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خلاصه مقاله:

The present study was aimed at investigating intermediate Iranian EFL learners' feedback preferences on their L2 writing and examining the possible differences between learners with entity and incremental language mindsets with respect to their feedback preferences. To this end, 150 EFL learners were recruited from several language institutes in Isfahan, Iran, and their language proficiency level was measured through a proficiency test. The learners were then given the Language Mindsets Questionnaire and the Feedback Preferences Scale to fill out. Frequency counts, mean scores, and chi-square for independence were employed to analyze the collected data. The results of the study indicated that teacher-student conferencing, self-correction, peer correction, and correction using prompts were the types of feedback that the learners preferred to receive, and the difference between entity and incremental mindset holders reached statistical significance for teacher correction with comments, self-correction, and teacher-student conferencing. Regarding the strategies the learners utilized to handle feedback, the two groups of learners were significantly different just in terms of asking for teacher explanation. Finally, thinking prompts received priority in the following order, L1/L2, word, and rule, while goal and fit were not favored by the learners; thinking prompt did not turn out to cause significantly different preferences in the EFL learners with entity or incremental mindsets. The significance of the obtained results are discussed and the implications of the study are then proffered

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