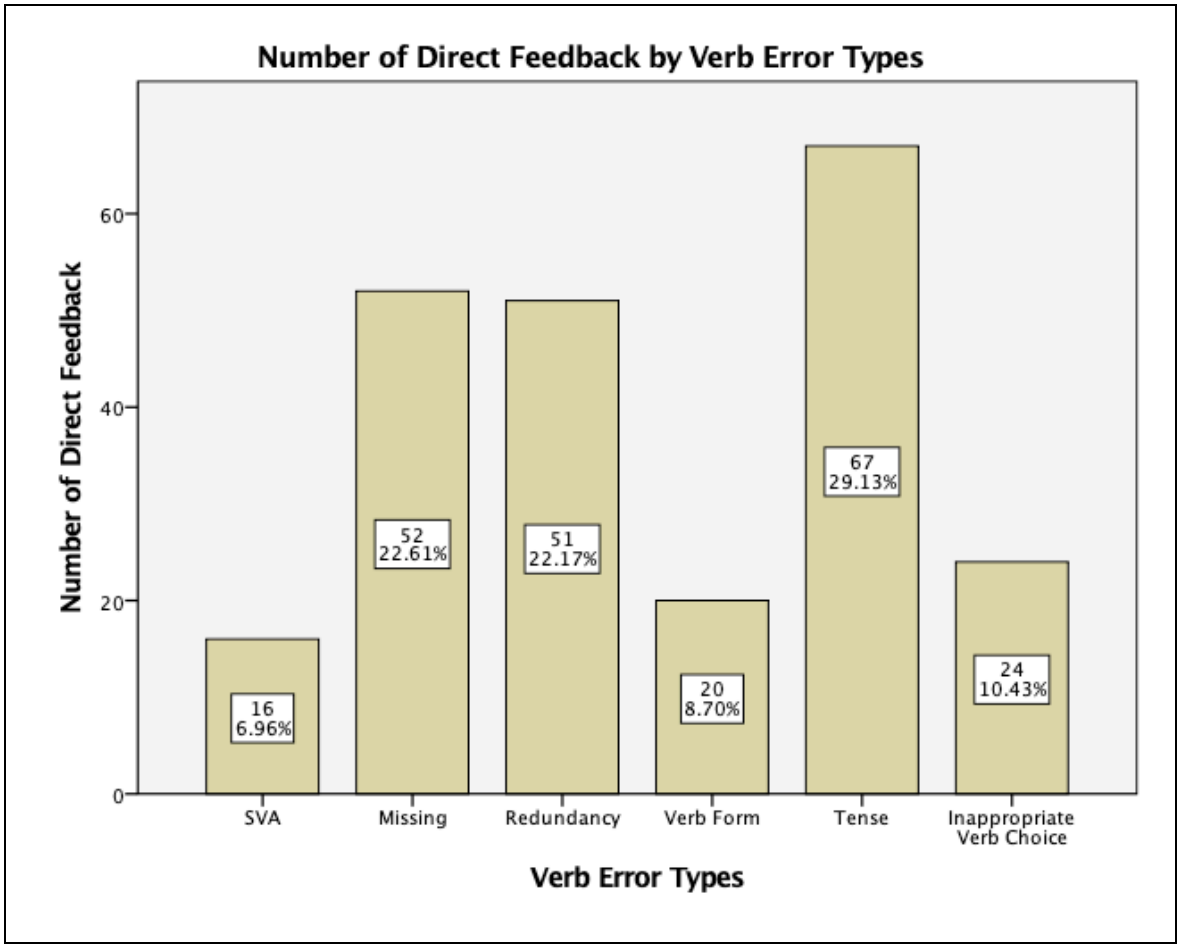


Figure 4.10: Number of Direct Feedback by Verb Error Types

Of the grammatical errors (Table 4.62), verb error (n=230) was found to be a response for research question: Which grammatical error is prominently given direct GWCF (RQ6)? Additionally, as shown in Figure 4.10, direct feedback was predominantly given on learners' tenses errors (n=67) (see Figure 4.11 for sample), missing verbs (n=52) (see Figure 4.12 for sample) and redundant verbs (n=51) (see Figure 4.13 for sample).

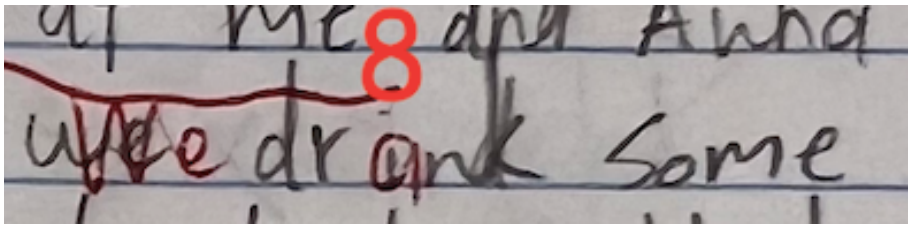


Figure 4.11: Direct Feedback for Verb Tense Error (Example)

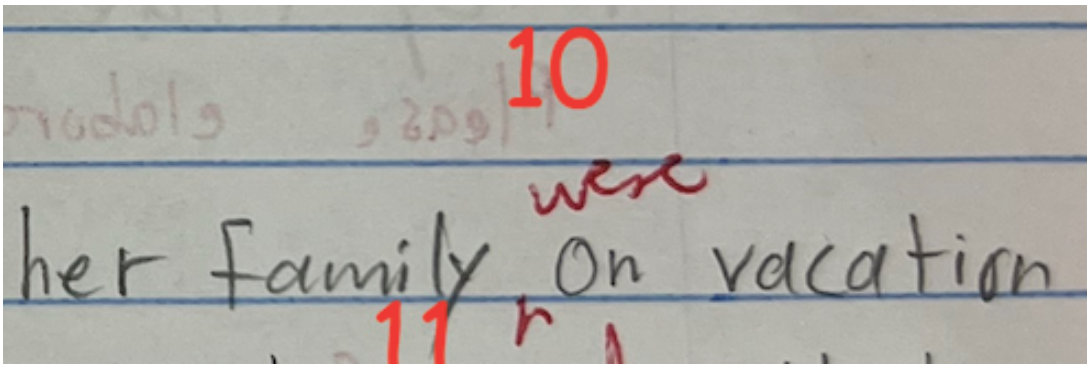


Figure 4.12: Direct Feedback for Missing Verb (Example)

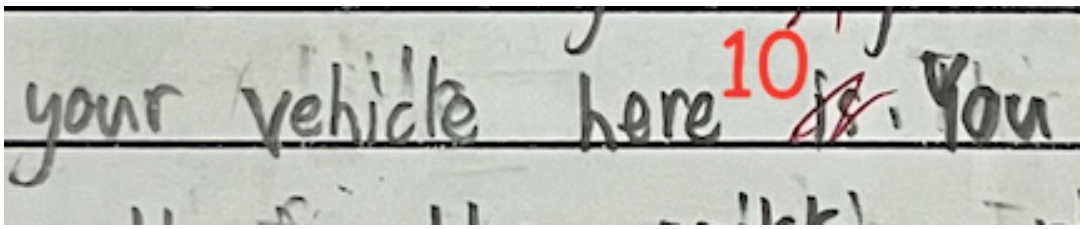


Figure 4.13: Direct Feedback for Redundant Verb (Example)

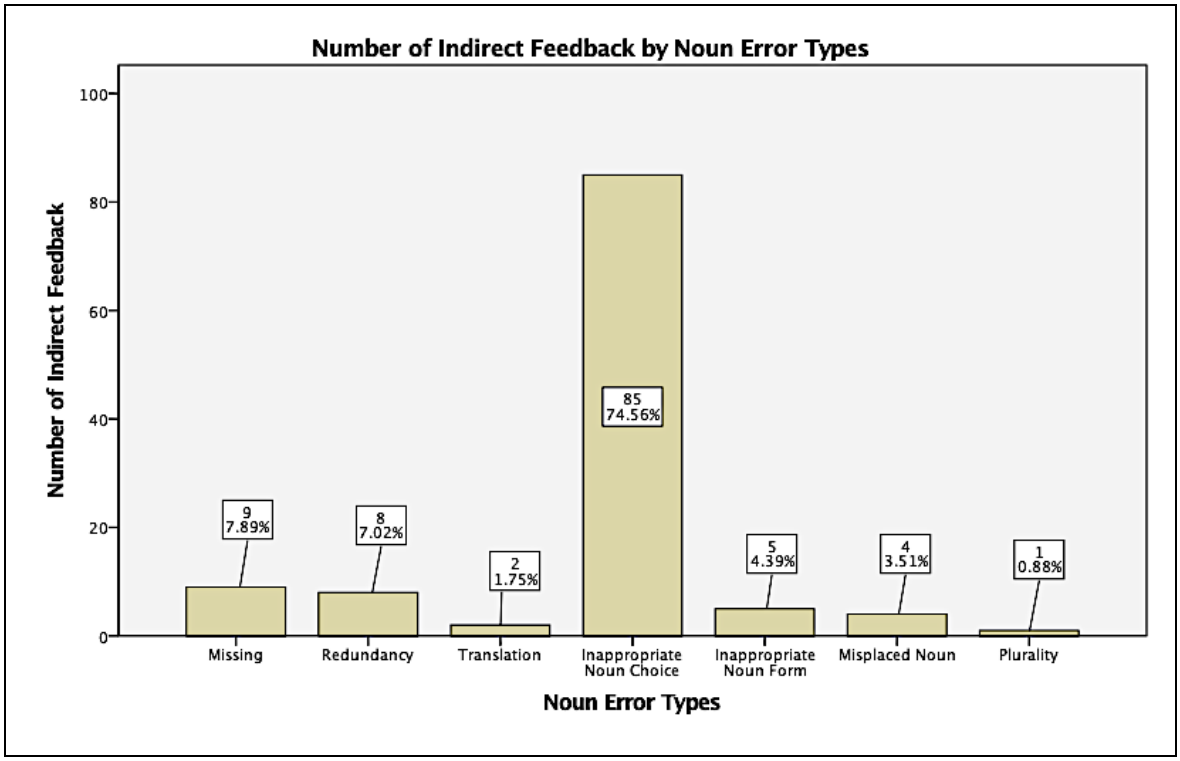


Figure 4.14: Number of Indirect Feedback by Noun Error Types

Apart from that, as shown in Table 4.62, noun errors (n=114) emerged to be the answer for research question: Which grammatical error is prominently given indirect GWCF (RQ7)? In addition, Figure 4.14 shows that teachers mostly provided indirect feedback on learners' inappropriate choice of nouns (n=85) (see Figure 4.15 for sample), missing nouns (n=9) (see Figure 4.16 for sample) and redundancy (n=8) (see Figure 4.17 for sample).

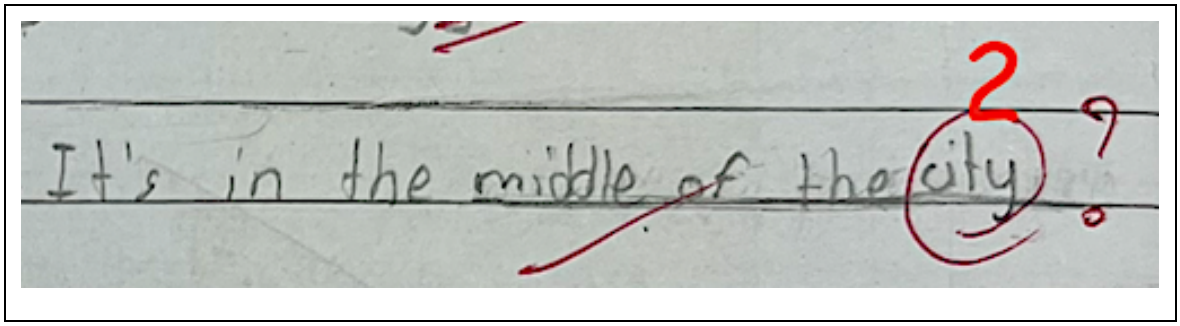


Figure 4.15: Indirect Feedback for Inappropriate Choice of Noun (Example)

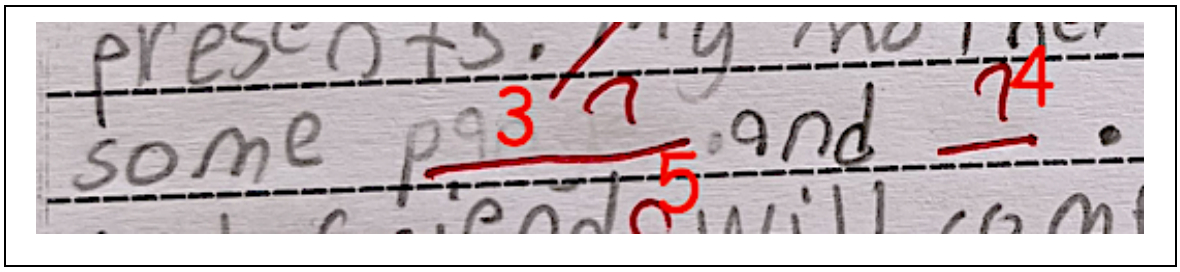


Figure 4.16: Indirect Feedback for Missing Noun (Example)

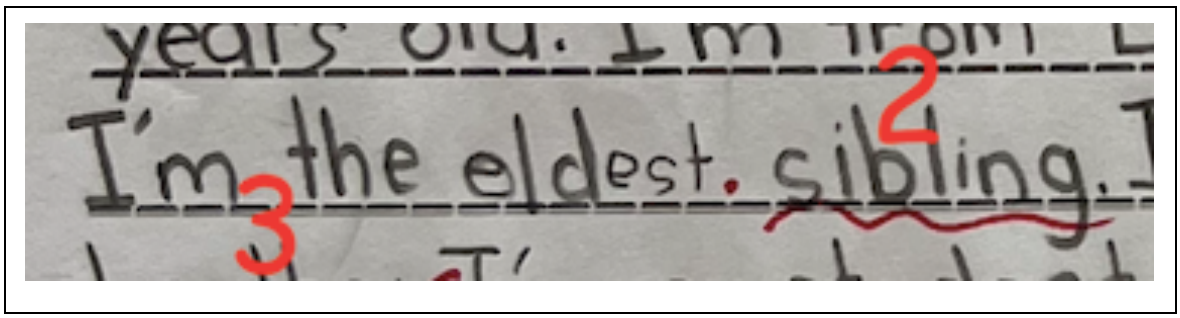


Figure 4.17: Indirect Feedback for Redundant Noun (Example)

As a whole, teachers provided a variety of feedback scopes (i.e., comprehensive and selective) and types (i.e., direct, indirect, positive and negative) for learners' writing. However, in terms of feedback scopes, teachers mainly marked learners' essays comprehensively. As for feedback types, teachers primarily offered direct feedback for learners' verb errors, while indirect feedback was mainly given to noun errors.

4.4 Comparison Between Beliefs and Practice of Grammar-focused Written Corrective Feedback

This section presents the findings about the comparison between teacher GWCF beliefs and practice, as well as the comparison between learner beliefs and teacher practice of GWCF.

4.4.1 Comparison Between Teacher Beliefs and Teacher Practice of Grammar-focused Written Corrective Feedback

The data obtained from TWCFQ and DAF were used to answer RO3, which was to seek alignment between the teachers' beliefs and practice of feedback, in terms of types and scopes. This analysis seeks to answer research question 8: Is there any statistically significant difference between teacher beliefs and teacher practice of GWCF?

Table 4.63: Summary of SPSS Output for Chi-square Test of Association for Data Collected from TWCFQ and DAF (Types and Scopes)

Feedback		TWCFQ		DAF		Chi-square statistic	P-value	Interpretation between teacher GWCF beliefs and practice
		n1	%	n2	%			
Types	Positive	25	83.3	59	21.8	50.88	P < .001	Misalignment
	Negative	15	50.0	19	0.1	49.82	P < .001	Misalignment
	Direct	17	56.7	135	49.8	0.51	P = .476	Alignment
	Indirect	4	13.3	74	27.3	2.75	P = .097	Alignment
	Whole class	15	50.0	230	84.9	21.69	P < .001	Misalignment
	Varied	27	90.0	90	33.2	36.66	P < .001	Misalignment
Scopes	Comprehensive	17	56.7	254	93.7	41.34	P < .001	Misalignment
	Selective	20	66.7	17	6.3	91.38	P < .001	Misalignment

Note. n1=number of teachers, n2=number of essays

As shown in Table 4.63, more than half of the teachers believed that varied (90.0%), positive (83.3%), selective (66.7%), comprehensive (56.7%) and direct feedback (56.7%) should be given to learners' essays, while half of the teachers believed that negative and whole class feedback (50.0%) should be provided. Only 13.3% believed indirect feedback should be given. From analysis of the essays, teachers mainly provided comprehensive (93.7%), whole class (84.9%) and direct feedback (49.8%) to the learners' writing, while varied (33.2), indirect

(27.3%), positive (21.8%) and selective feedback (6.3%) were less prominently provided. Only 0.1% of the essays were given negative feedback.

A Pearson's Chi-square test of association was run on the frequency statistics to compare teacher beliefs and practice of GWCF (RQ8). In a Pearson's Chi-square test, the null hypothesis (i.e., there is no significant difference in the proportion of teachers' feedback beliefs and practice) is accepted if the p-value is greater than .05. As shown in Table 4.63, the p-values obtained for comprehensive, selective, positive, negative, whole class and varied feedback were less than .001. Therefore, significant differences were found between teacher GWCF beliefs and practice in comprehensive $X^2(1) = 41.34$, $p < .001$, selective $X^2(1) = 91.38$, $p < .001$, positive $X^2(1) = 50.88$, $p < .001$, negative $X^2(1) = 49.82$, $p < .001$, whole class $X^2(1) = 21.69$, $p < .001$ and varied feedback $X^2(1) = 36.66$, $p < .001$. However, it could be deduced that there were no significant differences found between teacher beliefs and practice in terms of direct $X^2(1) = 0.51$, $p = .476$ and indirect feedback $X^2(1) = 2.75$, $p = .097$, since the p-values obtained from the test was greater than .05. Therefore, to answer research question 8 (Is there any statistically significant difference between teacher beliefs and teacher practice of GWCF?), there were statistically significant differences between teacher beliefs and practice of GWCF in terms of comprehensive, selective, positive, negative, whole class and varied feedback, but no statistically significant differences were found in terms of direct and indirect feedback.

In short, teachers GWCF beliefs aligned with their feedback on learners' writing in terms of direct and indirect feedback. This means the amount of direct and indirect feedback given on learners' essays were similar to what teachers believed in. However, the amount they gave for comprehensive, whole class, varied, positive, selective, positive and negative feedback on learners' writing were different from their beliefs. Furthermore, the teachers provided significantly more comprehensive feedback and whole class feedback than what they preferred.

On the other hand, significantly less varied, positive, selective and negative feedback was provided to the learners' writing compared what the teachers believed.

4.4.2 Comparison Between Learner Beliefs and Teacher Practice of Grammar-focused Written Corrective Feedback

A similar comparison was done on the data gathered from learners' responses in questionnaires and DAF to answer RO3: to compare learner beliefs with teacher practice of GWCF in Malaysian primary schools. This analysis seeks to answer research question 9: Is there any statistically significant difference between learner beliefs and teacher practice of GWCF?

Table 4.64: Summary of SPSS Output for Chi-square Test of Association for Data Collected from LWCFQ and DAF (Types and Scopes)

Feedback		LWCFQ		DAF		Chi-square statistic	P-value	Interpretation between learner GWCF beliefs and practice
		n1	%	n2	%			
Types	Positive	455	75.0	59	21.8	218.38	P < .001	Misalignment
	Negative	332	54.7	19	0.1	177.54	P < .001	Misalignment
	Direct	409	67.4	135	49.8	24.53	P < .001	Misalignment
	Indirect	165	27.2	74	27.3	0.001	P = .970	Alignment
	Whole class	292	48.1	230	84.9	105.05	P < .001	Misalignment
	Varied	320	52.7	90	33.2	28.65	P < .001	Misalignment
Scopes	Comprehensive	392	64.6	254	93.7	81.87	P < .001	Misalignment
	Selective	335	55.2	17	6.3	186.65	P < .001	Misalignment

Note. n1=number of learners, n2=number of essays

According to Table 4.64, more than half of the learners believed that positive (75.0%), direct (67.4%), comprehensive (64.6%), selective (55.2%), negative (54.7%) and varied feedback (52.7%) should be given to their essays, while a minority of the learners believed in receiving whole class (48.1%) and indirect feedback (27.2%). Analysis of the learners' essays revealed that learners' writing was prominently given comprehensive (93.7%), whole class (84.9%) and direct feedback (49.8%), while a minority of the learners' essays received varied (33.2%), indirect (27.3%), positive (21.8%), selective (6.3%) and negative feedback (0.1%).

A Pearson's Chi-Square test of association was run to identify if there was alignment between the learner beliefs and the teacher practice of GWCF (RQ9). The p-values obtained for comprehensive, selective, direct, positive, negative, whole class and varied feedback were less than .001 (Table 4.64), indicating significant differences between learner beliefs and teacher practice in terms of comprehensive $X^2(1) = 81.87$, $p < .001$, selective $X^2(1) = 186.65$, $p < .001$, direct $X^2(1) = 24.53$, $p < .001$, positive $X^2(1) = 218.38$, $p < .001$, negative $X^2(1) = 177.54$, $p < .001$, whole class $X^2(1) = 105.05$, $p < .001$ and varied feedback $X^2(1) = 28.65$, $p < .001$. However, it could be deduced that there was no significant difference between learner beliefs and teacher practice in indirect feedback $X^2(1) = .001$, $p = .970$, since the p-value obtained from the test was greater than .05. Therefore, to answer research question 9 (Is there any statistically significant difference between learner beliefs and teacher practice of GWCF?), there were statistically significant differences between learner beliefs and teacher practice of GWCF in terms of comprehensive, selective, direct, positive, negative, whole class and varied feedback, but no statistically significant differences were found in terms of indirect feedback.

In short, teachers' feedback was found similar to learners' GWCF beliefs in indirect feedback. The amount of indirect feedback given to learners when similar to the learners' beliefs. However, the amount of feedback received were different with learners' beliefs in comprehensive, whole class, direct, varied, positive, negative and selective feedback. The essays received significantly more comprehensive feedback and whole class feedback than what the learners preferred. On the other hand, the teachers provided significantly less direct feedback, varied, positive, selective and negative feedback compared to what the learners believed.

4.5 Discussion of Findings

This section provides discussion of key findings, namely, the factors contributing to misalignment between beliefs and practice, feedback provision on learners' essay draft, the use of indirect feedback and learners' passivity in accepting incomprehensible feedback.

