Investigating Preparatory Year Saudi Students' Preferences Towards Different Feedback Methods to Improve Their Writing in EFL Classrooms[1]

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Abstract

This research aims to determine the most effective type of feedback for enhancing the writing skills of the students of English as a Foreign Language (EFL) in Saudi Arabia. The study investigates preparatory year students' attitudes towards different feedback types, direct comments, indirect suggestions, and metalinguistic feedback. By analyzing the effectiveness of these feedback methods, educators can improve EFL education in Saudi Arabia. The research employs a mixed methods approach, involving interviews with seven teachers and a questionnaire administered to students. Findings from previous studies on feedback effectiveness were reviewed to provide insights for instructional practices. Ultimately, the study intends to provide valuable insights into the feedback methods employed in the EFL writing classes in Saudi Arabia. The findings show that teachers tend to prefer indirect feedback, while 75% of male students favor direct feedback and 66.7% of female students prefer metalinguistic feedback. However, indirect feedback was ranked as the second favorite type by both male students, who accounted for 15%, and female students, who accounted for 20%. Overall, indirect comments appear to be the most effective as they allow students to reflect on their mistakes and discover the correct answers, enhancing their learning experience. To establish more reliable and valid results, the researchers recommend repeating the study with a larger sample of participants.

Keywords: Direct feedback, Indirect comments, Metalinguistics feedback

1. Introduction

Effective feedback is incredibly important for students, and without it, students can struggle to learn and grow from their mistakes. According to Hattie and Timperley (2007), feedback provides students with information that guides their learning and improvement. Feedback is important because this information that guides their learning and improvement leads to improved motivation and performance. When students are given feedback, they know how they can improve their work and as such, may be more motivated to work better or perform better. Additionally, it helps them develop a growth mindset. Instead of just pointing out mistakes, feedback shows students how they can improve, encouraging them to see challenges as opportunities to learn and grow. Therefore, it is of utmost importance for educators to use feedback properly and an essential way to use feedback properly is to be aware of the most effective feedback methods. In Saudi Arabia, it is essential for students who are learning English as a foreign language to receive feedback on their writing. This is because Saudi EFL

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students often face significant challenges in their English writing, such as difficulties with grammar, vocabulary, sentence structure, and overall orientation of their work. This research looks into the different kinds of feedback teachers can give, such as direct comments, indirect suggestions, and explaining language rules, which is known as (metalinguistic). By understanding how these types of feedback help students write better, this can influence how English is taught in Saudi Arabia, as educators will become aware of the most effective feedback methods.

1.1. Research question(s)

This research was guided by the following research questions:

- What are the preferences of preparatory year students towards the received feedback on their writing in EFL classes?
- What are the teachers' preferences for feedback style on the writing of EFL students?

1.2. Statement of the problem

In Saudi Arabia, students in their preparatory year may face challenges when writing in English. This is because English and Arabic have completely different alphabets, punctuation, writing alignments (i.e., left-to-right or right-to-left), and two different writing styles and conventions. To overcome these challenges, teachers need to be aware of what types of feedback are most beneficial for improving EFL students' English writing skills in Saudi Arabia. For that reason, EFL education in Saudi Arabia could benefit from this kind of research since it will provide insights into the effectiveness of different types of feedback, such as direct comments, indirect suggestions and metalinguistic feedback, for enhancing specific aspects of students' English writing skills, including grammar accuracy, vocabulary usage, coherence, and organization.

1.3. Purpose of the study

This study aims to determine which type of feedback is the most preferred among students and teachers when it comes to improving writing skills for EFL students in Saudi Arabia. In particular, the study elicits the preferences of direct comments, indirect suggestions, and metalinguistic feedback from the responses of the participants .The data will be analyzed to help teachers understand which feedback type is the most beneficial for Saudi students in their preparatory year to improve their writing skills.

2. Literature review

The purpose of a literature review is to provide a foundation for research by examining and viewing previous research undertaken on the topic in question. In this review, other similar studies were analyzed in order to see what other researchers have found out about feedback and the different feedback types. This has been undertaken to determine which questions about feedback types and its effectiveness remain unanswered.

