عنوان مقاله:

Teachers' Practices and Students' Preferences of Grammar-centered Written Corrective Feedback in Iran

نویسنده:

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خلاصه مقاله:

This study explored teachers' practices and students' preferences regarding grammar-centered written corrective feedback (WCF) in an Iranian EFL context. Semi-structured interviews were used to collect data from 14 teachers and 15 students, teaching and taking English at different proficiency levels. The data analysis identified three thematic categories in the interview responses: error correctors, amount of WCF, and WCF methods. The findings showed that the teachers mostly provided teacher-generated grammar feedback since they believed that their students preferred this type of correction. Additionally, the students preferred teacher-generated feedback. Also, the teachers mostly gave comprehensive feedback on the grammatical errors, because they thought comprehensive correction was perceived positively by their students. This, similarly, was preferred by the students. Moreover, the teachers stated that their students liked direct grammar feedback; the students also reported their preference for direct WCF. Overall, the teachers were aware of their students' preferences, so they provided the kind of feedback their students were most likely to effectively engage with.

کلمات کلیدی:

Learner engagement with feedback, Student perceptions, Teacher perceptions, Teacher practices, Written corrective feedback

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