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TEACHERS' PREFERENCES FOR WRITTEN CORRECTIVE FEEDBACK IN THE TEACHING OF ESL WRITING

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ABSTRACT

Responding to student writing errors is a significant concern in ESL/EFL classrooms. Providing feedback is an essential task for teachers as corrective feedback can play a supportive and enabling role for students in improving their literacy skills. The current study looked into the aspects of writing that teachers pay attention to when providing written corrective feedback (WCF). The study relied on a survey questionnaire, interviews, and content analysis data. The study participants were 54 English teachers teaching ESL in high-performance schools in a West Malaysia state. All the teachers responded to a questionnaire, 8 teachers were interviewed, and 45 students' essays were analysed. The study's findings indicated that the teachers' preferences for the elements of writing in providing WCF were grammar (form), followed by vocabulary, mechanics, content, and organization, respectively. The results of this study suggest that providing corrective feedback (CF) focusing mainly on form can mislead students into thinking that grammatical accuracy is what 'good' writing is all about and which can cause students to lose sight of other significant elements of writing.

Keywords: Teacher, corrective feedback, written corrective feedback, ESL writing, Malaysia