2.1. Definitions of key concepts

2.1.1. Direct feedback

According to Ferris (2004), direct feedback is when teachers directly tell students what mistakes they make in their writing. For instance, if a student makes a grammar mistake, the

teacher points it out and make a correction. As such, it is a quick and clear correction that helps fix specific language issues.

2.1.2. Indirect feedback

According to Hyland and Hyland (2006), indirect feedback occurs when teachers provide hints or ask questions to guide students to find and fix errors and mistakes by themselves. Therefore, it encourages students to learn from their mistakes, as they need to think about their writing carefully independently.

2.1.3. Metalinguistic feedback

This happens when a teacher explains language rules or talks about how language works (Lyster & Ranta, 1997). As such, it is not just about fixing mistakes, as it helps students to understand why something is correct or incorrect.

2.2. Previous studies in the literature

2.2.1. Direct feedback

A study was conducted by Sharma and Tari (2017) on a group of fourth-semester EFL students in the English Education Department at STKIP Suar Bangli, aimed at investigating the impact of direct feedback on EFL students' writing skills. They used a case study in which students were asked to write short essays that were 6-7 paragraphs long to gather the results. The results of the study showed that there was no significant impact of direct feedback on writing quality, as the students continued to make the same mistakes.

Also, a study was conducted by Ali, Prasatyo, and Sari (2023), which aimed to examine the types of corrective feedback given by instructors in English as a Foreign Language (EFL) classrooms and understand how students perceive this feedback. The study was conducted at a private university in Bekasi and used a qualitative descriptive approach. Data were collected through questionnaires and interviews. The findings revealed that instructors provided five types of feedback. Lexical feedback was the most common, followed by grammar feedback. Structural feedback was also frequently given. The interviews showed that many students had a positive attitude towards the corrective feedback provided by their instructors. The study highlights the importance of incorporating corrective feedback in EFL instruction for students learning English as a foreign language, and it emphasizes the value of feedback in second language (L2) writing instruction, as it helps students understand their learning objectives and improve their writing skills.

Another study was conducted by Masrul, Erliana, Rasyidah, & Wicaksono (2024) on one hundred EFL students enrolled at the University of Pahlawan Tuanku Tambusai in Indonesia. The study aimed to investigate the impact of written corrective feedback, both direct and indirect, on the accuracy, error types, and fluency of participants. This was done through pre-test, post-test, and delayed post-test in rewritten texts. Participants were assigned into groups where they were either given direct written corrective feedback or indirect corrective feedback. The researchers found that the group who received direct written corrective feedback had a higher level of improvement in accuracy than the other group. This study also found that direct written corrective feedback can lead to greater participant accuracy gradually in the long term and improve participant fluency in terms of t-units, while indirect written corrective feedback can lead to greater participant fluency in total word count.

Fitriyah, Ningrum, and Gozali (2024) examined the correlation between teachers' feedback practices and students' expectations in written corrective feedback (WCF) within the context of EFL writing assessment. The research was conducted with thirty EFL students and two teachers at an Indonesian Islamic university, using questionnaires, interviews, and observations to gather data. The findings suggest that students value direct feedback and prefer a positive tone of feedback, including interaction with teachers and compliments on their strengths. However, there was a gap between students' expectations and teacher practices regarding the type and relevance of feedback. The study also highlights the importance of feedback literacy for both students and teachers, as well as the potential impact of cultural factors on WCF decisions. The study used a semi-mixed-methods approach, collecting data through an open-ended questionnaire, semi-structured interviews, and classroom observations. The questionnaire gathered information on students' expectations for feedback, while the interviews provided deeper insights into the teachers' feedback practices. Classroom observations allowed for direct observation of feedback practices. Overall, the study reveals a misalignment between student expectations and teacher practices in WCF. There is a need for interventions to enhance students' feedback literacy and bridge the gap between their expectations and the intended feedback process.