4.5.1 Factors contributing to misalignment of beliefs and practice

This study revealed a misalignment between teachers' and learners' feedback preferences (i.e., scopes, timing, source, and follow-up) and the feedback actually observed in learners' essays. Such mismatches between beliefs and practice have also been reported in previous research (Purnomo et al., 2021; Rajab et al., 2016; Şakrak-Ekin & Balçıkanlı, 2019), though the underlying causes varied due to the different contexts. For instance, Şakrak-Ekin and Balçıkanlı (2019) found that Turkish lecturers' practices conflicted with their beliefs due to the absence of institutional policies, while Rajab et al. (2016) reported that Saudi lecturers were constrained by heavy workloads. In this present study, though both internal (i.e., teaching experience, subject options, training background) and external factors (i.e., learner needs, time constraints) are important, external factors emerged as the stronger influence. While formal GWCF training shaped teachers' feedback practices to some extent, external pressures, particularly the demands of teaching young learners, often overrode this training. This finding extends previous research by showing how the unique requirements of young learners, including the need for focused attention and scaffolding, directly shape teachers' feedback decisions, leading them to provide direct and selective feedback.

The misalignment between teachers' feedback beliefs and practices also carries important implications for policy and teacher training. This study revealed that more than half of the teachers (i.e., 16 out of 30) had not received formal training on providing feedback to young learners, which contributed to inconsistent feedback practices. Addressing this gap

requires policymakers to design targeted training that equips teachers with the necessary knowledge and skills to deliver feedback in primary classrooms. Such training could incorporate learners' beliefs on the purpose and goals of feedback (e.g., viewing receiving GWCF as important), as well as their preferences for feedback types (i.e., positive, negative, direct and indirect), scopes (i.e., comprehensive and selective), timing (i.e., asynchronous and synchronous), source (i.e., teacher and self-correction), and follow-up (e.g., whole-class discussion). Embedding these elements into professional development would help bridge the gap between teacher beliefs and classroom practices.

4.5.2 Feedback provision on learners' essay draft

Another issue worth discussing in this study is that all interviewed teachers required learners to write only one draft per essay. This finding was found similar to the results reported in Alkhatib's (2015) study, whereby Saudi Arabian university tutors also required their learners to only write one draft per essay. Moreover, the findings highlight a critical disconnect between pedagogical approach mandated by the KSSR curriculum, which requires learners to revise their drafts in response to teachers' feedback (Ministry of Education, 2022). The issue might be attributed to teachers not fully understanding the process approach to teaching writing. By using only a single draft, teachers deny learners the opportunity to engage in the recursive process of revision, an essential element of process approach to teaching writing (Wong & Faltis, 2018). Furthermore, teachers could not assess the impact of feedback in improving learners' grammatical accuracy, as they could not determine whether learners' have truly understood their mistakes or were merely copying the corrections (Santanatanon & Chinokul, 2022).

The findings leave implications for curriculum developers on the need to spell out explicit guidelines on using feedback in process approach to teaching writing, rather than just

on giving feedback. For example, instead of giving feedback in a single session, feedback can be structured in a manageable and recursive cycle. Since the learners in this study were mostly low-proficient, teachers can allocate specific focus to marking only one or two key grammatical errors (e.g., verb tense and noun plurality) in learners' essays at a time. This approach not only helps sustain young learners' attention on revising their mistakes but is also less demotivating and frustrating for them to see the feedback given on their writing. Furthermore, it is less time-consuming for teachers to locate all the errors in learners' writing at once. Teachers can also specifically allocate a time slot within a lesson for learners to understand teachers' feedback and make necessary revisions. Teachers should be present to provide scaffolding so that learners could independently revise their mistakes in the future.

4.5.3 The use of indirect feedback with corrective codes

Learners in this study indicated that they were confused with teachers' indirect feedback, especially those involved corrective codes. Past studies, such as Alqurashi (2022) also mentioned that indirect feedback with corrective codes was more suitable for high-proficient learners because the weaker learners may struggle to understand what the codes mean. Similarly, in this study, the low-proficient learners also indicated that they were confused about the meanings of teachers' corrective codes since the codes might refer to variety of errors. In line with the conceptual framework, scaffolded learning with teachers' indirect feedback does not happen, since the whole process is pitched beyond learners' ZPD (Malik, 2017).

Since young learners prefer feedback that is clear, positive and constructive feedback to progress in writing, the findings provide insights to teachers to give comprehensible symbols to correct young learners' writing. In this study, the learners' confusion with error codes also highlights the risk of using systems designed for older learners with younger ones. Feedback

codes should be made simpler for young learners, such as using colour coding. In addition to verbal explanations of what each code means, teachers can explicitly list out the codes that will be used and their meanings. Examples of how sentences are revised using the code can also be supplemented to assist learners in correcting their mistakes. Furthermore, the codes should be used consistently when marking learners' essays so the learners are familiar to the corrective codes and know the revisions that are required of them.

4.5.4 Learners' passivity in accepting incomprehensible feedback

It is interesting to note that some interviewed learners indicated that they still preferred their teachers' existing GWCF provision, even if the feedback was very confusing. This may be tied to cultural norms and expectations in the Malaysian community, whereby respecting and obeying elders and their authority is expected from the younger generation (Abdullah, 2005). Furthermore, the younger generation can be considered disrespectful if they question and challenge what the elders say (Ali, 2022). As a result, teachers may have taken the role as "ringmasters" and direct most of the interactions in the Malaysian ESL classrooms (Rido & Sari, 2018, p. 43). On the other hand, the learners may have taken a passive role in learning and unquestioningly accept the feedback given by their teachers (Irwin, 2017), even if they do not understand it. The evidence could be seen from learner interviews, when a student mentioned he still thought his teachers' feedback was already good enough although he could not understand the received feedback.

This passivity is particularly concerning because learners who do not fully understand the feedback are unable to engage with it effectively. Instead of clarifying or questioning confusing points, they may internalise incorrect information. To overcome the reluctance rooted in cultural expectations and encourage more active participation, teachers need to change the learners' mindset that seeking clarification or expressing confusion is disrespectful.

They must realise that it is a sign of active engagement. To further encourage active learner participation, teachers can ask learners to explain how they understood the feedback. This allows teachers to identify and correct any misunderstandings before they become reinforced, especially with grammar corrections.

4.6 Chapter Summary

This study fills a knowledge gap on feedback beliefs and practice in the primary school context, specifically by comparing between teacher and learner feedback beliefs and by examining how feedback beliefs relate to teachers' feedback provision.

Teachers generally perceived GWCF as crucial for improving learners' grammatical accuracy and strongly agreed on the need to address errors across all parts of speech, including recurring mistakes. Both internal (e.g., feedback training) and external (e.g., time constraints, learner needs) factors were found to shape teachers' GWCF beliefs. However, external pressures emerged as a stronger influence on practice. This finding contributes to the literature by showing that external factors exert a more dominant influence, with the specific demands of teaching young learners frequently overriding other considerations such as formal training.

From a policy perspective, these results underline the importance of equipping teachers with both the knowledge and skills needed to provide feedback to young learners. Incorporating learners' beliefs about the purpose, goals, types, scope, timing, source, and follow-up of feedback could help reduce misalignment between beliefs and practice. In addition, relieving teachers' workload would allow them to devote more time to providing the feedback they consider most beneficial for their learners.

Learners' beliefs about GWCF were largely aligned with those of teachers. Both groups valued feedback for its role in improving grammatical accuracy and emphasised the importance

of identifying errors across all parts of speech. A novel contribution of this study is the finding that learners appreciated both synchronous and asynchronous feedback, recognising the complementary benefits of each. At the same time, some learners continued to prefer their teachers' existing feedback methods even when these were not fully understood. When comparing learner and teacher beliefs, alignments were found in scopes, timing, source and follow-up of feedback, while misalignments were noted in purpose and goals and types of feedback.

As for GWCF practice, teachers in this study provided feedback on learners' writing, in line with the requirement of the KSSR curriculum. However, the process-based approach to teaching writing was not fully understood, possibly due to the lack of clear guidelines on delivering feedback. Thus, the findings implied that explicit guidelines on using feedback in process approach to teaching writing should be outlined. For example, feedback could be structured in a manageable and recursive cycle, while specific time slots could be given for learners to understand the feedback and make necessary revisions. For grammatical mistakes, learners' verb errors were marked directly and learners' noun errors predominantly received indirect corrections.

Between teacher beliefs and their practice of GWCF, alignments were found in direct and indirect GWCF. On the other hand, misalignments between teacher beliefs and practice were observed in positive feedback, negative feedback, whole class feedback, varied feedback, comprehensive feedback and selective feedback. Besides, the alignment between primary school learner beliefs and teacher practice of GWCF was uncovered. Specifically, misalignment was found in all GWCF aspects except indirect corrections, However, some learners indicated the indirect feedback with corrective codes were confusing. These findings

highlight the implication of explicitly listing out comprehensible symbols for marking learners' essays, so learners are familiar with the codes and better understand what is required of them.

CHAPTER 5

CONCLUSION

5.1 Introduction

This chapter summarises the key findings of the study and is followed by a discussion of theoretical and pedagogical implications. It also presents the limitations of the study and suggests directions for future research.

5.2 Summary of Key Findings

This study investigated the beliefs and practice of GWCF in the Malaysian primary ESL context, using questionnaires, semi-structured interviews and analysis of learners' essays. It compared teacher and learner beliefs regarding six aspects of GWCF (i.e., purpose and goals, types, scopes, timing, source and follow-up), focusing on learners' grammatical errors in eight parts of speech (i.e., noun, pronoun, verb, adjective, preposition, adverb, determiner and conjunction). This extended Jodaie and Farrokhi's (2012) research, which covered only five error types. The study also examined teachers' GWCF practices to assess alignment with both groups' beliefs.

When comparing teacher and learner GWCF beliefs, both groups shared similar beliefs about the scopes, timing, source, and follow-up of feedback. For instance, Teacher Written Corrective Feedback Questionnaires (TWCFQ), Learner Written Corrective Feedback Questionnaire (LWCFQ) and semi-structured interviews revealed a mutual belief in providing feedback for all grammatical errors (i.e., noun, pronoun, verb, adjective, preposition, adverb, determiner and conjunction), including repeated mistakes. This was driven by teachers' sense of responsibility and a learner desire to know correct answers.

Additionally, both groups agreed on the value of both synchronous and asynchronous feedback and believed in a shared responsibility for identifying and correcting errors, with teachers sometimes intentionally leaving some errors for learners to exercise independence. However, misalignments were observed in their beliefs about the purpose and goals, and also the types of feedback. The findings revealed that teachers generally demonstrated a higher level of agreement on the purpose and goals of feedback, as well as the types of feedback provided, when compared to the learners.

In relation to GWCF practice, analysis of learners' essays revealed that teachers feedback was provided in all the essays, which aligns with the requirement of the KSSR curriculum. However, it was found that teachers required their learners to write only one draft per essay. Overall, teachers provided a variety of feedback scopes (e.g., comprehensive, selective feedback) and feedback types (e.g., direct, indirect, positive, negative feedback). However, in terms of scopes, teachers mainly marked learners' essays comprehensively. As for feedback types, teachers primarily offered direct feedback for learners' verb errors, while indirect feedback was mainly given to learners' noun errors. In relation to indirect GWCF, some learners were confused with feedback using corrective codes since the codes might carry a variety of meanings.

When comparing GWCF beliefs and practice, teachers' beliefs and their practice aligned in both direct and indirect GWCF, whereby the number of teachers who believed in direct and indirect feedback were proportional to the number of essays receiving such feedback. Misalignments in teacher GWCF beliefs and practice were found in positive feedback, whole class feedback, varied feedback, comprehensive feedback and selective feedback. Specifically, teachers provided significantly more comprehensive feedback and

whole class feedback than what they preferred, while they provided significantly less varied feedback, positive feedback, selective feedback and negative feedback compared to what the teachers believed on learners' writing. Internal (e.g., training background) and external factors (e.g., time constraints and learners) contributed to the misalignment between teacher feedback beliefs and practice were identified.

Between learner beliefs and teachers' feedback provision, alignment was found in indirect feedback only, whereby the number of learners who preferred indirect corrections were proportional to the number of essays receiving such feedback. However, misalignments were found in positive feedback, negative feedback, direct feedback, whole class feedback, varied feedback, comprehensive feedback and selective feedback. Specifically, the essays received significantly more comprehensive feedback and whole class feedback than what the learners preferred, while significantly less direct feedback, varied feedback, positive feedback, selective feedback and negative feedback than what the learners favoured was given.

5.3 Theoretical Implications

The integrated approach using SCT and AT offers several key theoretical implications for our understanding of GWCF. By bringing these two perspectives together, the study provides a more holistic explanation of the factors that shape teachers' GWCF beliefs and the need to align feedback with young learners' needs.

The integrated framework reveals that teachers' GWCF beliefs do not develop in isolation but emerge from the interaction between internal factors (i.e., teaching experience and training background) and external factors (i.e., heavy workload and learner proficiency levels). For example, teachers said they preferred to give indirect GWCF so that learners

could correct their own mistakes, which reflects SCT's emphasis on scaffolding and guiding learners toward greater autonomy. But in reality, these beliefs were often challenged by external pressures. Teachers faced heavy workloads and felt that many learners' proficiency levels were too low – contextual and practical constraints that AT helps us understand. Because of these pressures, teachers often chose to give direct feedback instead, especially to support low-proficient learners. The integrated framework helps to rationalise the discrepancies between teachers' beliefs and practice by showing how teachers' feedback decisions are a response to their environment. Thus, this study demonstrates that teachers' GWCF practices cannot be fully understood by examining their beliefs alone; they must also be interpreted within their broader teaching environment.

This study's integrated approach also emphasises the need to align feedback with young learners' specific needs. From the SCT perspective, feedback is most effective when it falls within learners' ZPD and is scaffolded in a way that helps them gradually internalise corrections. In this study, however, while teachers provided feedback to learners' writing as required by the curriculum, the feedback was often pitched beyond learners' ZPD, resulting in confusion about the meaning of corrective codes. At the same time, AT draws attention to the curriculum and institutional structures that shape these practices. It is not enough for the curriculum to simply state that teachers should provide feedback; it must also standardise and model specific practices. There is a need for the KSSR curriculum to move from general statements about "providing feedback" to concrete, age-appropriate feedback procedures, such as a standardised coding system and consistent marking methods, to help young learners interpret corrections. Furthermore, learners' confusion with error codes also highlights the risk of using systems designed for older learners with younger ones. The implication is that feedback codes should be simplified for the primary level, for example,

using colour coding. Consistent use of these feedback codes is also important to ensure learners become familiar with the meaning of the codes and know the revisions that are required of them.

5.4 Pedagogical Implications

From the findings obtained in this study, several pedagogical implications can be drawn. These implications focus on providing teacher support in providing corrective feedback and establishing explicit guidelines for feedback provision in the primary education curriculum.

5.4.1 Teacher support in feedback provision

This study's findings revealed that teachers with training feedback were able to provide a variety of feedback methods. Without the required training, teachers may miss out on crucial insights and methodologies, leading them to provide feedback in their own ways (Şakrak-Ekin & Balçıkanlı, 2019), which may not only be limited, but also potentially confusing for learners. Therefore, Malaysian primary ESL teachers need to be supported and equipped with the necessary skills and knowledge to provide varied forms of feedback, aligning with learners' preference for receiving diverse feedback on their writing.

Another pedagogical implication is the potential for integrating automated writing evaluation (AWE) software into feedback practices. Since the findings revealed that teachers often struggled with limited time and heavy workloads, including managing large class sizes, AWE tools could serve as a practical support. Teachers can be introduced to and trained in using AWE tools to provide feedback on learners' writing, which can alleviate the workload burden reported in this study, such as large class sizes and limited time for detailed feedback. AWE software offers instant feedback (e.g., in numeric scores and suggestions for

improvement on treatable areas), which allows teachers to focus their attention on more complex, untreatable errors and other aspects of writing (e.g., organisation, coherence) (Lee, 2019). This approach not only ensures that learners receive prompt and constructive feedback, but also reduces the time teachers spend manually marking essays, leading to a more efficient and effective feedback system.

5.4.2 Feedback provision guidelines in English language curriculum

The study showed that both Malaysian primary ESL teachers and learners agreed on the importance of GWCF in improving grammatical accuracy. However, some teachers were found to lack standardised procedures or clear guidance on how to deliver such feedback, leading to inconsistent feedback practices, such as requiring learners to write only single draft per essay. The implication is not to just give feedback to learners' grammatical errors, but how to integrate feedback in the process approach of teaching writing. For example, teachers can be taught how to break down revision process into manageable and recursive cycles, instead of providing comprehensive feedback in a single session. Furthermore, teachers can provide selective feedback, focusing on only one or two prominent grammatical mistakes for learners to revise in their essays. This approach not only helps low-proficient young learners to focus on their mistakes but is also less time-consuming for teachers to locate learners' errors.

Besides, learners' confusion about the indirect feedback with corrective codes also highlights on the importance of outlining procedures to give concrete and age-appropriate feedback to young learners. For example, a chart with simplified, standardised errors codes, their meanings and the expected corrections could be outlined for young learners. Since

young learners prefer feedback that is clear, this chart could help them link the code to the meaning and perform the required revisions.

5.5 Contributions of the Study

This study contributes to the existing body of research in several ways, including addressing unexplored areas and extending the research focus on GWCF.

Firstly, this research builds on the limited body of GWCF literature in the primary ESL context, with a particular focus on young learners' beliefs about feedback (Sewagegn & Dessie, 2020; Storch, 2018). While feedback preferences are often thought to differ by age (Lira-Gonzales & Nassaji, 2020), this study found that young ESL learners share similar views with older students. Both groups see GWCF as beneficial for improving grammatical accuracy and prefer positive, direct, and comprehensive feedback. This challenges the idea that feedback needs vary by age and highlights the value of GWCF for learners of all levels. Despite the similarities, this study found that primary school learners might be less confident with their writing, leading them demand more feedback than what teachers provided. These findings emphasise the importance of including GWCF as a fundamental aspect of language instruction, even in early education. The results also suggest that insights from studies on older learners may be applicable to younger learners.

Another contribution of this study is that it explored overlooked dimensions of feedback. This study investigated learners' beliefs about feedback timing – an area that has been less investigated in previous WCF studies (Mao & Lee, 2020). The findings revealed that primary ESL learners appreciated both synchronous and asynchronous feedback in writing. This finding is encouraging since teachers often faced problems when giving asynchronous feedback due to time constraints, large class size and packed timetables.

Young learners' flexibility and openness to receiving feedback at different times allow teachers to provide feedback that fits their schedules and meets individual learner needs.

Another contribution of this study is its comprehensive examination of learners' preferences for feedback on grammatical mistakes across all eight parts of speech (i.e., noun, pronoun, verb, adjective, preposition, adverb, determiner, and conjunction). Previous research, such as Jodaie and Farrokhi's (2012) study, was more limited, focusing on only five error types. Earlier studies also argued that different errors required different types of feedback - for instance, direct feedback for untreatable errors (e.g., noun errors), and indirect feedback for treatable errors (e.g., verb errors). The findings of this study challenge that assumption. Young learners consistently expressed a strong preference for direct feedback across all eight error types. This suggests that teachers may better support young learners' grammatical development by using direct feedback more consistently, rather than tailoring feedback to the type of error.

An unexpected finding was that young learners in this study still preferred their teachers' existing feedback, even when they did not fully understand it. This highlights the need for teachers to reassess their feedback practices, as learners may hesitate to question their teachers out of respect (Ali, 2022). Such passivity can be attributed to the Malaysian cultural norm of respecting elders and authority, which prevent learners from seeking clarification about feedback and lead to the internalisation the inaccurate information. To address this, teachers should actively encourage learners to explain how they understand the feedback, so teachers can give immediate clarification and rectification when necessary.

Lastly, this study uncovers whether GWCF beliefs accord with practice in the primary school setting, addressing a shortcoming in past WCF studies, as pointed out by

Storch (2018). This study reveals significant misalignment between teacher and learner GWCF beliefs and teachers' feedback provision in the scope (i.e., comprehensive, selective feedback), timing (i.e., synchronous, asynchronous feedback), source (i.e., teacher and learners locating and revising the mistakes) and follow-up of feedback (i.e., whole-class discussion, teacher-learner conferences). By identifying the misalignment between beliefs and practice, teachers can give feedback that meet the learners' proficiency levels and preferences. For example, direct GWCF can be given to low-proficient learners to explain their errors while indirect GWCF can be given for high-proficient learners to encourage self-correction, leading to greater progress in learners' English skills (Han & Hyland, 2015).

5.6 Directions for Further Research

This study recommends several areas for future research.

Given that feedback studies for young ESL learners are still relatively under-explored (Chong, 2020), future research could venture into investigating GWCF beliefs of young ESL learners from other types of primary schools, including national type primary schools and private primary schools. Children in these primary schools may have varying level of exposure to the English language due to the differences in the number of English lessons per week and diverse language backgrounds. For example, Year 5 learners in national schools receive a minimum 160 hours of English lessons a year, while national-type schools only allocate 96 hours (Ministry of Education, 2021). Moreover, learners with limited exposure to the target language might struggle to meet language needs and produce accurate language, which in turn could influence their preference for and reliance on GWCF to address their needs (Atmaca, 2016).

Besides, in terms of teacher GWCF practice, future studies could explore the analysis of various kinds of writing in Malaysian primary ESL classrooms, including formatted writing such as informal letters, emails, and speeches. Given that different writing genres require varied language use to serve distinct functional and communicative purposes, learners may produce different mistakes and demand different feedback from teachers (Thi & Nikolov, 2021).

Furthermore, considering that beliefs can change over time and influenced by various factors, future researchers are suggested to extend the investigations into the beliefs held by both teachers and learners over longer periods (e.g., a semester, a term) (Rajab, 2018). In addition, undertaking these extended studies can provide valuable insights into how GWCF beliefs in teachers and learners may change and, more importantly, how these evolving beliefs could impact learners' writing and grammatical accuracy in the long run.

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APPENDICES

Appendix A: UPSR Paper 2 Section C Format (Example)

Name: _____ Score: _____

Write a story based on the picture below. You may use the words given to help you. Write your answer in the space provided. Write your story between 80-100 words.



_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ)

UNIVERSITI MALAYSIA SARAWAK

Teacher Written Corrective Feedback Questionnaire (TWCFQ)

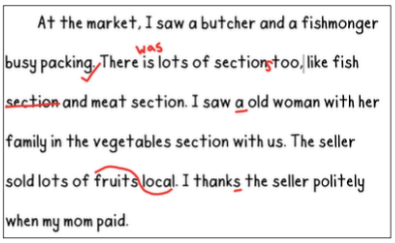
Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs

1

Teacher Written Corrective Feedback Questionnaire (TWCFQ)

Good day. I am Pui Kuet Poh, currently pursuing Doctor of Philosophy (PhD) in Universiti Malaysia Sarawak (UNIMAS). I am working on a research, entitled 'Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs'. As a part of the research, you are invited to answer the Teacher Written Corrective Feedback Questionnaire (TWCFQ). The purpose of this questionnaire is to gather information related to your views on grammar-focused written corrective feedback (WCF). The questionnaire is divided into seven parts. You will need about 20 to 30 minutes for this questionnaire. All your answers will be treated confidentially and will only be used for the purpose of this research. Once again, thank you very much for your time. If you have any question(s), please contact me via WhatsApp (016-8628687) or e-mail (puisunny92@gmail.com).