2.2.2. Indirect comment

Lahmar and Pouhania (2018) conducted a study at Ahmad Draia University to investigate the nature of teachers' feedback on EFL students' writing errors and explore the students' attitudes towards the feedback they receive. The study utilized a mixed-methods approach, involving questionnaires for both teachers and students, as well as the analysis of exam papers. The findings revealed that most teachers use indirect feedback, while students expressed a strong willingness to be involved in the assessment process. The study found that English Department students at the University of Ahmed Draia have a positive attitude toward feedback on their writing and recommended providing different types of feedback, allocating specific feedback sessions, encouraging intensive reading, and giving students time to respond to feedback.

Albiladi and Al-Ghamdi (2022) conducted a study at Yanbu English Language and Preparatory Year Institute which aimed to understand how adult English language learners perceive and experience feedback techniques in ESL/ EFL English writing classes. The participants were adult language learners in advanced writing classes at the university. Through conducting interviews, the researchers found that learners preferred teacher feedback over peer feedback as well as that the participants favored receiving both explicit and implicit feedback. This is because explicit feedback was seen as providing immediate teaching moments while implicit feedback promoted learner autonomy and engagement.

Furthermore, a study was conducted by Al-Dakhs, Yahya, and Pawlak (2022) aimed to compare the effectiveness of explicit and implicit instruction on the use of interactive discourse markers in the writing of EFL learners. Among the participants were 120 female Arab university students studying English as a foreign language. The research design included a mixed-methods approach, with explicit instruction, implicit instruction, and a control group. Both experimental groups received training on interactive discourse markers in two 70-minute sessions. Data analysis included coding of metadiscourse markers in students' writing, statistical comparisons, and analysis of questionnaire answers. Results indicated that both explicit and implicit instructions had limited positive effects on the use of some metadiscourse markers. While participants found both types of instruction helpful, they faced challenges in applying what they learned. The study emphasizes the importance of integrating explicit instruction with production practice when teaching metadiscourse signs and stresses the importance of considering proficiency levels and teaching time.

2.2.3. Metalinguistic feedback

According to Solhi (2019), who conducted a study in Istanbul, Turkey, which aimed to investigate the effectiveness of spatial intelligence-based (SIB) metalinguistic written corrective feedback (CF) on the development of English as a foreign language (EFL) learners' writing skills. The researchers utilized colorful stationery to highlight and correct linguistic errors in the learners' writing. Forty-seven intermediate EFL learners were randomly assigned to two groups, with the treatment group receiving SIB metalinguistic CF and the control group receiving regular CF. The participants wrote multiple essays over a three-month period, and their progress was assessed through pre-tests and post-tests. The results indicated that providing SIB metalinguistic CF had a positive impact on the mechanics and style of the learners' writing. The group that received SIB metalinguistic CF outperformed the control group in these areas. However, there was no significant difference between the two groups in terms of content and organization. The use of colorful supplies and feedback materials that stimulate spatial intelligence played a significant role in enhancing the effectiveness of the CF. The integration of color in the feedback process can improve EFL learners' writing skills by promoting attention, observation, and associative thinking. The findings contribute to a better understanding of the effectiveness of SIB metalinguistic CF in enhancing learners' writing abilities.

This study differs from the previous studies due to the fact that this study focuses on the views and attitudes of EFL students and teachers about the impact of various feedback types (indirect, direct and metalinguistic) on overall writing proficiency among Saudi students to overcome writing challenges whereas the previous studies focused on specific aspects, such as the effectiveness of direct feedback on writing quality (Shamra & Tari, 2017) and the impact of written correct feedback on participant accuracy and fluency (Masrul, Erliana, Rasyidah & Wicaksono, 2024). Additionally, in some of the previous studies, other nationalities were investigated, while this study focuses on Saudi students. Therefore, by considering the specific needs of students in Saudi Arabia, this study aims to offer more contextually relevant findings to inform instructional and teaching practices in Saudi Arabia. Furthermore, previous studies did not focus on talking about the first draft of writing, while this study gives feedback on the first writing draft to students so that they can correct their mistakes before submitting the final draft.

Additionally, while Albiladi and Al-Ghamdi (2022) focused solely on students' opinions regarding explicit and implicit feedback, this study goes beyond that by considering the perspectives of both teachers and students. Also, it sheds light on the significance of metalinguistic feedback, and it emphasizes the value of both direct and indirect feedback to enhance the writing of EFL students. It also takes into consideration the gender factor which might encourage further research on the topic with wider audiences.

3. Theoretical framework

This section outlines the main theories that underpin this study, focusing on their relevance to feedback in language learning. The theoretical framework provides a foundation for understanding how feedback influences student learning and informs the research questions and methodology.

3.1. Vygotsky's Zone of Proximal Development (ZPD)

Vygotsky's concept of the Zone of Proximal Development emphasizes the potential for learning that exists when a learner is supported by a more knowledgeable other, such as a teacher. This

theory posits that effective feedback can help students bridge the gap between their current abilities and their potential, facilitating deeper learning experiences.

Previous studies support this idea. For example, Sharma and Tari (2017) found that direct feedback did not significantly improve writing quality, suggesting a potential mismatch between the feedback provided and the learners' ZPD. In contrast, Fitriyah, Ningrum, and Gozali (2024) highlighted the importance of aligning feedback with student expectations, indicating that when feedback is perceived as relevant and constructive, it enhances the learning process.

3.2. Krashen's input hypothesis

Krashen's Input Hypothesis suggests that language acquisition occurs most effectively when learners are exposed to comprehensible input that is slightly beyond their current level of understanding (i+1). This theory underlines the significance of feedback in providing students with the necessary input to enhance their language skills.

Supporting this framework, Masrul et al. (2024) demonstrated that both direct and indirect feedback significantly impacted accuracy and fluency. However, the variability in effectiveness suggests that different feedback types may cater to different learner needs, as highlighted by Albiladi and Al-Ghamdi (2022), who found that explicit feedback was preferred for its immediate clarity.

Despite these insights, gaps remain in understanding how feedback practices align with student expectations and learning outcomes. While direct feedback often shows immediate impacts, indirect and metalinguistic feedback can foster learner engagement. This study aims to explore these dynamics further. By grounding the study in established theoretical perspectives and empirical evidence, this research seeks to contribute to a deeper understanding of effective feedback practices in language learning.

4. Methodology

This section includes an explanation about the research process, including the research type, research tools, participants and data collection procedures.

4.1. Type of research

This study used a mixed-methods approach, as it had both quantitative and qualitative research tools. Quantitative data was gathered through a questionnaire given to students, while qualitative data was gathered through interviews conducted with teachers.

4.2. Research tools

4.2.1. Questionnaire

A close-ended questionnaire, containing 10 questions, was used to gather the data regarding students' preferences of feedback. The responses to the questionnaire were divided into the following: (1) three questions had 4-level frequency adverbs rating; (2) three questions had 5-level efficiency score, (3) three questions had 4-level confidence rating, and the last question was to identify the type of feedback used. The choice of design was guided by the questions that the researcher chose in order to elicit deeper responses regarding student' feedback preferences. The questionnaire was written in English. (see Appendix B for the questionnaire).

4.2.2. Interview

Semi-structured interviews were conducted with seven teachers to investigate their feedback practices and perspectives on student learning. A semi-structured interview is a type of interview where the interviewer has a set of predetermined questions but has the flexibility to explore topics in more depth based on the interviewee's responses.

(Adams, 2015). The interviews adopted a qualitative approach, characterized by the use of questions that are open-ended. A total of ten open-ended questions were presented throughout the interview process. In preparation for the interviews, the researcher generated questions. The interview questions are written in English (see Appendix C for interview questions).

4.3. Participants of the research

There are thirty student participants who participated in the study. The researcher allocated the thirty participants into two groups of equal size, with fifteen participants in each group, consisting of both females and males. Out of these thirty students, fifteen are females and fifteen are male students from Yanbu English Language Institute (YELI) in their preparatory year. Seven teachers from Yanbu English Language Institute (YELI) were interviewed. All of them are currently teaching English EFL students in preparatory year at the university. The sample size ensures representative gender balance, as there is an equal number of male and female, which makes it balanced. There are fewer students compared to teachers in the study, so that it reflects the usual teacher-to-student ratio at universities as most classes have around 30 students but only one teacher. Furthermore, with qualitative research, depth could be considered as more important than breadth. This means that by having a smaller number of teachers, the researcher can ask in-depth questions and fully explore the teacher's opinions and experiences. This could result in valuable insights that may not be acquired if the study involved more teachers but employed fewer open-ended questions or lacked the opportunity for comprehensive exploration of each teacher's opinions and experiences.