Before answering the questionnaire, let's take a look at the meaning of 'feedback'. In this questionnaire, grammar-focused written corrective feedback is often used as 'feedback'. It refers to the comments you give specifically on GRAMMATICAL ERRORS made in your learners' essays. Here's an example of teacher grammar-focused WCF.



Please tick ☑ the following statement before answering this questionnaire.

☐ I have read and understood all the information presented in this section. With this, I give my consent to take part in this study.

2

Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ) (continued)

Section A: Background
Please indicate your answer.

a. School name

_____

b. Gender
   a. Male
   b. Female

c. Teaching experience (number of years)
   a. 1 to 5
   b. 6 to 10
   c. 11 to 15
   d. 16 to 20
   e. 21 to 25
   f. 26 to 30
   g. 30 and above

d. Highest academic qualification
   a. SPM
   b. STPM
   c. Sijil Perguruan Asas
   d. Diploma
   e. Bachelor's Degree
   f. Master's Degree
   g. Doctor of Philosophy
   h. Other: _____

e. English optionist
   a. Yes
   b. No

f. Have you attended any trainings and/or courses related to written corrective feedback (for example, how to correct learner errors, provide feedback to learner errors, etc.)?
   a. Yes
   b. No

3

SECTION B(1): Purpose and Goals of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1. I give feedback to show learners the gaps in knowledge and understanding.	1	2	3	4	5
2. I give feedback to provide learners suggestions for improvement.	1	2	3	4	5
3. I give feedback to encourage learners to improve their essays.	1	2	3	4	5
4. I give feedback to help learners reflect on what they have learned.	1	2	3	4	5
5. I give feedback to help learners make progress in grammatical accuracy.	1	2	3	4	5

4

SECTION B(2): Types of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1. I vary the feedback according to the type of learner errors in the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 1.

_____

_____

2. I give POSITIVE feedback for learners to progress (for example, telling the learners what they have done right in the essays).	1	2	3	4	5

(a). Please elaborate on your choice in Question 2.

_____

_____

3. I give NEGATIVE feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).	1	2	3	4	5

(a). Please elaborate on your choice in Question 3.

_____

_____

5

4. (a). I like to indicate the error in my learners' essays by crossing out what is wrong and writing the correct word and structure. For example, She likes the dress.	1	2	3	4	5
(b). I like to indicate the error in my learners' essays by only underlining (or circling) it. For example, She like the dress.	1	2	3	4	5
(c). I like to indicate the error in my learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it. For example, She like the dress.	1	2	3	4	5
(d). I like to indicate the error in my learners' essays by putting a cross in front (or at the back) of the sentence. For example, She like the dress.	1	2	3	4	5

6

Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ) (continued)

(e). I like to ignore errors in grammar and only pay attention to the ideas expressed in my learners' essays. For example, She like the dress. That's great! Maybe you can tell us more about the dress (e.g. colour or design).	1	2	3	4	5
(f). I like to discuss the common errors in class, without indicating the errors in my learners' essays.	1	2	3	4	5

(g). If you like to indicate the errors in other way(s), please write below.

_____

_____

(h). Does your school prescribe the feedback type(s) you prefer to use in 4(a)-(g)?

a. Yes

b. No

(i). What is the major factor influencing the feedback type(s) you use?

a. Learners' request

b. My perception of learners' needs

c. The amount of time I have

d. Heavy clerical workload in school

e. Class size

f. Other:

_____

_____

7

5. (a). When giving feedback, I always point out the NOUN errors in the learners' writing. For example, He is wearing jean.	1	2	3	4	5
(b). When giving feedback, I always point out the PRONOUN errors in the learners' writing. For example, She is my brother.	1	2	3	4	5
(c). When giving feedback, I always point out the VERB errors in the learners' writing. For example, She like the dress.	1	2	3	4	5
(d). When giving feedback, I always point out the ADJECTIVE errors in the learners' writing. For example, The book is interested.	1	2	3	4	5

8

(e). When giving feedback, I always point out the PREPOSITION errors in the learners' writing. For example, I am on my room.	1	2	3	4	5
(f). When giving feedback, I always point out the ADVERB errors in the learners' writing. For example, She was quick asleep within minutes.	1	2	3	4	5
(g). When giving feedback, I always point out the DETERMINER errors in the learners' writing. For example, I am going to an party.	1	2	3	4	5
(h). When giving feedback, I always point out the CONJUNCTION errors in the learners' writing. For example, He is fat because he runs fast.	1	2	3	4	5

9

SECTION B(2): Types of Feedback

Please indicate your answer. You may indicate more than one answer.

6. (a). How do you give feedback on NOUN errors in your learners' writing? [You may indicate more than one answer].

For example, He is wearing jean. jeans	For example, He is wearing jean.
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

(b). How do you give feedback on PRONOUN errors in your learners' writing? [You may indicate more than one answer].

For example, She is my brother. He	For example, She is my brother.
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

10

Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ) (continued)

(c). How do you give feedback on VERB errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
likes She like the dress.	V She like the dress.
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

(d). How do you give feedback on ADJECTIVE errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
interesting The book is interested.	The book is interested
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

11

(e). How do you give feedback on PREPOSITION errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
in I am on my room.	I am on my room. X
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

(f). How do you give feedback on ADVERB errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
fast She was quick asleep within minutes.	adv She was quick asleep within minutes.
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

12

(g). How do you give feedback on DETERMINER errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
a I am going to an party.	I am going to an party.
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

(h). How do you give feedback on CONJUNCTION errors in your learners' writing? [You may indicate more than one answer].

For example,	For example,
but He is fat because he runs fast.	He is fat because he runs fast. X
a. Indicate the error and provide the correct answer.	b. Indicate the error and let the learners find out the correct answer.

13

SECTION B(3): Scope of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1. I NEED to provide feedback on learner errors in the essays.	1	2	3	4	5
2. I provide ENOUGH feedback on my learners' essays.	1	2	3	4	5
3. I provide feedback on learner errors COMPREHENSIVELY (marking all the errors in the essays).	1	2	3	4	5

(a). Please elaborate on your choice in Question 3.

_____

_____

4. I provide feedback on learner errors SELECTIVELY (only marking one or a few targeted errors in the essays).	1	2	3	4	5

(a). If you have selected 'Agree' or 'Strongly Agree' in Question 4, please answer this question.
What is the amount of feedback you give on your learners' essay?

a. About 1/3
b. About 2/3
c. More than 2/3

5. I provide feedback on learners' REPEATED errors (same errors that learners keep making in their essays).	1	2	3	4	5

(a). Please elaborate on your choice in Question 5.

_____

_____

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Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ) (continued)

6. What is your main reason in targeting the error(s) for feedback?
   a. The selected errors are directly linked to GRAMMAR INSTRUCTION in class (for example, after teaching verbs, I provide grammar-focused WCF on verbs).
   b. The selected errors are related to learners' SPECIFIC LINGUISTIC NEEDS (for example, knowing my learners are particularly weak in verbs, I provide grammar-focused WCF on verbs).
   c. The selected errors are SUGGESTED by the English teachers in my school.
   d. The errors are selected on an AD-HOC BASIS (for example, I decide what errors to provide grammar-focused WCF while I am marking the essays).

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Section B(4): Timing and Frequency of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1. Feedback is effective while the learners are STILL WRITING the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 1.
_____
_____

2. Feedback is effective after the learners have COMPLETED WRITING the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 2.
_____
_____

3. Feedback is effective when given on the FIRST draft of the learners' essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 3.
_____
_____

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4. Feedback is effective when given on the FINAL draft of the learners' essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 4.
_____
_____

5. Feedback is effective when given on EVERY draft of the learners' essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 5.
_____
_____

6. Approximately how much time do you spend marking one essay?
   a. Less than 10 minutes
   b. 10 to 20 minutes
   c. More than 20 minutes

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Section B(5): Source of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1. I should LOCATE the learner errors in the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 1.
_____
_____

2. I should PROVIDE CORRECTIONS for the learner errors in the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 2.
_____
_____

3. MY LEARNERS should learn to LOCATE their own errors in the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 3.
_____
_____

4. MY LEARNERS should learn to CORRECT their own errors in the essays.	1	2	3	4	5

(a). Please elaborate on your choice in Question 4.
_____
_____

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Appendix B: Teacher Written Corrective Feedback Questionnaire (TWCFQ) (continued)

Section B(6): Follow-up of Feedback
Please indicate your level of agreement to the following statements.

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

1.	(a). After marking the learners' essays, I do not do anything.	1	2	3	4	5
	(b). After marking the learners' essays, I hold a conference with each learner/some learners to discuss the errors in the essays.	1	2	3	4	5
	(c). After marking the learners' essays, I make learners correct their errors in the essays (in or outside the lesson).	1	2	3	4	5
	(d). After marking the learners' essays, I make learners record the errors in an error log or error frequency chart.	1	2	3	4	5
	(e). After marking the learners' essays, I go through learners' common errors in class.	1	2	3	4	5
2.	(a). After receiving feedback on the essay, my learners read all corrections carefully.	1	2	3	4	5
	(b). After receiving feedback on the essay, my learners look at some corrections more carefully than at others.	1	2	3	4	5
	(c). After receiving feedback on the essay, my learners mainly pay attention to direct corrections (for example, my corrections for the errors).	1	2	3	4	5
	(d). After receiving feedback on the essay, my learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).	1	2	3	4	5
	(e). After receiving feedback on the essay, my learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	1	2	3	4	5
3.	(a). My learners go through the essays that they have written and try to understand the feedback given.	1	2	3	4	5
	(b). My learners use the feedback given to go back over the materials covered earlier in the lessons.	1	2	3	4	5
	(c). My learners use the feedback given to revise their essays.	1	2	3	4	5

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Section B(7): Others
Please indicate your answer. You may indicate more than one answer.

1. What are some of the problems and/or challenges you face regarding feedback on your learners' writing? [You may indicate more than one answer].
   a. Learners are not improving from feedback given.
   b. Learners are not motivated by feedback given.
   c. Time constraint when giving feedback to learners.
   d. Giving feedback to learners in a large class.
   e. Other:

   _____
   _____

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Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ)

UNIVERSITI MALAYSIA SARAWAK

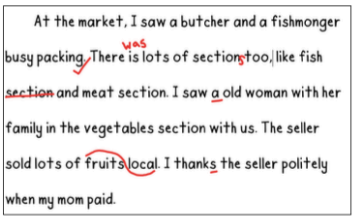
Learner Written Corrective Feedback Questionnaire (LWCFQ)
Soal Selidik Maklum Balas Pembetulan Bertulis Murid
学生反馈调查问卷

Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs

Learner Written Corrective Feedback Questionnaire (LWCFQ)

Good day. I am Pui Kuet Poh, currently pursuing Doctor of Philosophy (PhD) in Universiti Malaysia Sarawak (UNIMAS). I am working on a research, entitled 'Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs'. As a part of the research, you are invited to answer the Learner Written Corrective Feedback Questionnaire (LWCFQ). The purpose of this questionnaire is to get information related to your opinions on teacher's comments (or also known as feedback) on your essay. The questionnaire is divided into seven parts. You will need about 15 to 20 minutes for this questionnaire. All your answers will be treated confidentially and will only be used for the purpose of this research. If you have any question(s), please contact me via WhatsApp (016-8628687) or e-mail (puisunny92@gmail.com).

Before answering the questionnaire, let's take a look at the meaning of 'feedback'. In this form, 'feedback' refers to the comments given by your teacher on the errors you made in the essay. In the picture below, the markings in red are the examples of teacher's feedback.



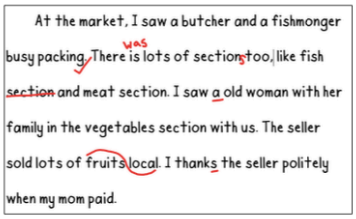
Please tick ☑ the following statement before answering this questionnaire.

☐ I have read and understood all the information presented in this section. With this, I give my consent to take part in this study.

Soal Selidik Maklum Balas Pembetulan Bertulis Murid

Salam sejahtera. Nama saya Pui Kuet Poh, sedang melanjutkan pelajaran di peringkat Ijazah Doktor Falsafah (PhD) di Universiti Malaysia Sarawak (UNIMAS). Saya sedang menjalankan sebuah penyelidikan yang bertajuk, 'Maklum Balas Pembetulan Bertulis Berfokus Tatabahasa di dalam Bilik Darjah Bahasa Inggeris Sebagai Bahasa Kedua dalam Malaysia: Kepercayaan Guru, Amalan Guru dan Kepercayaan Murid'. Sebagai sebahagian daripada penyelidikan tersebut, anda telah dijemput untuk menjawab Soal Selidik Maklum Balas Pembetulan Bertulis Murid (LWCFQ). Tujuan soal selidik ini adalah untuk mengumpul maklumat mengenai pandangan anda terhadap komen guru (juga dikenali sebagai maklum balas) ke atas karangan anda. Soal selidik ini terbahagi kepada tujuh bahagian. Anda memerlukan kira-kira 15 hingga 20 minit untuk menjawab soal selidik ini. Jawapan anda akan dirahsiakan dan hanya digunakan bagi tujuan penyelidikan ini. Sekiranya anda mempunyai sebarang pertanyaan, sila hubungi saya melalui WhatsApp (016-8628687) atau e-mel (puisunny92@gmail.com).

Sebelum menjawab soal selidik ini, mari kita lihat maksud 'maklum balas'. Dalam borang ini, 'maklum balas' merujuk kepada komen yang diberikan oleh guru anda mengenai kesalahan yang dilakukan dalam karangan. Dalam gambar di bawah, tanda yang berwarna merah adalah contoh bagi maklum balas guru.



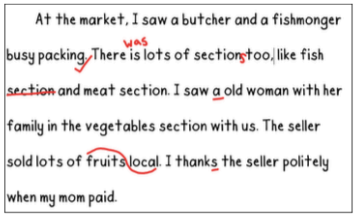
Sila tandakan ☑ pada pernyataan berikut sebelum menjawab soal selidik ini.

☐ Saya telah membaca dan memahami kesemua maklumat yang dimaklumkan dalam bahagian ini. Dengan ini, saya memberikan persetujuan untuk menyertai penyelidikan ini.

学生反馈调查问卷

你好，我是贝国宝，目前正在砂拉越大学（UNIMAS）进修博士学位。我的研究题目为 '马来西亚小学英语作为第二语言语法反馈：教师信念、教师实践和学生信念' 。作为这项研究的一部分，你将被邀请回答学生反馈调查问卷（LWCFQ）。这项调查的目的是为了收集有关你对老师在作文中给出的评语（也称反馈）的看法。这项调查共分为七个部分。预计需要你 15 至 20 分钟的时间来回答。你所有的答案将被保密，并只用于本研究的目的。如果你有任何问题，请通过 WhatsApp （016-8628687）或电子邮件 （puisunny92@gmail.com）与我联系。

在回答问卷之前，让我们先了解一下 "反馈" 的含义。在这调查问卷中， "反馈" 是针对老师对你在作文中所犯的错误，而给出的评语。在下图中，以红色标记的就是老师的反馈的例子。



在回答这份问卷之前，请在以下陈述中打勾☑。

☐ 我已阅读并理解本节中所提供的所有信息。借此，我同意参加这项研究。

Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ) (continued)

SECTION A
Learner Background Information
Maklumat Latar Belakang Murid
学生背景资料

INSTRUCTION (ARAHAN / 指示)
Please indicate your answer.
Sila nyatakan jawapan anda.
请选出你的答案。

1. School name (Name sekolah / 学校名称)

   _____

2. Gender (Jantina / 性别)
   a. Male (Lelaki / 男)
   b. Female (Perempuan / 女)

3. Ethnicity (Etnik / 种族)
   If your ethnicity is not listed here, please type your answer at the 'other' option. (Sekiranya etnik anda tidak disenaraikan di sini, sila nyatakan etnik anda di 'Other'. / 如果此处未列出你的种族，请在下方 'Other' 写下你的答案。)
   a. Chinese (Cina / 华人)
   b. Malay (Melayu / 马来人)
   c. Iban (伊班人)
   d. Bisaya (比沙亚人)
   e. Kedayan (卡达夹人)
   f. Bidayuh (比达友人)
   g. Indian (India / 印度人)
   h. Other: _____

4. Do you speak English at home?
   Adakah anda berbahasa Inggeris di rumah?
   你是否在家里以英语交谈吗？
   a. Yes (Ya / 有)
   b. No (Tidak / 没有)

(a). If no, what language(s) do you use at home?
Kalau tidak, apakah bahasa yang anda gunakan di rumah?
如果没有，你在家里使用什么语言交谈？

_____
_____

5. Do you use English outside the classroom (for example, speak English, listen to English songs, watch English movies, etc.)?
   Adakah anda menggunakan bahasa Inggeris di luar kelas (contohnya, berbual dalam bahasa Inggeris, mendengar lagu bahasa Inggeris, menonton filem bahasa Inggeris, dan lain-lain)?
   你是否在课堂以外使用英语（例如，以英语与他人交流、听英语歌曲、看英语电影等）？
   a. Yes (Ya / 有)
   b. No (Tidak / 没有)

SECTION B(1)
Purpose and Goals of Feedback
Tujuan dan Matlamat Maklum Balas
反馈的目的和目标

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. My teacher's feedback show me what I do not know. Maklum balas guru saya menunjukkan apa yang saya tidak tahu. 我老师的反馈表明我所不知道的东西。	1	2	3	4	5
2. My teacher's feedback provides me suggestions to improve my essays. Maklum balas guru saya dapat memberikan saya cadangan untuk memperbaiki karangan saya. 我老师的反馈提供我建议来改善我的写作水平。	1	2	3	4	5
3. My teacher's feedback encourages me to improve my essays. Maklum balas guru saya mendorong saya untuk memperbaiki karangan saya. 我老师的反馈鼓励我改进我的作文。	1	2	3	4	5
4. My teacher's feedback helps me to reflect on what I have learned. Maklum balas guru saya membantu saya memikirkan semula apa yang telah saya pelajari sebelum ini. 我老师的反馈帮助我反思过往所学习过的东西。	1	2	3	4	5
5. I am making progress in improving my grammar with the feedback given. Saya menunjukkan kemajuan dalam meningkatkan penguasaan tatabahasa dengan maklum balas yang diberikan. 根据老师的反馈，我在语法方面取得了进展。	1	2	3	4	5

Section B(2)
Types of Feedback
Jenis Maklum Balas
反馈的种类

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. My teacher should use different feedback according to the type of errors in my essays. Guru saya harus menggunakan maklum balas yang berbeza mengikut jenis kesalahan dalam karangan saya. 我的老师应该根据我作文中所犯的错误的类型给予不同的反馈。	1	2	3	4	5
2. I need to receive POSITIVE feedback to continue writing in the future (for example, telling me what I have done right in my essay). Saya perlu menerima maklum balas POSITIF untuk terus menulis pada masa akan datang (contohnya, memberitahu saya perkara yang telah saya lakukan dengan betul dalam karangan saya). 我需要收到【正面】的反馈来继续写作（例如，在我的作文中告诉我，我做对了些什么）。	1	2	3	4	5
3. I need to receive NEGATIVE feedback to continue writing in the future (for example, telling me what I have done wrong in my essay). Saya perlu menerima maklum balas NEGATIF untuk terus menulis pada masa akan datang (contohnya, memberitahu saya perkara yang telah saya lakukan dengan salah dalam karangan saya). 我需要收到【负面】的反馈来继续写作（例如，在我的作文中告诉我，我做错了些什么）。	1	2	3	4	5

Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ) (continued)

4. (a). I prefer my teacher to show me the error and provide me the correct answer in my essay. Bagi kesalahan dalam karangan, saya lebih suka agar guru saya menunjukkan apa yang salah dan memberi saya jawapan yang betul. 对于作文中的错误，我更喜欢我的老师可以标明错误并给予我正确的答案。 For example, She likes the dress.	1	2	3	4	5
(b). I prefer my teacher to show the error in my essay (for example, by underlining or circling it). Bagi kesalahan dalam karangan, saya lebih suka agar guru saya hanya menunjukkan kepada saya di mana kesalahan saya (contohnya, gariskan atau bulatkan). 对于作文中的错误，我更喜欢我的老师只标明我的错误（例如，划线或圈起）。 For example, She like the dress.	1	2	3	4	5
(c). I prefer my teacher to show the error in my essay by showing where the error is and giving a symbol (or a code) about how to correct it. Bagi kesalahan dalam karangan, saya lebih suka agar guru saya menunjukkan di mana kesalahan saya dan memberi saya simbol (atau kod) tentang cara membetulkannya. 对于作文中的错误，我更喜欢我的老师用符号（或标志）指示我如何订正错误。 For example, She like the dress.	1	2	3	4	5

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(d). I prefer my teacher to show the error in my essay by putting a cross in front (or at the back) of the sentence. Bagi kesalahan dalam karangan, saya lebih suka agar guru saya meletakkan tanda pangkah pada depan (atau akhir) ayat saya untuk menunjukkan bahawa ada kesalahan dalam ayat tersebut. 对于作文中的错误，我更喜欢我的老师在句子的前方（或后方）打叉，表明这个句子有错误。 For example, She like the dress.	1	2	3	4	5
(e). I prefer my teacher to ignore the errors in grammar and only focus on ideas I used in my essay. Bagi kesalahan dalam karangan, saya lebih suka agar guru saya hanya tertumpu kepada memberikan komen terhadap idea yang saya gunakan dalam karangan. 对于作文中的错误，我更喜欢我的老师只针对我的作文内容做出评语。 For example, She like the dress. That's great! Maybe you can tell us more about the dress (e.g. colour or design).	1	2	3	4	5
(f). I prefer my teacher not to show where my errors are, but to discuss the common errors in class. Bagi kesalahan dalam karangan, saya lebih suka agar guru saya tidak menunjukkan di mana kesalahan saya, tetapi membincangkan di dalam kelas tentang kesalahan yang sering berlaku dalam karangan. 对于作文中的错误，我更喜欢我的老师不标明我的错误，但在班上讨论一些作文里常见的错误。	1	2	3	4	5

(g). If you prefer your teacher to show your errors in other way(s), please write below.
Sekiranya anda lebih suka guru anda menunjukkan kesalahan anda dengan cara yang lain, sila nyatakan jawapan anda di bawah.
如果你更喜欢你的老师以其他方式标记你的错误，请在下方写下你的答案。

_____
_____

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5. (a). When giving feedback, my teacher should always point out the NOUN errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA NAMA dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【名词】的错误。 For example, He is wearing jean.	1	2	3	4	5
(b). When giving feedback, my teacher should always point out the PRONOUN errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA NAMA GANTI DIRI dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【代名词】的错误。 For example, She is my brother.	1	2	3	4	5
(c). When giving feedback, my teacher should always point out the VERB errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA KERJA dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【动词】的错误。 For example, She like the dress.	1	2	3	4	5

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(d). When giving feedback, my teacher should always point out the ADJECTIVE errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA ADJEKTIF dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【形容词】的错误。 For example, The book is interested.	1	2	3	4	5
(e). When giving feedback, my teacher should always point out the PREPOSITION errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA SENDI NAMA dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【介词】的错误。 For example, I am on my room.	1	2	3	4	5
(f). When giving feedback, my teacher should always point out the ADVERB errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA KETERANGAN dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【副词】的错误。 For example, She was quick asleep within minutes.	1	2	3	4	5

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Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ) (continued)

(g). When giving feedback, my teacher should always point out the DETERMINER errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA PENENTU dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【限定词】的错误。 For example, I am going to an party.	1	2	3	4	5
(h). When giving feedback, my teacher should always point out the CONJUNCTION errors in my writing. Semasa memberikan maklum balas, guru saya harus selalu menunjukkan kesalahan penggunaan KATA HUBUNG dalam karangan saya. 在提供反馈时，我的老师应该经常指出我作文中【连词】的错误。 For example, He is fat because he runs fast.	1	2	3	4	5

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INSTRUCTION (ARAHAN / 指示)
Please indicate your answer.
Sila nyatakan jawapan anda.
请选出你的答案。

6. (a). How do you like your teacher to give feedback on NOUN errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA NAMA dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【名词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example, jeans He is wearing jean. a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	For example, He is wearing jean. b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(b). How do you like your teacher to give feedback on PRONOUN errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA GANTI NAMA DIRI dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【代名词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example, He She is my brother. a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	For example, She is my brother. b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(c). How do you like your teacher to give feedback on VERB errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA KERJA dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【动词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example, likes She like the dress. a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	For example, V She like the dress. b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ) (continued)

(d). How do you like your teacher to give feedback on ADJECTIVE errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA ADJEKTIF dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【形容词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example,	For example,
The book is ~~interested~~. (interesting)	The book is interested
a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(e). How do you like your teacher to give feedback on PREPOSITION errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA SENDI NAMA dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【介词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example,	For example,
I am ~~on~~ (in) my room.	I am on my room. ✗
a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(f). How do you like your teacher to give feedback on ADVERB errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA KETERANGAN dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【副词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example,	For example,
She was ~~quick~~ (fast) asleep within minutes.	She was quick (adv) asleep within minutes.
a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(g). How do you like your teacher to give feedback on DETERMINER errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA PENENTU dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【限定词】的错误，你希望你的老师如何给予反馈？[你可以选择多个答案]。

For example,	For example,
I am going to ~~an~~ (a) party.	I am going to an party.
a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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(h). How do you like your teacher to give feedback on CONJUNCTION errors in your writing? [You may indicate more than one answer].
Dengan cara manakah anda ingin guru anda memberikan maklum balas mengenai kesalahan penggunaan KATA HUBUNG dalam karangan anda? [Anda boleh memilih lebih daripada satu jawapan].
针对你作文中【连词】的错误，你希望你的老师如何给予反馈？ [你可以选择多个答案]。

For example,	For example,
He is fat because he runs fast. (but)	He is fat because he runs fast. (X)
a. Show me the error and give me the correct answer. (Tunjukkan kesalahan saya dan berikan jawapan yang betul. / 标记我的错误，并给予我正确的答案。)	b. Show me the error and let me find out the correct answer. (Tunjukkan kesalahan saya dan SAYA sendiri yang memberikan jawapan yang betul. / 标记我的错误，并让我找出正确的答案。)

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SECTION B(3)
Scope of Feedback
Skop Maklum Balas
反馈的范围

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. My teacher NEEDS to provide feedback on my errors in the essays. Guru saya PERLU memberi maklum balas mengenai kesalahan saya dalam karangan. 我的老师【需要】对我作文中的错误给予反馈。	1	2	3	4	5
2. My teacher provides ENOUGH feedback on my essays. Guru saya memberikan maklum balas yang CUKUP mengenai karangan saya. 我的老师对我的作文提供了【足够】的反馈。	1	2	3	4	5
3. My teacher should provide feedback on ALL the errors in my writing. Guru saya harus memberikan maklum balas mengenai SEMUA kesalahan dalam karangan saya. 我的老师应该对我写作中的【所有】错误提供反馈。	1	2	3	4	5
4. My teacher should choose only a few SELECTED errors to correct in my writing. Guru saya harus memberikan maklum balas mengenai beberapa kesalahan yang TERPILIH dalam karangan saya. 我的老师应该只对我写作中一些【选定】的错误提供反馈。	1	2	3	4	5
5. My teacher should provide feedback on the REPEATED errors in my writing. Guru saya harus memberi maklum balas mengenai kesalahan yang BERULANG dalam karangan saya. 我的老师应该对我写作中【重复】的错误提供反馈。	1	2	3	4	5

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Section B(4)
Timing and Frequency of Feedback
Masa dan Kekerapan Maklum Balas
反馈的定时和次数

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. Feedback is effective when I am STILL WRITING the essays. Maklum balas adalah berkesan jika diberi semasa saya MASIH MENULIS karangan. 在我【进行写作】的时候给予反馈是有效的。	1	2	3	4	5
2. Feedback is effective after I have FINISHED WRITING the essays. Maklum balas adalah berkesan jika diberi setelah saya SELESAI MENULIS karangan. 在我【完成写作】的时候给予反馈是有效的。	1	2	3	4	5
3. Feedback is effective when given on the FIRST draft of my essays. Maklum balas adalah berkesan apabila diberikan pada draf PERTAMA karangan saya. 针对我作文的【第一份】草稿给出反馈是有效的。	1	2	3	4	5
4. Feedback is effective when given on the LAST draft of my essays. Maklum balas adalah berkesan apabila diberikan pada draf TERAKHIR karangan saya. 针对我作文的【最后一份】草稿给出反馈是有效的。	1	2	3	4	5
5. Feedback is effective when given on EVERY draft of my essays. Maklum balas adalah berkesan apabila diberikan pada SETIAP draf karangan saya. 针对我作文的【每一份】草稿给出反馈是有效的。	1	2	3	4	5

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Section B(5)
Source of Feedback
Sumber Maklum Balas
反馈的来源

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. MY TEACHER should SHOW where the errors are in my essays. GURU SAYA harus MENUNJUKKAN kesalahan saya di dalam karangan. 【我的老师】应该【标明】我作文中的错误。	1	2	3	4	5
2. For the errors in my essay, TEACHER should GIVE me the correct answers. Bagi kesilapan dalam karangan saya, GURU harus MEMBERIKAN saya jawapan yang betul. 对于我作文中的错误，【老师】应该【给于】我正确的答案。	1	2	3	4	5
3. I should learn to FIND OUT where my errors are in the essays. SAYA harus belajar MENCARI kesilapan saya di dalam karangan. 【我】应该学会【找出】自己作文中的错误。	1	2	3	4	5
4. I should learn to CORRECT my own errors in the essays. SAYA harus belajar MEMBETULKAN kesalahan saya dalam karangan. 【我】应该学会【更正】自己作文中的错误。	1	2	3	4	5

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Appendix C: Learner Written Corrective Feedback Questionnaire (LWCFQ) (continued)

Section B(6)
Follow-up of Feedback
Susulan Maklum Balas
反馈的跟进

INSTRUCTION (ARAHAN / 指示)
Please indicate how much you agree or disagree with the following statements.
Sila pilih sejauh manakah anda bersetuju atau tidak bersetuju dengan pernyataan-pernyataan yang berikut.
针对以下的句子，请选出你同意或不同意的程度。

1	Strongly Disagree (Sangat Tidak Bersetuju / 非常不同意)
2	Disagree (Tidak Bersetuju / 不同意)
3	Neutral (Berkecuali / 中立)
4	Agree (Bersetuju / 同意)
5	Strongly Agree (Sangat Bersetuju / 非常同意)

1. (a). After marking my essays, my teacher should not do anything. Selepas menyemak karangan saya, guru saya tidak perlu melakukan apa-apa. 批改作文后，我的老师不需做任何事情。	1	2	3	4	5
(b). After marking my essays, my teacher should meet me to discuss the errors in essays. Selepas menyemak karangan saya, guru saya harus berjumpa dengan saya untuk membincangkan kesilapan yang ada di dalam karangan. 批改作文后，我的老师应该和我进行面谈，讨论作文中的错误。	1	2	3	4	5
(c). After marking my essays, my teacher should make me correct my errors in the essays (in or outside the lesson). Selepas menyemak karangan saya, guru saya harus meminta saya membetulkan kesilapan dalam karangan saya (sama ada dalam atau luar waktu pelajaran). 批改作文后，我的老师应该让我更正作文中的错误（在课内或课外时间）。	1	2	3	4	5
(d). After marking my essays, my teacher should make me record my errors in a notebook. Selepas menyemak karangan saya, guru saya harus meminta saya mencatat kesilapan saya dalam buku nota. 批改作文后，我的老师应该让我把错误记录在笔记本里。	1	2	3	4	5
(e). After marking my essays, my teacher should talk about the common errors in class. Selepas menyemak karangan saya, guru saya harus membincangkannya di dalam kelas tentang kesalahan yang sering berlaku dalam karangan.	1	2	3	4	5

批改作文后，我的老师应该要在课堂上讲解作文里常见的错误。					
2. (a). After receiving feedback on my essay, I read all corrections carefully. Setelah menerima maklum balas mengenai karangan saya, saya membaca setiap maklum balas dengan teliti. 收到对我作文的反馈后，我仔细地阅读了每一条反馈。	1	2	3	4	5
(b). After receiving feedback on my essay, I look at some corrections more carefully than at others. Setelah menerima maklum balas mengenai karangan saya, saya membaca sebahagian maklum balas dengan lebih teliti daripada yang lain. 收到对我作文的反馈后，我更加仔细阅读某些反馈过于其他反馈。	1	2	3	4	5
(c). After receiving feedback on my essay, I pay more attention to the corrections with answers. Setelah menerima maklum balas mengenai karangan saya, saya membaca dengan lebih teliti pada maklum balas yang telah disertakan dengan jawapan. 收到对我作文的反馈后，我更加仔细阅读那些有给予我答案的反馈。	1	2	3	4	5
(d). After receiving feedback on my essay, I pay more attention to corrections with clues/editing symbols (for example, v, adv, n, etc.). Setelah menerima maklum balas mengenai karangan saya, saya membaca dengan lebih teliti pada maklum balas yang ditandakan dengan symbol atau kod (contohnya, v, adv, n, dan lain-lain). 收到对我作文的反馈后，我更加仔细阅读那些有符号或标志的反馈（例如，v、adv、n 等）。	1	2	3	4	5
(e). After receiving feedback on my essay, I pay more attention to corrections which show me my errors (for example, underlining, circling, etc.). Setelah menerima maklum balas mengenai karangan saya, saya membaca dengan lebih teliti pada maklum balas yang menunjukkan kesalahan saya (contohnya, gariskan atau bulatkan). 收到对我作文的反馈后，我更加仔细阅读那些有标明错误的反馈（例如，划线或圈起）。	1	2	3	4	5

3. (a). I go through the essay that I have written and try to understand the feedback given. Saya meneliti karangan yang telah saya tulis dan cuba memahami maklum balas yang diberikan. 我仔细阅读我所写的作文，并尝试理解所给的反馈。	1	2	3	4	5
(b). I use the feedback given to go back to the materials (for example, textbooks and workbooks) in the lessons before. Saya menggunakan maklum balas yang diberikan untuk kembali ke bahan yang digunakan dalam pelajaran sebelumnya (contohnya, buku teks dan buku kerja). 我利用所给的反馈看回到之前上课的资料（例如，课本和练习簿）。	1	2	3	4	5
(c). I use the feedback given to rewrite my essays. Saya menggunakan maklum balas yang diberikan untuk menulis semula karangan saya. 我利用所给的反馈来重写我的作文。	1	2	3	4	5

Section B(7)
Others
Lain-lain
其他

INSTRUCTION (ARAHAN / 指示)
Please indicate your answer. You may indicate more than one answer.
Sila pilih jawapan anda. Anda boleh memilih lebih daripada satu jawapan
请选出你的答案。你可以选择多个答案。

1. What are some of the problems you have regarding your teacher's feedback? [You may indicate more than one answer.] [If you have other problems not listed here, please write your answer at the 'other' option.]
   Apakah masalah yang anda hadapi mengenai maklum balas guru anda? [Anda boleh memilih lebih daripada satu jawapan.] [Sekiranya anda mempunyai masalah lain yang tidak disenaraikan di sini, sila nyatakan jawapan anda di 'Other'.]
   关于老师对你作文所给出的反馈，你还有哪些问题吗？[你可以选择多个答案。] [如有其他，请在下方 'Other' 写下你的答案。]

   a. I do not understand my teacher's feedback. (Saya tidak memahami maklum balas guru saya. / 我不明白老师所给出的反馈。)

   b. I do not know how to correct my errors in writing. (Saya tidak tahu bagaimana untuk membetulkan kesalahan saya dalam karangan. / 我不知道如何改进我作文中的错误。)

   c. I am demotivated when there is too much feedback given to my essay. (Saya kurang berminat apabila terdapat banyak maklum balas yang diberikan kepada karangan saya. / 作文里太多的反馈让我没有动力继续修改错误。)

   d. Other:
   _____
   _____

Appendix D: Source Questionnaires Adaptation

Sewagegn and Dessie (2020) – Questionnaire (42 items)

Original Questions	Omit/Use	Learner Questionnaire	Teacher Questionnaire
Part 1:Students' perceptions on the value of feedback 1 Feedback is helpful to show gaps in knowledge and understanding.		Rephrase My teacher's feedback is helpful to show me what I do not know.	Rephrase My feedback shows learners the gaps in knowledge and understanding.
2 Feedback rarely provides me with useful suggestions for improvement.		Rephrase (positive item) My teacher's feedback always provides me with useful suggestions to improve my essays.	Rephrase (positive item) My feedback always provides learners with useful suggestions for improvement.
3 I consider that peer feedback is essential for learning.		Irrelevant to research focus	
4 Teacher feedback is effective in promoting students' learning.		Similar to Lee(2004) Part2Q12	
5 Constructive criticism is needed to know how to improve my work.		Similar to Part1Q13	
6 Feedback given at the end of the subject is not useful.		Rephrase (positive item) Feedback is effective after I have FINISHED WRITING the essays.	Rephrase (positive item) Feedback is effective after the learners have COMPLETED WRITING the essays.
7 The feedback which is given should be clear to be helpful.		Irrelevant to WCF aspects	
8 Feedback encouraged me to improve my work.		Rephrase My teacher's feedback encourages me to improve my essays.	Rephrase My feedback encourages learners to improve their essays.
9 Positive comments increase my confidence.		Similar to Part1Q13	
10 I thought about giving up when I got negative feedback.		Similar to Part1Q13	
11 I felt demoralized or angry after reading negative feedback.		Irrelevant to research focus	
12 Feedback has helped me to reflect on what I have learned.		Rephrase My teacher's feedback helps me to reflect on what I have learned before.	Rephrase My feedback helps the learners to reflect on what they have learned before.

13 I need to receive positive feedback to progress.		I need to receive POSITIVE feedback to continue writing in the future (for example, telling me what I have done right in my essay).	I give POSITIVE feedback for learners to progress (for example, telling the learners what they have done right in the essays).
14 I need to receive negative feedback to progress.		I need to receive NEGATIVE feedback to continue writing in the future (for example, telling me what I have done wrong in my essay).	I give NEGATIVE feedback for learners to progress (for example, telling the learners what they have done wrong in the essays).
15 Teachers' comments are vital in my learning.		Similar to Part1Q4	
Part II: Students' perceptions of the practice of feedback 1 On the subject that I am learning, I get plenty of feedback on how I am doing.		Irrelevant to research focus (about experience receiving WCF)	
2 Teachers give me immediate feedback for each assessment.		Similar to Part1Q6	
3 There is hardly any feedback on my assignments when I get them back.		Irrelevant to research focus (about experience receiving WCF)	
4 When I get things wrong, I don't receive much guidance in what to do about it.		Irrelevant to research focus (about experience receiving WCF)	
5 I would learn more if I received more feedback.		Similar to Part1Q4	
6 Teachers' feedback that comes too late is not useful for learning.		Rephrase Feedback is effective when I am STILL WRITING the essays.	Rephrase Feedback is effective while the learners are STILL WRITING the essays.
7 Teachers provide enough feedback on my work.		Rephrase My teacher provides ENOUGH feedback on my essays.	Rephrase I provide ENOUGH feedback on learner errors in the essay.
8 The feedback mainly tells me how well I am doing in relation to others.		Irrelevant to research focus (about experience receiving WCF)	
9 Teachers' feedback is rarely written with reference to the assessment criteria.		Irrelevant to research focus (about experience receiving WCF)	

Appendix D: Source Questionnaires Adaptation (continued)

10 The feedback given helps me to understand things better.		Similar to Part1Q4	
11 The feedback given shows me how to do better next time.		Similar to Part1Q4	
12 Once I have read the feedback, I understand why I got the mark I did.		Irrelevant to research focus (about experience receiving WCF)	
13 I don't understand some of the feedback given.		Similar to Part3Q1	
14 I can seldom see from the feedback given what I need to do to improve.		Similar to Part3Q2	
Part III. Students use of feedback to improve their learning 1 I read the feedback carefully and try to understand what the feedback is saying.		Rephrase I go through the essay that I have written and try to understand the feedback given.	Rephrase My learners go through the essays that they have written and try to understand the feedback given.
2 I use the feedback to go back over what I have done in the assignment.		Similar to Part3Q12.	
3 The feedback given with any subsequent assignments helps me.		Similar to Halimi (2008) Q2	
4 The feedback prompts me to go back over material covered earlier in the course.		Rephrase I use the feedback given to go back over the materials (for example, textbooks and workbooks) in the lessons before.	Rephrase My learners use the feedback given to go back over the materials covered earlier in the lessons.
5 I read the comments carefully and identify the gaps in my learning		Similar to Part3Q1	
6 I use the feedback to compare my progress with other students		Irrelevant to research focus	
7 I do not use the feedback for revising my work		Similar to Part3Q12	
8 I acted on suggestions to improve my coursework.		Similar to Part3Q12	

9 I have good intentions, but forget comments for improvement next time.		Similar to Part3Q1 (negative item)	
10 I have ignored negative or critical feedback.		Similar to Part3Q1 (negative item)	
11 I tend to only read the marks compared to other students.		Irrelevant to research focus	
12 After reading comments, I re-work any assessment task.		Rephrase I use the feedback given to rewrite my essays.	Rephrase My learners use the feedback given to revise their essays.
13 I read comments and plan strategies for future learning.		Similar to Part3Q12	

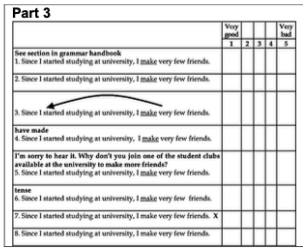
Appendix D: Source Questionnaires Adaptation (continued)

Halimi (2008) – Questionnaire (16 items)

Original Questions	Omit/Use	Learner Questionnaire	Teacher Questionnaire
Part 1 1. In general, it is important to me that I have as few errors as possible in my written work.		Irrelevant to WCF aspects	
2. In general, it is important to my teacher that students have as few errors as possible in their written work.		Irrelevant to WCF aspects	
3. When responding to the students' written work, a teacher should always: a. point out errors in grammar (verb tenses, subject/verb agreement, article use, etc.) b. point out errors in spelling c. point out errors in punctuation d. point out errors in vocabulary choice e. point out errors in expressions that do not sound English		Rephrase according to research focus When giving feedback, my teacher should always point out the NOUN errors in my writing.	Rephrase according to research focus When giving feedback, I always point out the NOUN errors in the learners' writing.
		When giving feedback, my teacher should always point out the VERB errors in my writing.	When giving feedback, I always point out the VERB errors in the learners' writing.
		When giving feedback, my teacher should always point out the ADJECTIVE errors in my writing.	When giving feedback, I always point out the ADJECTIVE errors in the learners' writing.
		When giving feedback, my teacher should always point out the PREPOSITION errors in my writing.	When giving feedback, I always point out the PREPOSITION errors in the learners' writing.
		When giving feedback, my teacher should always point out the ADVERB errors in my writing.	When giving feedback, I always point out the ADVERB errors in the learners' writing.
		When giving feedback, my teacher should always point out the DETERMINER errors in my writing.	When giving feedback, I always point out the DETERMINER errors in the learners' writing.
		When giving feedback, my teacher should always point out the CONJUNCTION errors in my writing.	When giving feedback, I always point out the CONJUNCTION errors in the learners' writing.
Part 2 1. How do you want your writing teacher to indicate errors in your written work? a. By crossing out what is incorrect and writing the correct word or structure b. By showing where the error is and giving a clue/editing symbol about how to correct it c. By only showing where the error is by for example by underlining it d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed. f. By providing general feedback in class on common errors. g. Other (please specify)		Rephrase (With illustration) I prefer my teacher to show the error in my essay by crossing out what is wrong and writing the correct answer.	Rephrase (With illustration) I prefer to indicate the error in my learners' essays by crossing out what is wrong and writing the correct word and structure.
		I prefer my teacher to show the error in my essay (for example, by underlining or circling it.	I prefer to indicate the error in my learners' essays by only underlining (or circling) it
		I prefer my teacher to show the error in my essay by showing where the error is and giving a symbol (or a code) about how to correct it.	I prefer to indicate the error in my learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it.
		I prefer my teacher to show the error in my essay by putting a cross in front (or at the back) of the sentence.	I prefer to indicate the error in my learners' essays by putting a cross in front (or at the back) of the sentence.
		I prefer my teacher to ignore the errors in grammar and only focus on the ideas I used in my essay.	I prefer to ignore errors in grammar and only pay attention to the ideas expressed in my learners' essays.
		I prefer my teacher not to show where my errors are, but to discuss the common errors in class.	I prefer not to indicate my learner errors, but to discuss the common errors in class.
		Others:	Others:
2. If there are many errors in your written work, what do you prefer your writing teacher to do? a. Correct all errors, major and minor b. Correct errors I consider major, but not the minor ones c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones d. Correct only a few of the major errors, but not the minor ones e. Correct all repeated errors whether major or minor f. Correct only errors that might interfere with communicating ideas g. Correct no errors and respond only to the ideas expressed		Only take in options (a, b, e) that are relevant to research focus, rephrase into Likert scale items My teacher should provide feedback on ALL the errors in my writing. My teacher should choose only A FEW SELECTED errors to correct in my writing. My teacher should provide feedback on the REPEATED ERRORS in my writing.	Only take in options (a, b, e) that are relevant to research focus, rephrase into Likert scale items I provide feedback on learner errors COMPREHENSIVELY (marking all the errors in the essays). I provide feedback on learner errors SELECTIVELY (only marking one or a few targeted errors in the essays). I provide feedback on learners' REPEATED ERRORS (same errors that learners keep making in their essays).