4.4. Data collection procedure

The required ethical approval was obtained first before conducting the study. Permission was obtained from the Head of the English Department at Yanbu English Language Institute (YELI) in addition to the educators and students who participated in this research (see Appendix A). Subsequently, an email was sent to the English teachers to ask for informed consent before interviewing them. The teachers were then interviewed to see how feedback affects their lessons as well as to investigate how they give feedback, including the kinds of feedback given. In order to collect the questionnaire data, students were sent a link to the Google Forms questionnaire on either Telegram or WhatsApp. Each student opened the link and answered the 2-minute questionnaire. Once they clicked submit, the results were received by the researcher.

4.5. Data analysis procedure

Quantitative data obtained from the questionnaires were analyzed by summarizing the categorical responses to understand students' preferences and perceptions regarding feedback. This involved organizing the responses based on the different question types, such as frequency ratings, as well as confidence levels and overall helpfulness ratings. In contrast, qualitative data from the interviews were examined using thematic analysis. The researcher meticulously documented detailed notes during the interviews to accurately capture the participants' responses. Subsequently, these notes were reviewed multiple times to identify significant segments of data, marking key themes and patterns as they emerged. This manual approach

facilitated the organic development of themes, concentrating on feedback practices and teacher perspectives, and thereby providing clear insights into their philosophies regarding feedback.

5. Results and discussion

In this section, the results of the data collection tools are presented and discussed in order to illustrate how the results answer the research question. Then, the results from this study are compared with some of the results from previous studies described from the literature review section to determine whether this study supports previous research or not.

5.1. Questionnaire

A questionnaire was used to gather information about student's preferences when it comes to types of feedback. Table 1 below shows the results of gender differences in student confidence and perception of different feedback types.

Table 1.
Gender differences in the reception towards different feedback types

Focus points	Direct	Indirect	Metalinguistic
Frequency for Males	22%	20%	20%
Frequency for Females	6.7%	26%	26.7%
Effectiveness for Males	22%	30%	36%
Effectiveness for Females	13.3%	60%	40%
Confidence for Males	48%	28%	26%
Confidence for Females	6.7%	20%	60%

According to the data gathered through the questionnaire, male students received direct feedback frequently by 22% of the time, indirect feedback by 20% of the time, and metalinguistic feedback by 20% of the time. In contrast, female students received direct feedback frequently by 6.7% of the time, indirect feedback by 26% of the time, and metalinguistic feedback by 26.7% of the time. Thirty percent of male students found indirect feedback very effective, 36% found metalinguistic feedback very effective, while only 22% of male students found direct feedback to be very effective. However, 13.3% of female students found direct feedback effective to understand language usage and rules, compared to 60% of female students for indirect feedback and 40% of female students for metalinguistic feedback. Additionally, 48% of male students stated that they feel very confident in applying direct feedback received to improve their academic feedback, compared with 28% of male students who felt very confident in applying indirect feedback to improve their academic performance. Only 26% of male students felt very confident when it comes to applying metalinguistic feedback received to improve academic performance. When it comes to female students, 60% of them felt very confident when applying metalinguistic feedback received to improve academic performance. It is worth mentioning that males used each feedback type at more similar percentages compared to females who barely used direct feedback. This could be why females are much less confident and find it less effective when it comes to using direct feedback than other types. In addition, table 2 below shows the results of the feedback type that students find most preferred.