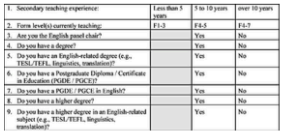
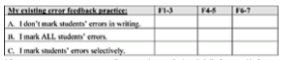
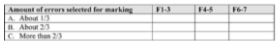
Appendix D: Source Questionnaires Adaptation (continued)

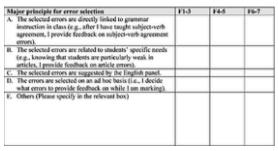
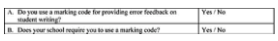
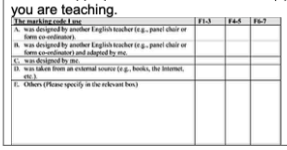
h. Other (please specify)			
3. In general, how carefully do you think you look at the teacher corrections on your written work? a. I read every correction carefully. b. I look at some corrections more carefully than at others. c. I mainly pay attention to direct corrections given by the teacher. d. I mainly pay attention to corrections using clues/editing symbols. e. I mainly pay attention to corrections showing where the errors are. f. Other (please specify):		After receiving feedback on my essay, I read all corrections carefully.	After receiving feedback on the essay, my learners read all corrections carefully.
		After receiving feedback on my essay, I look at some corrections more carefully than at others.	After receiving feedback on the essay, my learners look at some corrections more carefully than at others.
		After receiving feedback on my essay, I pay more attention to the corrections with answers.	After receiving feedback on the essay, my learners mainly pay attention to direct corrections (for example, my corrections for the errors).
		After receiving feedback on my essay, I pay more attention to corrections with clues/editing symbols (for example, v, adv, n, etc.).	After receiving feedback on the essay, my learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.).
		After receiving feedback on my essay, I pay more attention to corrections which show me my errors (for example, underlining, circling, etc.).	After receiving feedback on the essay, my learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).
4. In general, which of the following do you think you consider most important to look at carefully? a. Marks indicating errors in grammar b. Marks indicating errors in vocabulary choice c. Marks indicating errors in spelling d. Marks indicating errors in punctuation e. Other (please specify):		Similar to Part1Q3	
5. If your teacher requires you to revise your writing, when do you expect her/him to provide error correction? a. On the first draft b. On the second draft c. On the final draft d. On every draft e. On other drafts (please specify):		Rephrase Feedback is effective when given on the FIRST draft of my essays. Feedback is effective when given on the LAST draft of my essays. Feedback is effective when given on EVERY draft of my essays.	Rephrase Feedback is effective when given on the FIRST draft of the learners' essays. Feedback is effective when given on the FINAL draft of the learners' essays. Feedback is effective when given on EVERY draft of the learners' essays.

Part 3  Very good 1 2 3 4 Very bad 5 See section in grammar handbook 1. Since I started studying at university, I make very few friends. 2. Since I started studying at university, I make very few friends. 3. Since I started studying at university, I make very few friends. have made 4. Since I started studying at university, I make very few friends. I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends? 5. Since I started studying at university, I make very few friends. tense 6. Since I started studying at university, I make very few friends. 7. Since I started studying at university, I make very few friends. X 8. Since I started studying at university, I make very few friends.		Similar to Part2

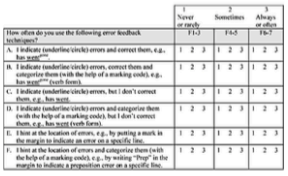
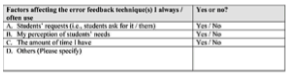
Appendix D: Source Questionnaires Adaptation (continued)

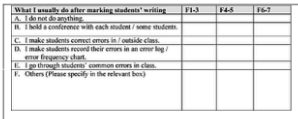
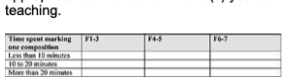
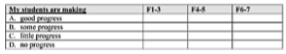
Lee (2004) – Questionnaire (44 items)

Original Questions	Omit/Use	Learner Questionnaire	Teacher Questionnaire
Part A1: Error feedback on student writing Section 1  1. Secondary teaching experience: — Less than 5 years / 5 to 10 years / over 10 years 2. Form level(s) currently teaching: — F1-3 / F4-5 / F6-7 3. Are you the English panel chair? — Yes / No 4. Do you have a degree? — Yes / No 5. Do you have an English-related degree (e.g., TESL/TEFL, linguistics, translation)? — Yes / No 6. Do you have a Postgraduate Diploma / Certificate in Education (PGDE / PGCE)? — Yes / No 7. Do you have a PGDE / PGCE in English? — Yes / No 8. Do you have a higher degree? — Yes / No 9. Do you have a higher degree in an English-related subject (e.g., TESL/TEFL, linguistics, translation)? — Yes / No		Adapted to suit research focus a. Gender b. Type of school c. Ethnicity d. Language used at home e. English exposure outside the classroom	Adapted to suit research focus a. Gender b. Teaching experience (number of years) c. Highest academic qualification d. English optionist e. Type of school f. WCF related trainings
Section 2 1. In your opinion, what is the main purpose of providing feedback on students' errors in writing?		Similar to Sewagegn and Dessie (2020)	
2. Which of the statements below best describes your existing error feedback practice? Please tick the most appropriate box for the form level(s) you are teaching.  My existing error feedback practice: — F1-3 / F4-5 / F6-7 A. I don't mark students' errors in writing. B. I mark ALL students' errors. C. I mark students' errors selectively. If your answer to Question 2 is "A" for all form levels, you do NOT have to answer this questionnaire.		Similar to Halimi (2008) Part2Q2	
If your answer to Question 2 is "C" for any form level(s), answer Question 3, 4 and 5. If you have not ticked "C", go to Question 6. 3. Tick the amount of errors you mark for the form level(s) you are teaching.  Amount of errors selected for marking — F1-3 / F4-5 / F6-7 A. About 1/3 B. About 2/3 C. More than 2/3		-	Rephrase If you have selected 'Agree' or 'Strongly Agree' in Question 4, please answer this question. What is the amount of feedback you give on your learners' essay? A. About 1/3 B. About 2/3 C. More than 2/3

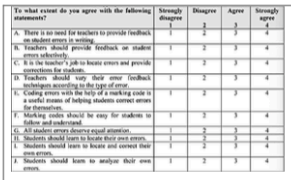
4. Which of the following best describe the major principle for error selection? Please tick the most appropriate box for the form level(s) you are teaching.  Major principle for error selection — F1-3 / F4-5 / F6-7 A. The selected errors are directly linked to grammar instruction in class (e.g., after I have taught subject-verb agreement, I provide feedback on subject-verb agreement errors). B. The selected errors are related to students' specific needs (e.g., knowing that students are particularly weak in articles, I provide feedback on article errors). C. The selected errors are suggested by the English panel. D. The errors are selected on an ad hoc basis (i.e., I decide what errors to provide feedback on while I am marking). E. Others (Please specify in the relevant box)		-	Rephrase What is your main reason in targeting the error(s) for feedback? A. The selected errors are directly linked to GRAMMAR INSTRUCTION in class (for example, after I have taught verbs, I provided grammar-focused WCF on verbs). B. The selected errors are related to learners' SPECIAL NEEDS (for example, knowing my learners are particularly weak in verbs, I provide grammar-focused WCF on verbs). C. The selected errors are SUGGESTED by the English panel in my school. D. The errors are selected on an AD-HOC BASIS (for example, I decide what errors to provide grammar-focused WCF while I am marking the essays).
5. Are your students aware of the type(s) of error you select to provide feedback on? Please circle the appropriate answer for the form level(s) you are teaching. F1-3 / F4-5 / F6-7 Are students aware of error type(s) selected? — Yes / No — Yes / No — Yes / No		Irrelevant to research focus	
6. Please circle the appropriate answer for the following questions about the use of marking codes.  A. Do you use a marking code for providing error feedback on student writing? — Yes / No B. Does your school require you to use a marking code? — Yes / No If you use a marking code, answer Question 7. If not, go to Question 8.		Irrelevant to research focus	
7. Who designed the marking code? Please tick the most appropriate box for the form level(s) you are teaching.  The marking code I use — F1-3 / F4-5 / F6-7 A. was designed by another English teacher (e.g., panel chair or form co-ordinator). B. was designed by another English teacher (e.g., panel chair or form co-ordinator) and adapted by me. C. was designed by me. D. was taken from an external source (e.g., books, the Internet, etc.). E. Others (Please specify in the relevant box)		Irrelevant to research focus	

Appendix D: Source Questionnaires Adaptation (continued)

8. Rate the frequency with which you use each of the following error feedback techniques according to the scale below. Please circle the appropriate number for the form level(s) you are teaching. 		Similar to Halimi (2008) Part2	
9. Please circle the appropriate answer for the question below.  If your answer to Question 9 is "no", answer Question 10. If your answer is "yes", go to Question 11.		-	Rephrase Does your school prescribe the feedback type(s) you prefer to use in 4(a)-(g)? a. Yes b. No
10. What factors influence the error feedback technique(s) you always / often use? Please circle the appropriate answer. 		-	Rephrase What is the major factor influencing the feedback type(s) you use? A. Learners' request B. My perception of learners' needs C. The amount of time I have D. Heavy clerical workload in school E. Class size F. Other: _____
11. What do you usually do after you have marked students' compositions? Please tick the appropriate box(es) for the form level(s) you are teaching. You can tick more than one box.		Only take in options (b, c, d, e) that are relevant to research focus, rephrase After marking my essays, my teacher should not do anything.	Only take in options (b, c, d, e) that are relevant to research focus, rephrase After marking the learners' essays, I do not do anything.
		After marking my essays, my teacher should meet me to discuss the errors in essays.	After marking the learners' essays, I hold a conference with each learner/some learners to discuss the errors in the essays.

		After marking my essays, my teacher should make me correct my errors in the essays (in or outside the lesson).	After marking the learners' essays, I make learners correct their errors in the essays (in or outside the lesson).
		After marking my essays, my teacher should make me record my errors in a notebook.	After marking the learners' essays, I make learners record the errors in an error log or error frequency chart.
		After marking my essays, my teacher should go through the common errors in class.	After marking the learners' essays, I go through the common errors in class.
12. How much time approximately do you spend marking on composition? Please tick the most appropriate box for the form level(s) you are teaching. 		-	Rephrase Approximately how much time do you spend marking one essay? a. Less than 10 minutes b. 10 to 20 minutes c. More than 20 minutes
13. How would you evaluate the overall effectiveness of your existing error feedback practice on student progress in grammatical accuracy in writing at the end of one academic year? Please tick the most appropriate box for the form level(s) you are teaching. 		Rephrase I am making good progress in improving my grammar with the feedback given.	Rephrase My feedback helps learners to make good progress in grammatical accuracy.
14. Indicate the extent to which you agree with the following statements according to the scale below. Please circle the most appropriate box for each statement.		Only take in options (a, c, d, g, h, i) that are relevant to research focus, rephrase My teacher NEEDS to provide feedback on my errors in the essays. My teacher should use different feedback according to the type of errors in my essays. My teacher should SHOW where the errors are in my essays.	Only take in options (a, c, d, g, h, i) that are relevant to research focus, rephrase I NEED to provide feedback on learner errors in the essays. I vary the feedback according to the type of learner errors in the essays. I should LOCATE the learner errors in the essays.

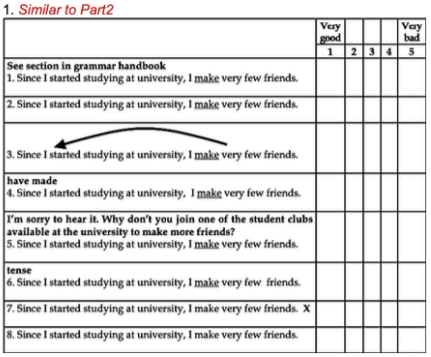
Appendix D: Source Questionnaires Adaptation (continued)

		For the errors in my essay, teacher should GIVE me the correct answers. I should learn to FIND OUT where my errors are in the essays. I should learn to CORRECT my own errors in the essays.	I should PROVIDE CORRECTIONS for the learner errors in the essays. My learners should learn to LOCATE their own errors in the essays. My learners should learn to CORRECT their own errors in the essays.
15. Do you have any concerns and/or problems regarding providing error feedback on student writing? Please elaborate.		What are some of the problems you have regarding your teacher's feedback?	What are some of the problems and/or challenges you face regarding feedback on your learners' writing?

Questionnaire Item Omission

Reason	Items in source questionnaire	Examples
1. Irrelevant to research focus	**Sewagegn & Dessie (2020)** *11 items deleted* Part I: 3, 7, 11 Part II: 1, 3, 4, 8, 9, 12 Part III: 6, 11	**Part I** 3. I consider that peer feedback is essential for learning. 7. The feedback which is given should be clear to be helpful. *Irrelevant to WCF aspects* 11. I felt demoralized or angry after reading negative feedback. **Part II** 1. On the subject that I am learning, I get plenty of feedback on how I am doing. *WCF experience* 3. There is hardly any feedback on my assignments when I get them back. *WCF experience* 4. When I get things wrong, I don't receive much guidance in what to do about it. *WCF experience* 8. The feedback mainly tells me how well I am doing in relation to others. *WCF experience* 9. Teachers' feedback is rarely written with reference to the assessment criteria. *WCF experience* 12. Once I have read the feedback, I understand why I got the mark *WCF experience* **Part III** 6. I use the feedback to compare my progress with other students. 11. I tend to only read the marks compared to other students.
	Halimi (2008) *2 items deleted* Part I: 1, 2	**Part I** 1. In general, it is important to me that I have as few errors as possible in my written work. 2. In general, it is important to my teacher that students have as few errors as possible in their written work.
	Lee (2004) *3 items deleted* Section II: 5, 6, 7	**Part II** 5. Are your students aware of the type(s) of error you select to provide feedback on? Please circle the appropriate answer for the form level(s) you are teaching. 6. Please circle the appropriate answer for the following questions about the use of marking codes. 7. Who designed the marking code? Please tick the most appropriate box for the form level(s) you are teaching.
2. Repetitive	**Sewagegn & Dessie (2020)** *19 items deleted* Part I: 4, 5, 9,10, 15 Part II: 2, 5, 10, 11, 13, 14 Part III: 2, 3, 5, 7, 8, 9, 10, 13	**Part I** 4. Teacher feedback is effective in promoting students' learning. *Similar to Lee (2004) Part2Q12* 5. Constructive criticism is needed to know how to improve my work. *Similar to Part1Q13* 9. Positive comments increase my confidence. *Similar to Part1Q13* 10 I thought about giving up when I got negative feedback. *Similar to Part1Q13* 15. Teachers' comments are vital in my learning. *Similar to Part1Q4* **Part II** 2. Teachers give me immediate feedback for each assessment. *Similar to Part1Q6* 5. I would learn more if I received more feedback. *Similar to Part1Q4* 10. The feedback given helps me to understand things better. *Similar to Part1Q4* 11. The feedback given shows me how to do better next time. *Similar to Part1Q4* 13. I don't understand some of the feedback given. *Similar to Part3Q1* 14. I can seldom see from the feedback given what I need to do to improve. *Similar to Part3Q2*

Appendix D: Source Questionnaires Adaptation (continued)

		Part III 2. I use the feedback to go back over what I have done in the assignment. *Similar to Part3Q12* 3. The feedback given with any subsequent assignments helps me. *Similar to Halimi (2008) Q2* 5. I read the comments carefully and identify the gaps in my learning. *Similar to Part3Q1* 7. I do not use the feedback for revising my work. *Similar to Part3Q12* 8. I acted on suggestions to improve my coursework. *Similar to Part3Q12* 9. I have good intentions, but forget comments for improvement next time. *Similar to Part3Q1* 10. I have ignored negative or critical feedback. *Similar to Part3Q1* 13. I read comments and plan strategies for future learning. *Similar to Part3Q12*
	Halimi (2008) *9 items deleted* Part II: 4 Part III: 1-8	**Part II** 4. In general, which of the following do you think you consider most important to look at carefully? *Similar to Part1Q3* a. Marks indicating errors in grammar b. Marks indicating errors in vocabulary choice c. Marks indicating errors in spelling d. Marks indicating errors in punctuation e. Other (please specify): **Part III** 1. *Similar to Part2* 

	Very good 1	2	3	4	Very bad 5
See section in grammar handbook 1. Since I started studying at university, I make very few friends.					
2. Since I started studying at university, I make very few friends.					
3. Since I started studying at university, I make very few friends.					
have made 4. Since I started studying at university, I make very few friends.					
I'm sorry to hear it. Why don't you join one of the student clubs available at the university to make more friends? 5. Since I started studying at university, I make very few friends.					
tense 6. Since I started studying at university, I make very few friends.					
7. Since I started studying at university, I make very few friends. **X**					
8. Since I started studying at university, I make very few friends.					

	Lee (2004) *8 items deleted* Section II: 1, 2, 8	**Section II** 1. In your opinion, what is the main purpose of providing feedback on students' errors in writing? *Similar to Sewagegn and Dessie (2020) Part1* 2. Which of the statements below best describes your existing error feedback practice? Please tick the most appropriate box for the form level(s) you are teaching. *Similar to Halimi (2008) Part2Q2*

My existing error feedback practice:	F1-3	F4-5	F6-7
A. I don't mark students' errors in writing.			
B. I mark ALL students' errors.			
C. I mark students' errors selectively.			

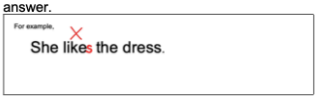
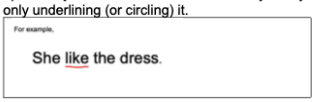
8. Rate the frequency with which you use each of the following error feedback techniques according to the scale below. Please circle the appropriate number for the form level(s) you are teaching. *Similar to Halimi (2008) Part2*

	1 Never or rarely	2 Sometimes	3 Always or often
How often do you use the following error feedback techniques?	F1-3	F4-5	F6-7
A. I indicate (underline/circle) errors and correct them, e.g., has went[now]	1 2 3	1 2 3	1 2 3
B. I indicate (underline/circle) errors, correct them and categorize them (with the help of a marking code), e.g., has went[now] (verb form).	1 2 3	1 2 3	1 2 3
C. I indicate (underline/circle) errors, but I don't correct them, e.g., has went.	1 2 3	1 2 3	1 2 3
D. I indicate (underline/circle) errors and categorize them (with the help of a marking code), but I don't correct them, e.g., has went (verb form).	1 2 3	1 2 3	1 2 3
E. I hint at the location of errors, e.g., by putting a mark in the margin to indicate an error on a specific line.	1 2 3	1 2 3	1 2 3
F. I hint at the location of errors and categorize them (with the help of a marking code), e.g., by writing "Prep" in the margin to indicate a preposition error on a specific line.	1 2 3	1 2 3	1 2 3

Appendix D: Source Questionnaires Adaptation (continued)

Questionnaire Item Adaptation

Reason	Items in source questionnaire	Examples	Adaptations (Learner Questionnaire)
1. Adapt to suit research focus	**Halimi (2008)** *1 item adapted* Part I: 3	**Part I** 3. When responding to the students' written work, a teacher should always: a. point out errors in grammar (verb tenses, subject/verb agreement, article use, etc.) b. point out errors in spelling c. point out errors in punctuation d. point out errors in vocabulary choice e. point out errors in expressions that do not sound English	When giving feedback, my teacher should always point out the NOUN errors in my writing. When giving feedback, my teacher should always point out the VERB errors in my writing. When giving feedback, my teacher should always point out the ADJECTIVE errors in my writing. When giving feedback, my teacher should always point out the PREPOSITION errors in my writing. When giving feedback, my teacher should always point out the ADVERB errors in my writing. When giving feedback, my teacher should always point out the DETERMINER errors in my writing. When giving feedback, my teacher should always point out the CONJUNCTION errors in my writing.
	Lee (2004) *9 items adapted* Section I	**Section I** 1. Secondary teaching experience: 2. Form level(s) currently teaching: 3. Are you the English panel chair? 4. Do you have a degree? 5. Do you have an English-related degree (e.g., TESL/TEFL, linguistics, translation)? 6. Do you have a Postgraduate Diploma / Certificate in Education (PGDE / PGCE)? 7. Do you have a PGDE / PGCE in English? 8. Do you have a higher degree? 9. Do you have a higher degree in an English-related subject (e.g., TESL/TEFL, linguistics, translation)?	Learner Background Information a. Gender b. Type of school c. Ethnicity d. Language used at home e. English exposure outside the classroom

2. Rephrase for young learners - provide context/ examples/ illustrations	**Sewagegn & Dessie (2020)** *6 items adapted* Part I: 1, 2, 6 Part II: 6 Part III: 4, 12	**Part I** 1. Feedback is helpful to show gaps in knowledge and understanding. 2. Feedback rarely provides me with useful suggestions for improvement. 6. Feedback given at the end of the subject is not useful.	My teacher's feedback is helpful to show me what I do not know. My teacher's feedback always provides me with useful suggestions to improve my essays. Feedback is effective after I have FINISHED WRITING the essays.
		Part II 6. Teachers' feedback that comes too late is not useful for learning.	Feedback is effective when I am STILL WRITING the essays.
		Part III 4. The feedback prompts me to go back over material covered earlier in the course. 12. After reading comments, I re-work any assessment task	I use the feedback given to go back over the materials (for example, textbooks and workbooks) in the lessons before. I use the feedback given to rewrite my essays.
	Halimi (2008) *4 items adapted* Part II: 1, 2, 3, 5	**Part II** 1. How do you want your writing teacher to indicate errors in your written work? a. By crossing out what is incorrect and writing the correct word or structure b. By showing where the error is and giving a clue/editing symbol about how to correct it c. By only showing where the error is by for example by underlining it d. By indicating there is an error in the sentence by for example putting a cross in front of the sentence e. By ignoring the errors in grammar, spelling, punctuation, etc. and only paying attention to the ideas expressed. f. By providing general feedback in class on common errors. g. Other (please specify)	I prefer my teacher to show the error in my essay by crossing out what is wrong and writing the correct answer.  I prefer my teacher to show the error in my essay by only underlining (or circling) it.  I prefer my teacher to show the error in my essay by showing where the error is and giving a symbol (or a code) about how to correct it.

Appendix D: Source Questionnaires Adaptation (continued)

			For example, She like the dress. (d). I prefer my teacher to show the error in my essay by putting a cross in front (or at the back) of the sentence. For example, She like the dress. (e). I prefer my teacher to ignore the errors in grammar and only focus on ideas I used in my essay. For example, She like the dress. That's great! Maybe you can tell us more about the dress (e.g. colour or design). (f). I prefer my teacher not to show where my errors are, but to discuss the common errors in class. (g). If you prefer your teacher to show your errors in other way(s), please type below.
		2. If there are many errors in your written work, what do you prefer your writing teacher to do? a. Correct all errors, major and minor b. Correct errors I consider major, but not the minor ones c. Correct most but not necessarily all of the major errors if there are many of them, but not the minor ones d. Correct only a few of the major errors, but not the minor ones e. Correct all repeated errors whether major or minor f. Correct only errors that might interfere with communicating ideas g. Correct no errors and respond only to the ideas expressed h. Other (please specify)	My teacher should provide feedback on ALL the errors in my writing. My teacher should choose only A FEW SELECTED errors to correct in my writing. My teacher should provide feedback on the REPEATED ERRORS in my writing.

		3. In general, how carefully do you think you look at the teacher corrections on your written work? a. I read every correction carefully. b. I look at some corrections more carefully than at others. c. I mainly pay attention to direct corrections given by the teacher. d. I mainly pay attention to corrections using clues/editing symbols. e. I mainly pay attention to corrections showing where the errors are. f. Other (please specify):	After receiving feedback on my essay, I read all corrections carefully. After receiving feedback on my essay, I look at some corrections more carefully than at others. After receiving feedback on my essay, I pay more attention to the corrections with answers. After receiving feedback on my essay, I pay more attention to corrections with clues/editing symbols (for example, v, adv, n, etc.). After receiving feedback on my essay, I pay more attention to corrections which show me my errors (for example, underlining, circling, etc.).
		5. If your teacher requires you to revise your writing, when do you expect her/him to provide error correction? a. On the first draft b. On the second draft c. On the final draft d. On every draft e. On other drafts (please specify):	Feedback is effective when given on the FIRST draft of my essays. Feedback is effective when given on the LAST draft of my essays. Feedback is effective when given on EVERY draft of my essays.
	Lee (2004) *17 items adapted* Section II: 11, 13, 14	**Section II** 11. What do you usually do after you have marked students' compositions? Please tick the appropriate box(es) for the form level(s) you are teaching. You can tick more than one box. **What I usually do after marking students' writing** A. I do not do anything. B. I hold a conference with each student / some students. C. I make students correct errors in / outside class. D. I make students record their errors in an error log / error frequency chart. E. I go through students' common errors in class. F. Others (Please specify in the relevant box)	After marking my essays, my teacher should meet me to discuss the errors in essays. After marking my essays, my teacher should make me correct my errors in the essays (in or outside the lesson). After marking my essays, my teacher should make me record my errors in a notebook. After marking my essays, my teacher should go through the common errors in class.

Appendix D: Source Questionnaires Adaptation (continued)

		13. How would you evaluate the overall effectiveness of your existing error feedback practice on student progress in grammatical accuracy in writing at the end of one academic year? Please tick the most appropriate box for the form level(s) you are teaching. **My students are making** A. good progress B. some progress C. little progress D. no progress **14.** Indicate the extent to which you agree with the following statements according to the scale below. Please circle the most appropriate box for each statement. **To what extent do you agree with the following statements?** A. There is no need for teachers to provide feedback on student errors in writing. B. Teachers should provide feedback on student errors selectively. C. It is the teacher's job to locate errors and provide corrections for students. D. Teachers should vary their error feedback techniques according to the type of error. E. Coding errors with the help of a marking code is a useful means of helping students correct errors for themselves. F. Marking codes should be easy for students to follow and understand. G. All student errors deserve equal attention. H. Students should learn to locate their own errors. I. Students should learn to locate and correct their own errors. J. Students should learn to analyze their own errors.	I am making good progress in improving my grammar with the feedback given. My teacher NEEDS to provide feedback on my errors in the essays. My teacher should use different feedback according to the type of errors in my essays. My teacher should SHOW where the errors are in my essays. For the errors in my essay, teacher should GIVE me the correct answers. I should learn to FIND OUT where my errors are in the essays. I should learn to CORRECT my own errors in the essays.

Appendix E: Content Validity Evaluation Sheets (CVES)

CONTENT VALIDITY EVALUATION SHEET

INSTRUCTION:
This form is design to evaluate the content validity of *Teacher Written Corrective Feedback Questionnaire (TWCFQ)*. Please rate each item as follows:

- Please rate the level of representativeness of item in measuring the aligned overarching construct on a scale of 1-4, with 4 being the most representative.
  1 = item is not representative
  2 = item needs major revisions to be representative
  3 = item needs minor revisions to be representative
  4 = item is representative

- Please rate the important (importance) of the item in measuring the aligned overarching construct on a scale of 1-4, with 4 being the most essential
  1 = item is not necessary to measure the construct
  2 = item provides some information but is not essential to measure the construct
  3 = item is not useful but essential to measure the construct
  4 = item is essential to measure the construct

- Please rate the level of clarity for each item on a scale of 1-4, with 4 being the clearest.
  1 = item is not clear
  2 = item needs major revisions to be clear
  3 = item needs minor revisions to be clear
  4 = item is clear

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

Construct	Guiding question(s)	No.	Item	Representative of item	Importance of item	Clarity of item	Comment
B (1) Purpose and goals	Why is grammar-focused WCF given to the learners?	1	Feedback shows learners the gaps in knowledge and understanding.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	Feedback always provides learners with useful suggestions for improvement.	1 2 3 4	1 2 3 4	1 2 3 4	Omit 'always' in order to be consistent with other items
		3	Feedback encourages learners to improve their essays.	1 2 3 4	1 2 3 4	1 2 3 4	
		4	Feedback helps the learners to reflect on what they have learned before.	1 2 3 4	1 2 3 4	1 2 3 4	If the aim is to look at the action part of the learner (cross checked item with no. 6)
		5	My learners are making GOOD progress in grammatical accuracy with the feedback given. Please elaborate your choice.	1 2 3 4	1 2 3 4	1 2 3 4	If the aim is to look at the action part of the learner (cross checked item with no. 5)
		6	My learners are making NO progress in grammatical accuracy with the feedback given. Please elaborate your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
B (2) Form / type	How should grammar-focused WCF be given?	1	Teacher should vary the feedback according to the type of learner errors in the essays.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	All learner errors deserve equal attention.	1 2 3 4	1 2 3 4	1 2 3 4	
		3	Learners need to receive POSITIVE feedback to progress. Please elaborate your choice.	1 2 3 4	1 2 3 4	1 2 3 4	

		4	Learners need to receive NEGATIVE feedback to progress. Please elaborate your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
B (2) Form / type	How should grammar-focused WCF be given?	5	(a). I prefer to indicate error in my learners' essays by crossing out what is wrong and writing the correct word and structure. She likes the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(b). I prefer to indicate error in my learners' essays by only underlining (or circling) it. She like the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(c). I prefer to indicate error in my learners' essays by showing where the error is and giving a symbol (or a code) about how to correct it. She like the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(d). I prefer to indicate error in my learners' essays by putting a cross in front (or at the back) of the sentence. She like the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(e). I prefer to ignore errors in grammar and only pay attention to the ideas expressed in my learners' essays. She like the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(f). I prefer not to indicate my learner errors, but to discuss the common errors in class.	1 2 3 4	1 2 3 4	1 2 3 4	
		5	(g). If you prefer to indicate the errors in other way(s), please type below.	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

B (2) Form / type	How should grammar-focused WCF be given?	5	(h). Does your school prescribe the feedback type(s) you prefer to use in 5(a)-(g)? a. Yes b. No	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(i). What is the major factor influencing the feedback type(s) you use? a. Learners' request b. My perception of learners' needs c. The amount of time I have d. Heavy clerical workload in school e. Class size f. Others: _____	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(a). When giving feedback, teacher should always point out the NOUN errors in the learners' writing. He is wearing jean.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(b). When giving feedback, teacher should always point out the VERB errors in the learners' writing. She like the dress.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(c). When giving feedback, teacher should always point out the ADJECTIVE errors in the learners' writing. This book is interested.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(d). When giving feedback, teacher should always point out the PREPOSITION errors in the learners' writing. I am on my room.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(e). When giving feedback, teacher should always point out the ADVERB errors in the learners' writing. She was quick asleep within minutes.	1 2 3 4	1 2 3 4	1 2 3 4	

B (2) Form / type	How should grammar-focused WCF be given?	6	(f). When giving feedback, teacher should always point out the DETERMINER errors in the learners' writing. I am going to an party.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	(g). When giving feedback, teacher should always point out the CONJUNCTION errors in the learners' writing. He is fat because he runs fast.	1 2 3 4	1 2 3 4	1 2 3 4	
		7	(a). How do you give feedback on grammatical errors (noun) in your learners' writing? He is wearing jean. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	
		7	(b). How do you give feedback on grammatical errors (verb) in your writing? [You may choose more than one answer]. She like the dress. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	
		7	(c). How do you give feedback on grammatical errors (adjective) in your writing? [You may choose more than one answer]. This book is interested. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

B (2) Form / type	How should grammar-focused WCF be given?	7	(d). How do you give feedback on grammatical errors (preposition) in your writing? [You may choose more than one answer]. I am on my room. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	
		7	(e). How do you give feedback on grammatical errors (adverb) in your writing? [You may choose more than one answer]. She was quick asleep within minutes. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	
		7	(f). How do you give feedback on grammatical errors (determiner) in your writing? [You may choose more than one answer]. I am going to an party. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	

		7	(g). How do you give feedback on grammatical errors (conjunction) in your writing? [You may choose more than one answer]. He is fat because he runs fast. a. Indicate the error and provide the correct answer. b. Indicate the error and let the learners find out the correct answer.	1 2 3 4	1 2 3 4	1 2 3 4	
B (3) Amount / Scope	How much grammar-focused WCF should a teacher provide?	1	There is a NEED for the teacher to provide feedback on learner errors in the essays.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	I provide ENOUGH feedback on my learners' essays.	1 2 3 4	1 2 3 4	1 2 3 4	
		3	Teacher should provide feedback on learner errors COMPREHENSIVELY (marking all the errors in the essays). Please elaborate on your choice in Question 3.	1 2 3 4	1 2 3 4	1 2 3 4	
		4	Teacher should provide feedback on learner errors SELECTIVELY (only marking one or a few targeted errors in the essays).	1 2 3 4	1 2 3 4	1 2 3 4	
		4	(a). If you have selected 'Agree' or 'Strongly Agree' in Question 4, please answer this question. What is the amount of feedback you give on your learners' essay? a. About 1/3 b. About 2/3 c. More than 2/3	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

B (3) Amount / Scope	How much grammar-focused WCF should a teacher provide?	5	What is your major principle in targeting the error(s) for feedback? a. The selected errors are directly linked to GRAMMAR INSTRUCTION in class (for example, after I have taught verbs, I provided grammar-focused WCF on verbs). b. The selected errors are related to learners' SPECIAL NEEDS. (for example, knowing my learners are particularly weak in verbs, I provide grammar-focused WCF on verbs). c. The selected errors are SUGGESTED by the English panel in my school. d. The errors are selected on an AD-HOC BASIS (for example, I decide what errors to provide grammar-focused WCF while I am marking the essays).	1 2 3 4	1 2 3 4	1 2 3 4	
B (4) Timing and frequency	When (at what stage) of the writing process should grammar-focused WCF be provided?	1	Giving feedback is effective while the learners are STILL WRITING the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	Giving feedback is effective after the learners have COMPLETED WRITING the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		3	Feedback is effective when given on the FIRST draft of the learners' essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		4	Feedback is effective when given on the FINAL draft of the learners' essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	

B (4) Timing and frequency	When (at what stage) of the writing process should grammar-focused WCF be provided?	5	Feedback is effective when given on EVERY draft of the learners' essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		6	Teacher should provide feedback on learner REPEATED ERRORS in the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	More suitable to place this item in B (2) as item 3. This item is not related to 'when WCF should be provided' but the types of errors to focus on in WCF
		7	How much time approximately do you spend marking one essay? a. Less than 10 minutes b. 10 to 20 minutes c. More than 20 minutes	1 2 3 4	1 2 3 4	1 2 3 4	
B (5) Source	Who should provide grammar-focused WCF?	1	Teacher should LOCATE the learner errors in the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	Teacher should PROVIDE CORRECTIONS for the learner errors in the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

	Can individuals gain autonomy in editing their own work?	3	Learners should learn to LOCATE their own errors in the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
		4	Learners should learn to CORRECT their own errors in the essays. Please elaborate on your choice.	1 2 3 4	1 2 3 4	1 2 3 4	
B (6) Follow-up	What can learners do after grammar-focused WCF is provided?	1	(a). After marking the learners' essays, teacher should not do anything.	1 2 3 4	1 2 3 4	1 2 3 4	
		1	(b). After marking the learners' essays, teacher should hold a conference with each learner/ some learners to discuss the errors in essays.	1 2 3 4	1 2 3 4	1 2 3 4	
B (6) Follow-up	What do teachers do after grammar-focused WCF is provided?	1	(c). After marking the learners' essays, teacher should make learners correct their errors in the essays (in or outside the lesson).	1 2 3 4	1 2 3 4	1 2 3 4	
		1	(d). After marking the learners' essays, teacher should make learners record the errors in an error log/error frequency chart.	1 2 3 4	1 2 3 4	1 2 3 4	
		1	(e). After marking the learners' essays, teacher should go through learner common errors in class.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	(a). After receiving feedback on the essay, my learners read every correction carefully.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	(b). After receiving feedback on the essay, my learners look at some corrections more carefully than at others.	1 2 3 4	1 2 3 4	1 2 3 4	
		2	(c). After receiving feedback on the essay, my learners mainly pay attention to direct	1 2 3 4	1 2 3 4	1 2 3 4	

			corrections (for example, my corrections for the errors).				
		2	(d). After receiving feedback on the essay, my learners mainly pay attention to corrections using clues/editing symbols (for example, v, adv, n, etc.)	1 2 3 4	1 2 3 4	1 2 3 4	
		2	(e). After receiving feedback on the essay, my learners mainly pay attention to corrections showing where the errors are (for example, underlining, circling the errors).	1 2 3 4	1 2 3 4	1 2 3 4	
		3	(a). My learners READ all the feedback given.	1 2 3 4	1 2 3 4	1 2 3 4	
B (6) Follow-up	What do teachers do after grammar-focused WCF is provided?	3	(b). My learners UNDERSTAND all the feedback given.	1 2 3 4	1 2 3 4	1 2 3 4	Drop this item as it is not related to the construct (what the learners can do)
		3	(c). My learners use the feedback given to go back over what they HAVE WRITTEN in the essays.	1 2 3 4	1 2 3 4	1 2 3 4	
		3	(d). My learners use the feedback given to go back over MATERIALS covered earlier in the lessons.	1 2 3 4	1 2 3 4	1 2 3 4	
		3	(e). My learners use the feedback given to REVISE their essays.	1 2 3 4	1 2 3 4	1 2 3 4	
B (7) Others	What are some problems faced by	1	What are some of the problems and/or challenges you face regarding feedback on your learners' writing? a. Learners are not improving from feedback given.	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix E: Content Validity Evaluation Sheets (CVES) (continued)

	teachers and learners?		b. Learners are not motivated by feedback given. c. Time constraint when giving feedback to learners. d. Giving feedback to learners in a large class. e. Others: _____				

Appendix F: Semi-structured Interview Questions

	Teacher Interview Questions	Learner Interview Questions
Beliefs about feedback	1. What do you think about your feedback on your learners' writing?	1. What do you think about your teacher's feedback on your writing? Apakah pendapat anda terhadap maklum balas yang diberikan oleh guru anda mengenai kesalahan yang dilakukan dalam karangan? 你对于你老师针对你在作文中所犯的错误，而给出的反馈有什么看法?
Justification for feedback practice	2. How would you like to correct the errors in your learners' essay? Why	2. How would you like your teacher to correct the errors in your essay (for example, by showing you the errors and giving you the correct answers)? Why? Bagaimanakah anda ingin guru anda membetulkan kesalahan dalam karangan anda (contohnya, dengan menunjukkan kesalahan dan memberikan jawapan yang betul)? Kenapa? 你更喜欢你的老师如何标记你作文中的错误（例如，标记错误并给出正确答案）？为什么?
Determining factors	3. In your opinion, what are the factors shaping the way you provide feedback on your learners' writing?	3. If you could request, how do you like your teacher to correct your essay? Jika diberi peluang, bagaimanakah anda ingin guru anda membetulkan karangan anda? 如果你可以要求，你希望你的老师如何针对你的作文做出评语?
Challenges faced	4. What are some of the problems and/or challenges you face regarding WCF on your learners' writing?	5. Do you ever have problems with your teacher's feedback? Adakah anda pernah menghadapi masalah dengan maklum balas guru anda? 对于你老师的反馈，你是否有其他疑问?

Appendix G: Source Interview Questions Adaptation

Lee (2004) – 10 Interview questions
2 items were omitted – Q6, Q9 - repetitive
6 items were adapted – Q1, Q2, Q4, Q5, Q7, Q8 - add on context and examples/ more comprehensible for young learners
3 items were added – Q4, Q5, Q7 – to suit the research focus

Original Questions	Omit/Use	Learner questions	Teacher questions
1. Are you in favour of comprehensive or selective error feedback? Why?		Rephrase Do you prefer your teacher to correct all the errors or only a few errors in your essay? Why?	Rephrase Do you prefer to correct all the errors in your learners' essay, or only selected errors? Why?
2. What error corrections strategies do you use? Why do you choose these strategies?		Rephrase How would you like your teacher to correct the errors in your essay (for example, by showing you the errors and giving you the correct answers)? Why?	Rephrase How would you like to correct the errors in your learners' essay? Why?
3. Are your error correction strategies linked to grammar instruction? Elaborate on your answer.		-	Are your error correction strategies linked to grammar instruction? Elaborate on your answer.
4. Do you think it is a good idea to provide corrections for student errors in writing (i.e., direct error feedback)? Explain your answer.		Rephrase with context (refer to the essay) Your teacher has given you the correction here. Do you think it is useful? Why or why not? Your teacher indicated the error and provided you with the answers. Do you like it? Why or why not?	Rephrase with context (refer to the essay) You have given feedback on your learners' errors here. Do you think it is useful? Why or why not? You have indicated the error and provided the answers to your learners. Do you think it is a good idea? Why or why not?
5. Do you use error codes? Why or why not? What problems, if any, can you see in using error codes? How can the problems be solved?		Rephrase with context (refer to the essay) Your teacher used these codes or symbols to show you the errors. Do you like it? Why or why not? Your teacher only commented on the ideas used in your essay. Do you like it? Why or why not?	Rephrase You have used codes or symbols to show your learners the errors. Do you think it is a good idea? Why or why not? You have given general comments at the end of the essay. Do you think it is a good idea? Why or why not?
6. Is it the teacher's job to locate and correct errors for students? Explain your answer.		Similar to Q7.	

7. Who should be responsible for error correction? Why?		Rephrase Do you think your teacher should correct the errors in your writing? Why or why not? Do you think you yourself should also correct the errors in your writing? Why or why not?	Do you think you should correct the errors in your learners' writing? Why or why not? Do you think your learners should also correct the errors in their writing? Why or why not?
8. What concerns or problems, if any, do you have in correcting student errors in writing?		Rephrase Do you ever have problems with your teacher's feedback?	Rephrase What are some of the problems and/or challenges you face regarding WCF on your learners' writing?
9. Do you think teachers need any help or special training in error correction? Explain your answer.		-	Do you think teachers need any help or special training in error correction? Explain your answer.
10. In your opinion, what is the best way to go about error correction? Explain your answer.		Similar to the questions addressing WCF types	

Appendix G: Source Interview Questions Adaptation (continued)

Nguyen (2019) – 5 Interview questions
2 items were omitted – Q1, Q4 - repetitive
3 items were adapted – Q2, Q3, Q5 – more comprehensible for young learners

Original Questions	Omit/Use	Learner questions	Teacher questions
1. Do you think feedback is necessary for you to improve your essays?		Similar to Q2	
2. Did you find the feedback provided in your essays useful?		Rephrase with context (refer to the essay) Do you think your teacher's correction is useful? Why or why not?	Rephrase with context (refer to the essay) Do you think your feedback is useful for your learners? Why or why not?
3. What was the most useful part of the feedback process?		Rephrase What was the most useful part of your teacher's feedback?	Rephrase What was the most useful part of the feedback process?
4. Which feedback forms were easy for you to revise?		Similar to Lee (2004) Q2	
5. Why did you sometimes ignore the feedback provided at the end of the essays?		Rephrase Do you sometimes ignore your teacher's correction? Why?	Rephrase Do your learners sometimes ignore your correction? Why?

Zheng et al. (2020) – 10 Interview questions
6 items were omitted – Q1, Q2, Q6, Q7, Q9, Q10 – irrelevant/ repetitive
4 items were adapted – Q3, Q4, Q5, Q8 - add on context and examples/ more comprehensible for young learners
3 items were added – Q4, Q5 – more comprehensible for young learners

Original Questions	Omit/Use	Learner questions	Teacher questions
1. Could you tell me about your experience in learning English writing?		Irrelevant to research focus	
2. How do you think about English writing?		Irrelevant to research focus	
3. How do you think about your teacher's feedback on your writing?		Rephrase What do you think about your teacher's feedback on your writing?	Rephrase What do you think about your feedback on your learners' writing?
4. To what extent did you understand your teacher's feedback on the errors in your writing? Could you explain the feedback?		Rephrase with context (refer to the essay) Can you understand all the feedback given by your teacher? Are there times when you cannot understand your teacher's feedback? Why? What kinds of feedback/corrections are they? In this essay, your teacher has given you the correction here. Do you understand the correction? Could you explain the feedback?	Rephrase with context (refer to the essay) Do you think your learners understand this? Could you explain the feedback?
5. How did you feel upon receiving the feedback?		Rephrase with context (refer to the essay) How do you usually feel whenever you get back the essay which has been corrected by your teacher? Why? When you get this essay back from your teacher, how did you feel? Why?	Rephrase with context (refer to the essay) What do you think your learners will feel about the feedback you usually give on their essays? You have given your learners the correction in this essay. How do you think they would feel? Why?
6. How did you feel when revising the draft?		Irrelevant to research focus	
7. How did you feel after revising the draft?		Irrelevant to research focus	
8. What did you do after receiving the feedback? Did you take any strategies to revise your draft?		Rephrase with context (refer to the essay) What do you normally do after getting back your essay which has been marked/corrected?	Rephrase with context (refer to the essay) You have given your learners the correction in this essay. What do you think the learners would do after that?