Table 2.
Students feedback type preference

Feedback Types	Male Students	Female Students
Direct	75%	13.3%
Indirect	15%	20%
Metalinguistic	10%	66.7%
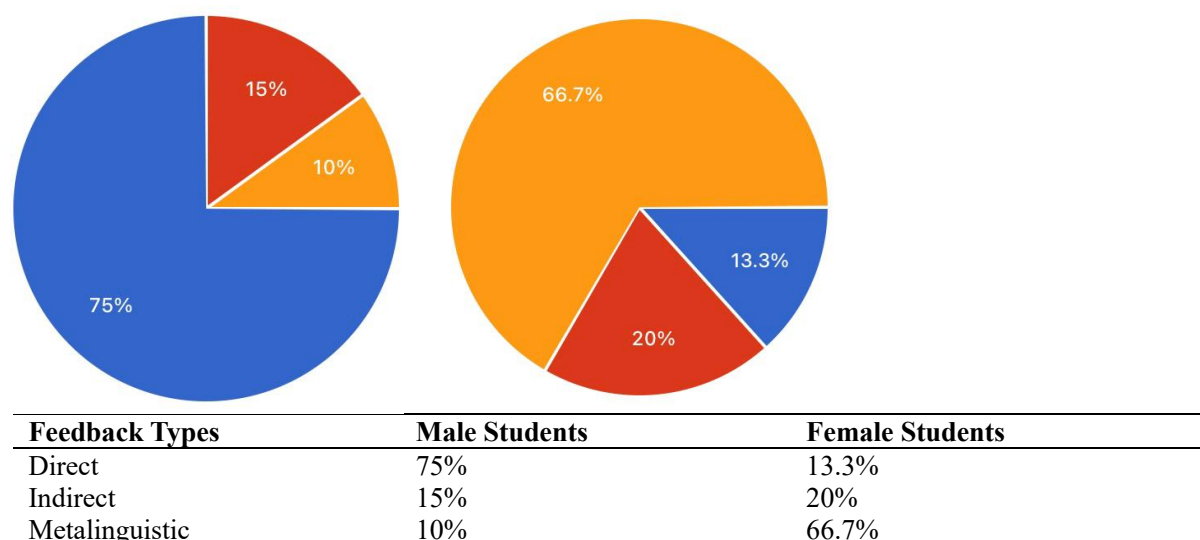
In total, the majority of males preferred direct feedback the most (75%), while they preferred metalinguistic feedback the least (10%). In contrast, females preferred metalinguistic feedback to be the most (66.7%) and direct feedback to be the least preferred, with only 13.3% of females choosing direct feedback as their most preferred. Overall, males and females appear to have conflicting favorite and least favorite feedback types, which could be attributed to their gender differences. This answers the first question that male and female students' preferences appeared opposing which could be attributed to their gender's differences.

5.2. Interviews

An interview was used to gather information about teachers' preferences when it comes to types of feedback. As the data gathered through open-ended questions, the results were presented by delving into the responses of the teachers to elicit their preferences for feedback and their views about the best practices of feedback on EFL writing and their impact on the students' progress. Please refer to Appendix C in order to view the teacher's interview questions.

The majority of teachers preferred indirect feedback, according to the conducted interviews. According to the majority of teachers, indirect feedback increases student independence and critical thinking, as it encourages students to identify and correct errors by themselves. Teacher A, Teacher O, Teacher H, Teacher N, and Teacher T, as participants in the study, all highlighted how important indirect feedback is when it comes to helping the students take ownership of their writing and develop higher-order thinking skills. Although indirect feedback was widely praised, some of the interviewees, such as Teacher A, Teacher N, and Teacher S, also stated that direct feedback is effective for addressing crucial errors and provides more immediate guidance for lower achieving students who need more explicit instruction. In contrast, Teacher T stated that she never uses direct feedback, as she believes that when a student discovers the mistake by themselves, it leads to enhanced abilities and experiences. Teacher O and Teacher H both stated that metalinguistic explanations should be provided with corrections in order to consolidate students' comprehension. Therefore, the results show that while indirect feedback is the most favored by teachers, most of the teachers seem to think that more than one feedback type has a place in education. This answers the second question on the teacher' preferences of feedback styles when applied to EFL students' writings.