Appendix G: Source Interview Questions Adaptation (continued)

9. What kind of role do you think English writing plays in your study?		Irrelevant to research focus
10. Do you have further comments on teacher feedback on errors, revisions, or English writing.		Similar to Lee (2004) Q8

Abdullah & Aziz (2020) – 14 Interview questions
11 items were omitted –Q1, Q4-Q12, Q14 – repetitive/ irrelevant to research focus
3 items were adapted – Q2, Q3, Q13 – suit research focus/ more comprehensible for young learners

Original Questions	Omit/Use	Learner questions	Teacher questions
1. Briefly introduce yourself and describe your experience being a teacher		Irrelevant to research focus	
2. Describe your approach to teaching writing in your classroom (Do you provide writing prompts? How do you prepare students before writing tasks? Do you make students write multiple drafts? Do you use peer feedback?)		Include relevant points and rephrase How does your teacher teach writing in class? What does he do before you start writing an essay? What does he do after you have finished writing an essay?	Include relevant points and rephrase How do you teach writing in class? What do you do before your learners start writing an essay? What do you do after your learners have finished writing an essay?
3. In your opinion, what types of errors in a written text should be given immediate attention?		Rephrase to suit research focus In your opinion, what types of errors should be pointed out by your teacher (for example, verb, noun, adjective, etc.)? Why?	Rephrase to suit research focus In your opinion, what types of errors should be pointed out to your learners?
4. Describe your approach to providing feedback to your students' written work.		Similar to Lee (2004) Q2	
5. Explain your strategies responding to students writing?		Similar to Lee (2004) Q2	
6. Do you usually provide the students with the correct linguistic form? Yes – Why? No – Then what do you usually do? Do you underline/circle/locate the error in the text? Or Do you comment on the margin that there is an error?		Similar to Lee (2004) Q4	
7. Do you use error codes? Or Do you use numbers in the text to draw attention to the grammatical description provided in the margin?		Similar to Lee (2004) Q5	

Appendix G: Source Interview Questions Adaptation (continued)

8. Do you attempt to correct all the mistakes in the text? Yes – Why? No – Do you select specific errors? How and why?		Similar to Lee (2004) Q1	
9. Do you use automated or electronic feedback? (writing apps/Google Document)		Irrelevant to research focus	
10. How do you respond to multiple drafts of student texts? To which draft do you usually provide error correction?		Irrelevant to research focus	
11. To what extend do you rely on the "can do" statements and writing rubric/knowledge requirement by the Common European Reference of Framework for Languages (CEFR)? Do you find it difficult to interpret?		Irrelevant to research focus	
12. What is the most challenging aspect in providing written corrective feedback to your students?		Similar to Lee (2004) Q8	
13. In your opinion, how effective is error correction in improving student writing?		Rephrase to suit research focus In your opinion, how effective is your teacher's feedback for you to learn grammar?	Rephrase to suit research focus In your opinion, how effective is your feedback in improving your learners' grammatical accuracy?
14. What are challenges you face with regards to providing effective feedback to students?		Similar to Lee (2004) Q8	

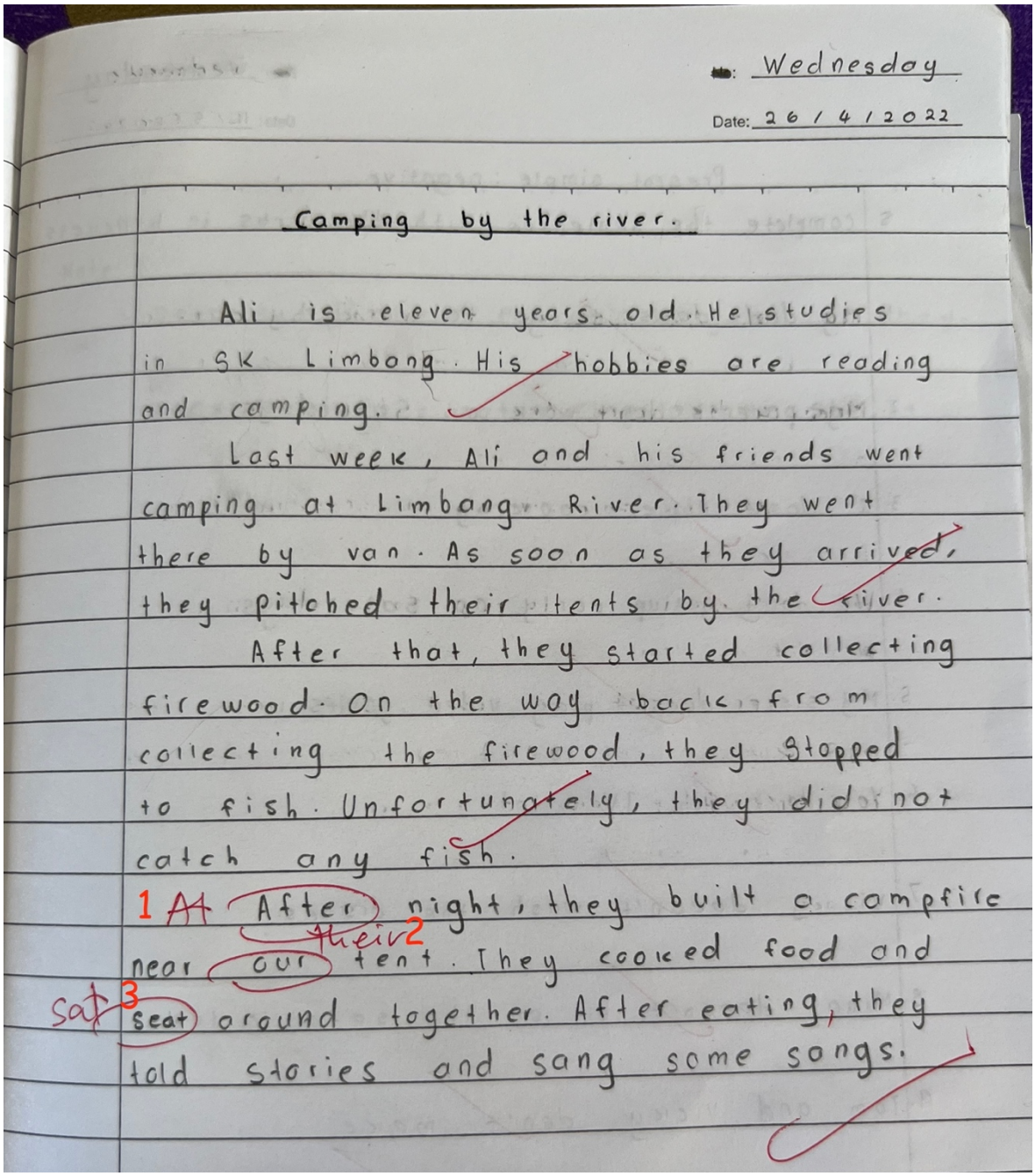
Appendix H: Error Categorisation

Parts of Speech	Types of Errors	Incorrect Sentence (Example)	Correct Sentence (Example)
Noun	Missing	We are going to decorate the.	We are going to decorate the cake.
	Redundancy	After I my family ate dinner...	After I ate dinner...
	Form	He is a good goal defend.	He is a good goal defender.
	Choice	It was a good played at the pool.	It was a good game at the pool.
	Misplaced	He cooks curry chicken.	He cooks chicken curry.
	Plurality	My two brother are playing in the park.	My two brothers are playing in the park.
Pronoun	Missing	Loves chocolate flavour.	She loves chocolate flavour.
	Redundancy	My father he went to the market.	My father went to the market.
	Form	Give the book to he.	Give the book to him.
	Choice	The students are playing. He is very happy.	The students are playing. They are very happy.
	Misplaced	After she talked to him, Lisa went home.	After Lisa talked to him, she went home.
Verb	Missing	The boy is bike in the park.	The boy is riding bike in the park.
	Redundancy	They look see at me.	They look at me.
	Form	The dog sleeped on the mat.	The dog slept on the mat.
	Choice	She made a lot of effort to pass the exam.	She put a lot of effort to pass the exam.
	Misplaced	He wants to know who are you.	He wants to know who you are.
	SVA	She play badminton in Malaysia.	She plays badminton in Malaysia.
Adjective	Redundancy	The little boy is a new beginner in school.	The little boy is a beginner in school.
	Form	Ali is the taller in the class.	Ali is the tallest in the class.
	Choice	The box is pretty.	The box is beautiful.
	Misplaced	The boy happy is running to the bus.	The happy boy is running to the bus.
Preposition	Missing	We are going the market.	We are going to the market.
	Redundancy	We have to go up to the hill.	We have to go up the hill.
	Choice	My birthday is on October.	My birthday is in October.
	Misplaced	He sits the chair on.	He sits on the chair.

Appendix H: Error Categorisation (continued)

Adverb	Redundancy	I want you to return back my book.	I want you to return my book.
	Form	The boys runs quick.	The boy runs quickly.
	Choice	He was walking calmly after the car accident.	He was walking nervously after the car accident.
	Misplaced	I went to the yesterday park.	I went to the park yesterday.
Determiner	Missing	I want to buy apple.	I want to buy an apple.
	Redundancy	This my toy car is very fast.	This toy car is very fast.
	Choice	I don't have many salt left.	I don't have much salt left.
	Misplaced	I like big the red car.	I like the big red car.
Conjunction	Missing	We went to the beach it was a beautiful day.	We went to the beach and it was a beautiful day.
	Redundancy	Although it was raining, but we still went out.	Although it was raining, we still went out.
	Form	Neither he or she is coming to the party.	Neither he nor she is coming to the party.
	Choice	I was hungry, but I ate dinner.	I was hungry, so I ate dinner.

Appendix I: Learner's Essay



Day: Wednesday

Date: 26/4/2022

Camping by the river.

Ali is eleven years old. He studies in SK Limbang. His hobbies are reading and camping.

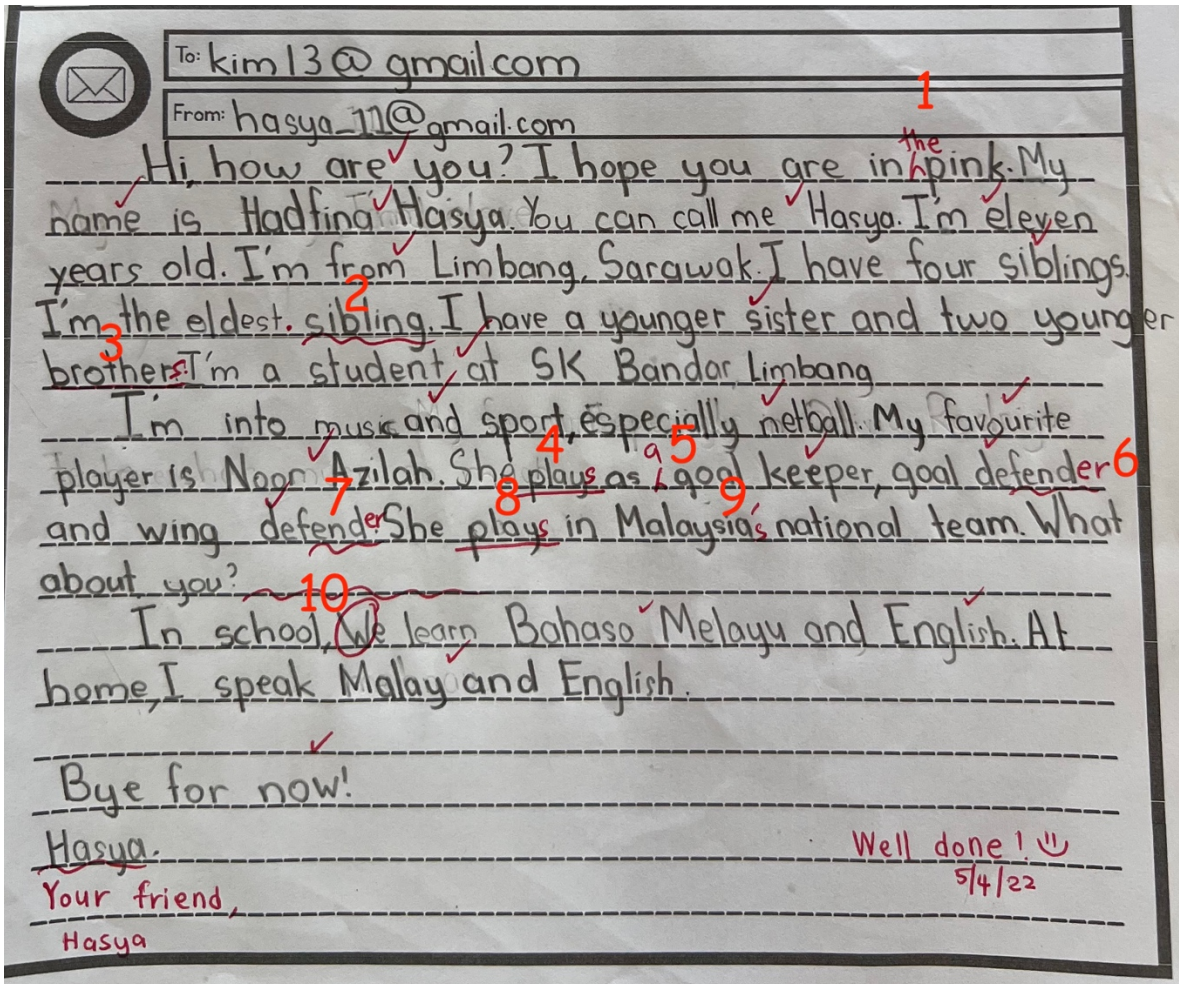
Last week, Ali and his friends went camping at Limbang River. They went there by van. As soon as they arrived, they pitched their tents by the river.

After that, they started collecting firewood. On the way back from collecting the firewood, they stopped to fish. Unfortunately, they did not catch any fish.

1 ~~At~~ After night, they built a campfire near our (their 2) tent. They cooked food and sat (3) seat around together. After eating, they told stories and sang some songs.

No.	Error Types	GWCF Types
1	Preposition choice	Direct GWCF
2	Determiner choice	Direct GWCF
3	Verb choice	Direct GWCF

Appendix I: Learner's Essay (continued)



To: kim13@gmail.com

From: hasya_11@gmail.com

Hi, how are you? I hope you are in the pink. My name is Hadfina Hasya. You can call me Hasya. I'm eleven years old. I'm from Limbang, Sarawak. I have four siblings. I'm the eldest sibling. I have a younger sister and two younger brothers. I'm a student at SK Bandar Limbang.

I'm into music and sport, especially netball. My favourite player is Noor Azilah. She plays as a good keeper, goal defender and wing defender. She plays in Malaysia's national team. What about you?

In school, we learn Bahaso Melayu and English. At home, I speak Malay and English.

Bye for now!

Hasya.

Your friend,

Hasya

Well done! ☺

5/4/22

No.	Error Types	GWCF Types
1	Determiner missing	Direct GWCF
2	Noun redundancy	Indirect GWCF
3	Noun plurality	Direct GWCF
4	Verb form	Direct GWCF
5	Determiner missing	Direct GWCF
6	Noun form	Direct GWCF
7	Noun form	Direct GWCF
8	Verb form	Direct GWCF
9	Not grammatical mistake	
10	Not grammatical mistake	

Appendix J: Document Analysis Form (DAF)

Learner Essay	WCF Scope		WCF given to each grammatical error																										Comments about ideas expressed	Neutral (seen/checked)	Positive Feedback	Negative Feedback	Whole Class Feedback	Varied Feedback	TOTAL Direct WCF	TOTAL Indirect WCF
	Comprehensive (C)	Selective (S)	a. Noun			b. Pronoun			c. Verb			d. Adjective			e. Preposition			f. Adverb			g. Determiner			h. Conjunction					Comments on good (accurate grammar), etc.	Comments on bad, etc.	(Essays teacher discussed grammatical mistakes after marking)	(both direct and indirect in one essay)		
			D	I	T	D	I	T	D	I	T	D	I	T	D	I	T	D	I	T	D	I	T	D	I	T								
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Appendix J: Document Analysis Form (DAF) (continued)

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Appendix J: Document Analysis Form (DAF) (continued)

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90	1	0		1	1	1		1																		0	0	1	0	1	1	1	1
91	1	0	1		1				1		1				2		2	2		2						0	0	1	0	1	1	6	0
92	1	0							1		1															0	0	0	0	1	0	1	0
93	1	0	2		3				3		3				1		1				1		2			0	0	1	0	1	1	7	0
94	1	0																1		1						0	0	0	0	1	0	1	0
95	1	0			1						1															0	0	1	0	1	0	0	0
96	1	0			1						1															0	0	1	0	1	0	0	0
97	1	0	1		1																					0	1	0	0	1	0	1	0
98	1	0		1	1							1		1												0	1	0	0	1	1	1	1
99	1	0				1		1							1		1				2		2			0	1	0	0	1	0	4	0
100	1	0	1		1				1		1				1		1				1		1			0	1	0	0	1	0	4	0
101	1	0		1	1				1		1	1		1	1		1									0	1	0	0	1	1	3	1
102	1	0	4		4				2		2				1		1				2		2			0	1	0	0	1	0	9	0
103	1	0			1	1		1	2		2	1		1												0	1	0	0	1	0	4	0
104	1	0									1															0	1	0	0	1	0	0	0
105	1	0									2															0	1	0	0	1	0	0	0
106	1	0			1																					0	0	1	0	1	0	0	0
107	1	0	2	1	4						2						1							1	1	0	1	0	0	1	1	3	1
108	1	0			1									1												0	1	0	0	1	0	0	0
109	1	0			1																1		1			0	1	0	0	1	0	1	0
110	1	0	1		4									1												0	1	0	0	1	0	1	0

Appendix J: Document Analysis Form (DAF) (continued)

111	1	0			2			1			3															0	0	1	0	1	0	0	0
112	1	0			1																					0	0	0	0	1	0	0	0
113	1	0			1																					0	0	1	0	1	0	0	0
114	1	0							1		2	1		1							1		1			0	0	1	0	1	1	3	0
115	1	0			1			1			1												1			0	0	1	0	1	0	0	0
116	1	0	1		3							1		1												0	1	0	0	1	0	2	0
117	1	0	2	1	3																					0	0	0	0	1	1	2	1
118	1	0			2						1															0	1	0	0	1	0	0	0
119	1	0			1																					0	1	0	0	1	0	0	0
120	1	0			2																					0	1	0	0	1	0	0	0
121	1	0		1	1											1										0	0	0	1	1	1	0	1

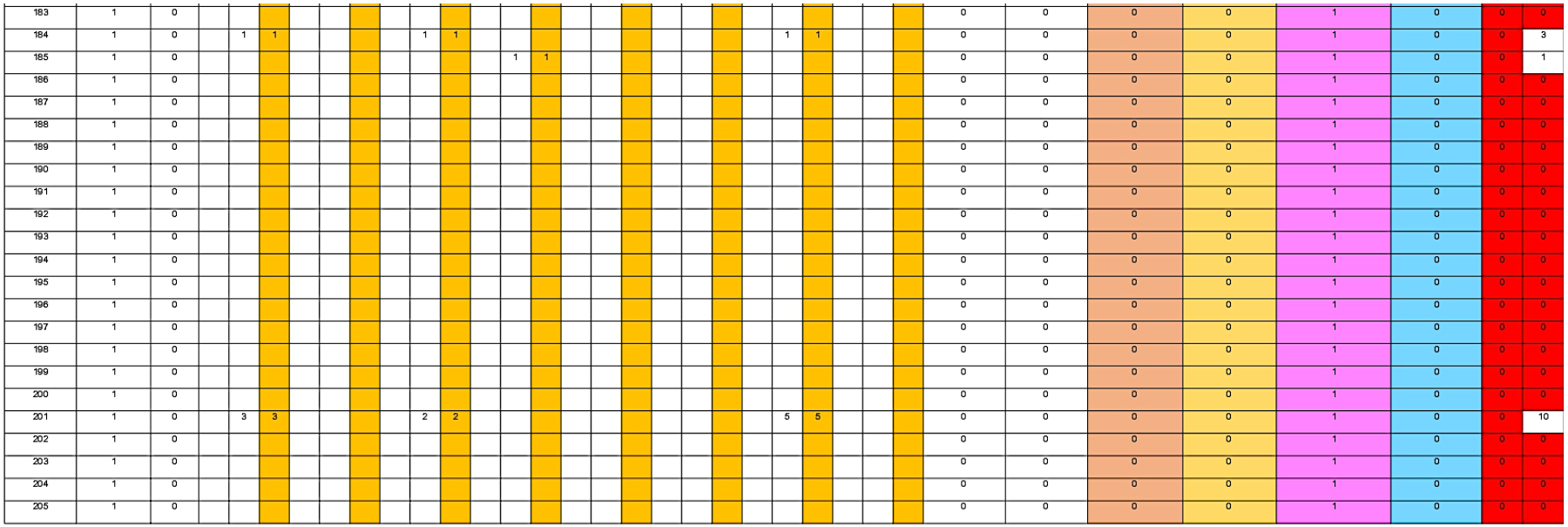
122	1	0	4		4	1		1	2		2									3		3				0	0	1	0	1	1	10	0
123	1	0	2		2				2		2									2		2				0	0	1	0	1	1	6	0
124	1	0	4		4	1		1	2		2	1		1						1		1				0	0	1	0	1	1	9	0
125	1	0													1		1									0	0	1	0	1	1	1	0
126	1	0	2		2	1		1	1		1	1		1	1		1			2		2	2		2	0	0	1	0	1	1	10	0
127	1	0	2		2										3		3			1		1				1	0	1	0	1	1	6	0
128	1	0																		1		1				1	0	1	0	1	1	1	0
129	1	0		3	3														1	1	2	1	3			0	0	1	0	1	1	2	5
130	1	0	1	1	2					1	1															0	0	1	0	1	1	1	2
131	1	0						1																		0	0	1	0	1	0	0	0
132	1	0																	1	1						0	0	1	0	1	1	0	1
133	1	0																		1		1	1		1	0	0	1	0	1	1	2	0
134	1	0													1	1				1		1	1		1	0	0	1	0	1	1	2	1
135	1	0																	1	1						0	0	0	0	1	0	0	1
136	1	0							1		1				1	1										0	0	1	0	1	1	1	1
137	1	0	1	3	4																1	1				0	0	0	0	1	1	1	4
138	1	0	2		2																					0	0	0	0	1	0	2	0
139	1	0	1		1				1		1															0	0	0	0	1	0	2	0
140	1	0												1												0	0	1	0	1	0	0	0
141	1	0			1										1		1									0	0	1	0	1	1	1	0
142	1	0		2	2		2	2	1		2										3	3		2	2	0	0	1	0	1	1	1	9
143	1	0	2	3	5		1	1	2	1	5		1	1		1	1						1		1	0	0	0	0	1	1	5	7
144	1	0				1		1	1		2												1		1	0	0	0	0	1	0	3	0
145	1	0	1	2	3	1		1	3		6				2		2			1		1	1		1	0	0	0	0	1	1	9	2
146	1	0				2		2	1		2				1		1									0	0	0	1	1	1	4	0

Appendix J: Document Analysis Form (DAF) (continued)

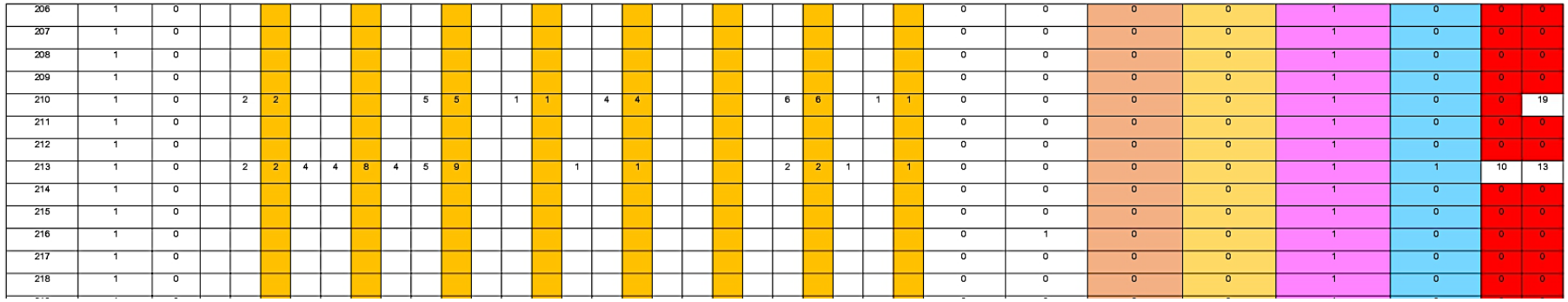
147	1	0								2															0	0	0	0	1	0	0	0
148	1	0	1		1	3		3	8		11							1		1	10		10	5		5	0	0	0	0	1	0	28	0
149	1	0	2		2				4		7										1		1	1		1	0	0	0	0	1	0	8	0
150	1	0						3	2		6												1				0	0	0	0	1	0	2	0
151	1	0				1		1	11		13							1		1							0	0	0	1	1	1	13	0
152	1	0		2	2				1		1				1	1					1	1	2				0	0	0	1	1	1	2	4
153	1	0	1	5	6				1		1		1	1								3	3		1	1	0	0	0	0	1	1	2	10
154	1	0		7	8	2		2	6	3	10				2	2	1	1	2	3	2	5				0	0	0	0	1	1	12	15
155	1	0	2		2	1		1	8		8				3		3				4		4				0	0	1	1	1	1	18	0
156	1	0	1		1	1	1	2	4		4																0	0	1	1	1	1	6	1
157	1	0	1		1				1		1																0	0	1	0	1	1	2	0
158	1	0	1	1	2				3	1	4				1	1	2								1	1	0	0	1	0	1	1	5	4
159	1	0	2	2	4		1	1	7	1	8	1		1	4	1	5				2	1	4	1		1	0	0	1	0	1	1	17	6
160	1	0	1	1	2		1	1		1	1				1		1		1	1	2		2				0	0	1	0	1	1	4	4
161	1	0	2		2	2	1	3	2		2				2		2		1	1	2		2		1	1	0	0	1	0	1	1	10	3
162	1	0	3		3	2		2	10		10	1		1	1		1				1		1	3		3	0	0	0	0	1	0	21	0
163	1	0							1		1				1		1				2		2				0	0	1	1	1	1	4	0

164	1	0	1	1	2				2	1	4				1		1				1	1	2				1	0	1	0	1	1	5	3
165	1	0	1		1				1		1										1		1				0	0	1	0	1	1	3	0
166	1	0		2	2		1	1		4	4					2	2					1	1				0	0	1	1	1	1	0	10
167	1	0																									0	0	1	1	1	1	0	0
168	1	0																									0	0	1	1	1	1	0	0
169	1	0							3		3										1		1				0	0	1	1	1	1	4	0
170	1	0																									0	0	0	0	1	0	0	0
171	1	0																									0	0	0	0	1	0	0	0
172	1	0																									0	0	0	0	1	0	0	0
173	1	0																									0	0	0	0	1	0	0	0
174	1	0																									0	0	0	0	1	0	0	0
175	1	0																									0	0	0	0	1	0	0	0
176	0	1																									0	0	0	0	0	0	0	0
177	0	1																									0	0	0	0	0	0	0	0
178	0	1																									0	0	0	0	0	0	0	0
179	1	0																									0	0	0	0	1	0	0	0
180	1	0																									0	0	0	0	1	0	0	0
181	1	0																									0	0	0	0	1	0	0	0
182	1	0																									0	0	0	0	1	0	0	0

Appendix J: Document Analysis Form (DAF) (continued)



183	1	0																							0	0	0	0	1	0	0	0
184	1	0		1	1					1	1											1	1			0	0	0	0	1	0	0	3
185	1	0											1	1												0	0	0	0	1	0	0	1
186	1	0																								0	0	0	0	1	0	0	0
187	1	0																								0	0	0	0	1	0	0	0
188	1	0																								0	0	0	0	1	0	0	0
189	1	0																								0	0	0	0	1	0	0	0
190	1	0																								0	0	0	0	1	0	0	0
191	1	0																								0	0	0	0	1	0	0	0
192	1	0																								0	0	0	0	1	0	0	0
193	1	0																								0	0	0	0	1	0	0	0
194	1	0																								0	0	0	0	1	0	0	0
195	1	0																								0	0	0	0	1	0	0	0
196	1	0																								0	0	0	0	1	0	0	0
197	1	0																								0	0	0	0	1	0	0	0
198	1	0																								0	0	0	0	1	0	0	0
199	1	0																								0	0	0	0	1	0	0	0
200	1	0																								0	0	0	0	1	0	0	0
201	1	0		3	3					2	2											5	5			0	0	0	0	1	0	0	10
202	1	0																								0	0	0	0	1	0	0	0
203	1	0																								0	0	0	0	1	0	0	0
204	1	0																								0	0	0	0	1	0	0	0
205	1	0																								0	0	0	0	1	0	0	0



206	1	0																							0	0	0	0	1	0	0	0
207	1	0																							0	0	0	0	1	0	0	0
208	1	0																							0	0	0	0	1	0	0	0
209	1	0																							0	0	0	0	1	0	0	0
210	1	0		2	2					5	5		1	1		4	4					6	6		1	1	0	0	0	0	1	0	0	19
211	1	0																								0	0	0	0	1	0	0	0
212	1	0																								0	0	0	0	1	0	0	0
213	1	0		2	2	4	4	8	4	5	9				1		1					2	2	1		1	0	0	0	0	1	1	10	13
214	1	0																								0	0	0	0	1	0	0	0
215	1	0																								0	0	0	0	1	0	0	0
216	1	0																								0	1	0	0	1	0	0	0
217	1	0																								0	0	0	0	1	0	0	0
218	1	0																								0	0	0	0	1	0	0	0

Appendix J: Document Analysis Form (DAF) (continued)

219	1	0																							0	0	0	0	1	0	0	0
220	1	0																							0	0	0	0	1	0	0	0
221	1	0																							0	0	0	0	1	0	0	0
222	1	0																							0	0	0	0	1	0	0	0
223	1	0																							0	0	0	0	1	0	0	0
224	1	0																							0	0	0	0	1	0	0	0
225	1	0																							0	0	0	0	1	0	0	0
226	1	0																							0	0	0	0	1	0	0	0
227	1	0																							0	0	0	0	1	0	0	0
228	1	0																							0	0	0	0	1	0	0	0
229	1	0																							0	0	0	0	1	0	0	0
230	1	0																							0	0	0	0	1	0	0	0
231	1	0																							0	0	1	0	1	0	0	0
232	1	0																							0	0	1	0	1	0	0	0
233	1	0																							0	0	1	0	1	0	0	0
234	1	0																							0	1	0	0	1	0	0	0
235	1	0																							0	0	1	0	1	0	0	0
236	1	0																							0	1	0	0	1	0	0	0
237	1	0																							0	1	0	0	1	0	0	0
238	1	0																							0	0	0	0	1	0	0	0
239	1	0																							0	1	0	0	1	0	0	0
240	1	0																							0	1	0	0	1	0	0	0
241	1	0																							0	1	0	0	1	0	0	0
242	1	0																							0	1	0	0	1	0	0	0
243	1	0																							0	0	1	0	1	0	0	0
244	1	0																							0	0	0	1	1	0	0	0
245	1	0																							0	0	0	1	1	0	0	0
246	1	0																							0	1	0	0	1	0	0	0
247	1	0																							0	0	1	1	1	1	0	0

248	1	0																							0	0	1	1	1	1	0	0
249	1	0	1		1										1		1								0	0	1	1	1	1	2	0
250	1	0																							0	0	1	0	1	0	0	0
251	1	0		3	3				1	3	4				2	3	5				1	4	5		0	0	0	0	1	1	4	13
252	1	0		2	2		1	1	3	8	11		1	1	2	2	4		1	1		3	3		0	0	0	0	1	1	5	18
253	1	0		1	1				1	5	6				1	2	3	1	1	2				1	1	0	0	0	0	1	1	3	10
254	1	0		3	3		2	2	1	9	10				1	3	4				1	1	2			0	0	0	0	1	1	3	18
255	1	0																							0	0	0	0	1	0	0	0

Appendix J: Document Analysis Form (DAF) (continued)

256	1	0							2	1	3			1				1		1	3		3				0	0	0	0	1	1	6	1
257	1	0	2		2	3	3	6	2	1	3				1	1	2	1		1	1		1	2	1	3	0	0	0	0	1	1	12	6
258	1	0																									0	0	0	0	1	0	0	0
259	1	0																									0	0	0	0	1	0	0	0
260	1	0		2	2	1	1	2		2	2				2	1	3								1	1	0	0	0	0	1	1	3	7
261	1	0	4	2	6	2	2	4	2	2	4	1		1	2	1	3	3		3	1	1	2		1	1	0	0	0	0	1	1	15	9
262	1	0																									0	0	0	0	1	0	0	0
263	1	0	1		1	2		2	2		2				5		5	2		2	4		4	4		4	0	0	0	0	1	0	20	0
264	1	0	4	1	5	1		1	6	3	9				1		1	3	1	4	5		5	2		2	0	0	0	0	1	1	22	5
265	1	0	1		1					2	2				1		1				3		3				0	0	0	0	1	1	5	2
266	1	0								3	3		1	2	2		2				2		2				0	0	0	0	1	1	4	4
267	1	0		1	1		1	1		1	1																0	0	0	0	1	0	0	3
268	1	0		6	6				1	3	4				1	2	3	1		1		2	2		1	1	0	0	0	0	1	1	3	14
269	1	0		1	1				3	4	7				4	2	7	1		1	4	1	5	4		4	0	0	0	0	1	1	16	8
270	1	0	1	4	5				6	3	9		1	1	3	2	5		1	1	12	1	13				0	0	0	0	1	1	22	12
271	1	0		2	2					2	2					1	1					2	2		1	1	0	0	0	0	1	0	0	8
TOTAL	**254**	**17**	**138**	**114**	**291**	**82**	**35**	**129**	**230**	**104**	**554**	**17**	**15**	**42**	**113**	**40**	**168**	**34**	**22**	**56**	**168**	**64**	**254**	**56**	**23**	**81**	**5**	**40**	**59**	**19**	**230**	**90**	**838**	**417**

Percentage of error corrected:	
1. Noun	**86.6**
2. Pronoun	**90.7**
3. Verb	**60.3**
4. Adjective	**76.2**
5. Preposition	**91.1**
6. Adverb	**100.0**
7. Determiner	**91.3**
8. Conjunction	**97.5**

Percentage of Direct WCF	Percentage of Indirect WCF
54.8	**45.2**
70.1	**29.9**
68.9	**31.1**
53.1	**46.9**
73.9	**26.1**
60.7	**39.3**
72.4	**27.6**
70.9	**29.1**

Percentage:	
Total error corrected	**79.7**
Total Direct WCF	**66.8**
Total Indirect WCF	**33.2**
Total accurate	**99.8**

TOTAL Direct WCF	838
TOTAL Indirect WCF	417

Appendix K: Teacher Consent Form

UNIVERSITI MALAYSIA SARAWAK

TEACHER PARTICIPATION IN RESEARCH

Title: Grammar-focused Written Corrective Feedback in Malaysian Primary ESL Classroom: Teacher Beliefs, Teacher Practice and Learner Beliefs

Introduction
The purpose of this form is to provide you with information that may affect your decision as to whether or not to participate in this research study. Please read the information below and ask any questions before deciding whether or not to take part. If you decide to participate in this study, this form will be used to record your permission.

Purpose of the Study
If you agree, you will be asked to participate in a research study about Grammar-focused Written Corrective Feedback in Malaysian Primary ESL Classroom: Teacher Beliefs, Teacher Practice and Learner Beliefs. The aim of this study is to investigate the beliefs and practice of grammar-focused WCF in the Malaysian primary school context.

What am I going to be asked to do?
If you participate in this study, you will be asked to:

1. answer Teacher Written Corrective Feedback Questionnaire (TWCFQ).
2. submit your learners' previous essays for document analysis.
3. answer interview questions about written corrective feedback beliefs and practice.

This study will take three consecutive weeks and there will be other 121 teacher participants in this study. Please note that you may be audio-recorded during the interview session.

What are the risks involved in this study?
There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?
The possible benefit of participation includes giving effective corrective feedback in the future to improve learners' grammatical accuracy.

Do I have to participate?
No, your participation in this study is voluntary. You may decline to participate or to withdraw from participation at any time. Withdrawal or refusing to participate will not affect your relationship with Universiti Malaysia Sarawak (UNIMAS) in any way. You can agree to be in the study now and change your mind later without any penalty.

Appendix K: Teacher Consent Form (continued)

Will there be any compensation?
You will not receive any type of payment participating in this study.

How will your privacy and confidentiality be protected if you participate in this research study?
Your data will be kept securely and used for the purpose of this present research only. If needed, your name will be pseudonymised to maintain participant anonymity.

If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to you will be protected to the extent permitted by law. Your research records will not be released without your consent unless required by law or court order. The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with you or with your participation in any study.

Whom to contact with questions about the study?
Prior to, during or after your participation you can contact the researcher PUI KUET POH at [redacted] or send an email to [redacted] for any questions or if you feel that you have been harmed.

Signature

You are making a decision to participate in this study. Your signature below indicates that you have read the information provided above and have decided to participate in the study. If you later decide that you wish to withdraw your permission to participate in the study you may discontinue your participation at any time. You will be given a copy of this document.

_____
Name of Teacher

_____ _____
Signature of Teacher Date

_____ 25 July 2022
Signature of Investigator Date

Appendix L: Parent Informed Consent Form

UNIVERSITI MALAYSIA SARAWAK

PARENTAL PERMISSION FOR CHILDREN PARTICIPATION IN RESEARCH

Title: Grammar-focused Written Corrective Feedback in Malaysian Primary ESL Classroom: Teacher Beliefs, Teacher Practice and Learner Beliefs

Introduction
The purpose of this form is to provide you (as the parent/guardian of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. Please read the information below and ask any questions before deciding whether or not to give your permission for your child to take part. If you decide to let your child participate in this study, this form will be used to record your permission.

Purpose of the Study
If you agree, your child will be asked to participate in a research study about Grammar-focused Written Corrective Feedback in Malaysian Primary ESL Classroom: Teacher Beliefs, Teacher Practice and Learner Beliefs. The aim of this study is to investigate the beliefs and practice of grammar-focused WCF in the Malaysian primary school context.

What is my child going to be asked to do?
If you allow your child to participate in this study, s/he will be asked to:

1. answer Learner Written Corrective Feedback Questionnaire (LWCFQ).
2. submit their previous essay for document analysis.
3. answer interview questions about written corrective feedback beliefs.

This study will take three consecutive weeks and there will be other 792 learner participants in this study. Please note that your child may be audio-recorded during the interview session.

What are the risks involved in this study?
There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?
The possible benefit of participation includes receiving corrective feedback on writing errors teachers and improving grammatical accuracy.

Does my child have to participate?
No, your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with Universiti Malaysia Sarawak (UNIMAS) in any way. You can agree to allow your child to be in the study now and change your mind later without any penalty.

Page 1 of 2

Appendix L: Parent Informed Consent Form (continued)

What if my child does not want to participate?
In addition to your permission, your child must agree to participate in the study. If your child does not want to participate, they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study, they can change their mind later without any penalty.

Will there be any compensation?
Neither you nor your child will receive any type of payment participating in this study.

How will your child's privacy and confidentiality be protected if s/he participates in this research study?
Your child's data will be kept securely and used for the purpose of this present research only. If needed, your child's name will be pseudonymised to maintain participant anonymity.

If it becomes necessary for the Institutional Review Board to review the study records, information that can be linked to your child will be protected to the extent permitted by law. Your child's research records will not be released without your consent unless required by law or court order. The data resulting from your child's participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate it with your child, or with your child's participation in any study.

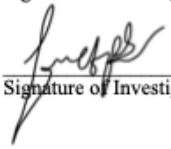
Whom to contact with questions about the study?
Prior to, during or after your participation you can contact the researcher PUI KUET POH at [redacted] or send an email to [redacted] for any questions or if you feel that you have been harmed.

Signature

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

_____
Name of Child

_____ _____
Signature of Parent(s) or Legal Guardian Date



08 February 2022
_____ _____
Signature of Investigator Date

Page 2 of 2

Appendix M: Approval Letter from BPPDP

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(12092)
Tarikh : 8 Mac 2022

PUI KUET POH
NO. KP : [redacted]

[redacted]
SARAWAK

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
GRAMMAR-FOCUSED WRITTEN CORRECTIVE FEEDBACK IN MALAYSIAN PRIMARY ESL CLASSROOMS: TEACHER BELIEFS, TEACHER PRACTICE AND LEARNER BELIEFS

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" PENGUTIPAN DATA TERMASUK SECARA DALAM TALIAN (CONTOH: GOOGLE FORM) PERLU MENDAPATKAN KEBENARAN PENGARAH JPN DAN PERTIMBANGAN PENTADBIR SEKOLAH. PENGLIBATAN, PEMERHATIAN SERTA RAKAMAN VIDEO TERHADAP AKTIVITI PENGAJARAN DAN PEMBELAJARAN MURID DI DALAM BILIK DARJAH TIDAK DIBENARKAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **1 Mei 2022** hingga **27 Oktober 2022**

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini.Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SARAWAK

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

Appendix N: Approval Letter from JPNS

KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Sarawak
Jalan Diplomatik Off Jalan Bako
Petra Jaya
93050 Kuching, Sarawak

Tel : 082-473473
Faks : 082-473478
Portal Rasmi : jpnsarawak.moe.gov.my
E-mel : jpn.sarawak@moe.gov.my

Ruj. Kami : JPNSW2.600-11/1/2 Jld.2 (40)
Tarikh : 17 Mac 2022

Pui Kuet Poh

[redacted]
Sarawak

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN:
GRAMMAR-FOCUSED WRITTEN CORRECTIVE FEEDBACK IN MALAYSIA PRIMARY ESL CLASSROOM: TEACHER BELIEFS, TEACHER PRACTICE AND LEARNER BELIEFS

Dengan hormatnya emel tuan yang bertarikh 8 Mac 2022 adalah dirujuk.

2. Sukacita dimaklumkan bahawa Jabatan Pendidikan Negeri Sarawak **tiada halangan** untuk meluluskan tuan menjalankan kajian bertajuk :

"Grammar-Focused Written Corrective Feedback In Malaysia Primary Esl Classroom: Teacher Beliefs, Teacher Practice And Learner Beliefs"

3. Sehubungan itu, tuan diingatkan bahawa kelulusan ini adalah tertakluk kepada syarat-syarat berikut:-

3.1 Pengutipan data termasuk secara dalam talian (contoh: *google form*) perlu mendapatkan kebenaran Pentadbir Sekolah dan penglibatan murid dalam kajian ini adalah secara sukarela.

3.2 Pemerhatian serta rakaman video terhadap aktiviti pengajaran dan pembelajaran murid di dalam bilik darjah tidak dibenarkan.

3.3 Kajian yang dijalankan hendaklah sama seperti tajuk yang diluluskan oleh Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia melalui surat ruj. KPM.600-3/2/3-eras(12092) bertarikh 8 Mac 2022.

3.4 Sepanjang tempoh kajian tersebut, tuan adalah tertakluk kepada pematuhan *Standard Operating Procedure* (SOP) dan Perintah Kawalan Pergerakan semasa pandemik Covid-19 serta peraturan-peraturan semasa yang sedang berkuatkuasa.

3.5 Semua data dan maklumat yang dikutip adalah untuk kegunaan kajian ini sahaja.

Appendix N: Approval Letter from JPNS (continued)

JPNSW2.600-11/1/2 Jld.2 (40)

36. Surat kelulusan ini sah digunakan bermula dari **1 Mei 2022** hingga **27 Oktober 2022.**

4. Jabatan ini memohon agar sesalinan laporan akhir kajian dihantar ke Unit Perancangan, Kualiti dan Inovasi, Sektor Perancangan Dan Pengurusan PPD Jabatan Pendidikan Negeri Sarawak untuk tujuan rekod dan rujukan.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(Dr. ABANG HUT BIN ABANG HUT)
Timbalan Pengarah
Sektor Perancangan dan Pengurusan PPD
b.p. Pengarah Pendidikan
Jabatan Pendidikan Negeri Sarawak

s.k. Fail Timbul Pengarah Pendidikan Sarawak

Semua Pegawai Pendidikan Daerah

IGNAmeb .../Kajian Penyelidikan2022/14032022

"MENJULANG PENDIDIKAN NEGERI SARAWAK"
"FLY KENYALANG FLY,FLY HIGH"

Appendix O: Research Ethics Clearance from University

Deputy Vice Chancellor's Office
(Research and Innovation)
Human Research Ethics Committee
(Non-Medical)
Tel: 082 581222/1223
Fax: 082 665115

UNIVERSITI MALAYSIA SARAWAK
94300 Kota Samarahan

MEMORANDUM

Reference : UNIMAS/TNC(PI)/09 – 65/02 (64)

To : Pui Kuet Poh
Faculty of Language and Communication

From : Chair
Human Research Ethics Committee (Non-Medical)

Date : 21 September 2023

Subject : **Research Ethics Approval for Non-Medical Research on Humans**

With reference to the above, I would like to inform you that your application for research ethics clearance was discussed in the 7th Human Research Ethics Committee (Non-medical) meeting 3/2023 on 8th September 2023. Your application for research ethics has been approved.

Title of project :	Grammar-focused written corrective feedback in Malaysian primary ESL classrooms: Teacher beliefs, teacher practice and learner beliefs
No. Ethics Approval :	HREC(NM)/2023 (1)/45
Principal Investigator :	Pui Kuet Poh (Universiti Malaysia Sarawak)
Co-researcher(s) :	Dr Pung Wun Chiew (Universiti Malaysia Sarawak) Dr Ho Ai Ping (Universiti Malaysia Sarawak)

Yours sincerely,

Professor Dr Ting Su Hie

c.c: Deputy Vice Chancellor (Research & Innovation)
Director, UNIMAS Publisher
Deputy Dean (Research & Commercialisation), FLC

Appendix P: Information Request Letter

9 February 2022

From:
Pui Kuet Poh (20010173)
Faculty of Language and Communication
Universiti Malaysia Sarawak (UNIMAS)
94300 Kota Samarahan
Sarawak

To:
Pegawai Pendidikan Daerah Limbang
Pejabat Pedidikan Daerah Limbang
Wisma Persekutuan
Jalan Muhibbah
98700 Limbang
Sarawak

Subject: Request Information for Research Proposal

Dear Mr/Ms,

Good day. I am Pui Kuet Poh, a PhD candidate from UNIMAS. I am currently working on my research proposal in relation to second language teaching and learning. I have also provided some details of my research proposal for your reference.

Research Title
Grammar-Focused Written Corrective Feedback in Malaysian Primary ESL Classrooms: Teacher Beliefs, Teacher Practice and Learner Beliefs

Research Aim
To investigate the beliefs and practice of grammar-focused WCF in the Malaysian primary school context

With the stated research aim, I am contacting you to request some information for this present research. They are stated as follows:

1. List of primary schools in Limbang district
2. List of primary school (Year 5) English language teachers in Limbang district
3. Total number of Year 5 leaners (as in Year 2022) in Limbang district

The requested information is used as essential evidence to support the needs for this present research to be conducted in Limbang district. Hence, your cooperation in providing the requested information is very much appreciated.

Appendix P: Information Request Letter (continued)

If you require any additional information, please contact me at [redacted], or via email at [redacted]. I look forward to hearing from you soon.

Regards,

Pui Kuet Poh
Name of Investigator

Signature of Investigator

9 February 2022
Date