Comparing teacher and student results, it is interesting to note that while teachers favor indirect feedback, male students favor direct feedback, and female students favor metalinguistic feedback. Both male and female questionnaire results indicate that indirect feedback is their second favorite type of feedback. Overall, indirect comments appear to be the most effective because they provide students with the opportunity to think about their mistakes and discover the correct answers, which enhances their experiences and learning. In contrast, direct comments may be more suitable for students who do not have much experience in finding the correct answers yet, as they may lack the linguistic background to rely on. These findings suggest possible explanations for the observed gender differences in feedback preferences. Research indicates that female learners often benefit from metalinguistic feedback, as it helps them engage more deeply with language rules and concepts, while male learners may prefer direct feedback for its straightforwardness and clarity. This aligns with Fitriyah, Ningrum, and Gozali (2024), who found that students value direct feedback and prefer a positive tone, highlighting the importance of feedback literacy and the potential impact of cultural factors on feedback decisions. The interview results support the findings from Masrul, Erliana, Rasyidah, and Wicaksono (2024), who found that direct written corrective feedback leads to higher improvement in accuracy among EFL learners. Additionally, they align with Sharma and Tari (2017), who found that direct feedback did not significantly impact writing quality, as students continued to make the same mistakes. This study also resonates with the results of Alhaisoni, Eid, and Alzuoud (2012), who highlighted the potential benefits of integrating both teacher and peer feedback. However, it does not fully support the findings of El-Dahks, Yahya, and Pawlak (2022), who found minimal positive effects for both explicit and implicit feedback methods. The findings have important implications for EFL writing pedagogy in Saudi Arabia. Educators should consider embracing a feedback approach that combines indirect and direct methods, customized to the unique needs and preferences of various student groups. This approach has the potential to improve learning outcomes by offering tailored support based on students' experiences and genders.

6. Conclusion

To conclude, the research was conducted to see which feedback type is the most preferred. The researcher collected data through the use of a questionnaire and open-ended interviews. The findings of the study indicate that indirect comments are the most preferred as they provide students with the opportunity to think about their mistakes and discover the correct answer. Additionally, male students' attitude is in favor of direct feedback, while female students' attitude is in favor of metalinguistic feedback. However, it should be noted that indirect feedback is the second favorite type of feedback for both male and female students. Furthermore, while males used each feedback type at a more equal rate, females used direct feedback very little. Therefore, it is not surprising that females were the least confident when it comes to direct feedback as well as found direct feedback to be the least helpful.

6.1. Limitations of the study

This study only had participants from Saudi Arabia, so the findings of the study cannot be generalized to a wider population. Lastly, the sample size was small so in order to be representative of the wider population, it would need to be repeated with more participants.

6.2. Recommendations

This study had a small group of participants; only thirty students and seven teachers so to have reliable and valid results, this study should be repeated with a larger sample of participants. In

addition, the information gained from students was limited as they only asked a survey with close-ended questions. For this reason, researcher could consider interviewing students in order to see if additional information could be gained as to why students prefer one type of feedback to another. Lastly, as this study focused solely on participant's attitudes and preferences to gain the data, researchers should consider investigating the effectiveness of feedback types in practice, such as conducting a longitudinal study with three different groups that are each given only one feedback type by their teachers to see which feedback type results in the most academic growth over a six-month period.

Acknowledgments

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Appendix A – (Approval Form for Head of English Department)

Dear Ms. Alaa,

Thank you for reaching out to me regarding your research project. I appreciate the significance of your study, as it delves into an essential aspect of language teaching and learning: feedback.

I am pleased to inform you that you have my approval to proceed with your research. I wish you all the best in your endeavors, and I am eager to read your finished research.

Thank you.

Sincerely,

Dr. Waheeb Albiladi

HoD, English language Department

Yanbu English language Institute & Preparatory Year Program

Royal Commission for Jubail and Yanbu

Appendix B – Questionnaire

1) How often do you receive direct feedback on your assignments or classwork? (Direct feedback is when teachers directly tell you what mistakes you make in your work.)

   1. Rarely
   2. occasionally
   3. Frequently
   4. Always.

2) How often do you receive indirect feedback on your a ssignment orclasswork? (Indirect feedback is when teachers provide hints or ask questions to guide you to find and fix errors by yourself.)

   1. Rarely
   2. occasionally
   3. Frequently
   4. Always.

3) How often do you receive metalinguistic feedback on your assignments or classwork? (Metalinguistic feedback is when teachers explain language rules or talk about how language works.)

   1. Rarely
   2. occasionally
   3. Frequently
   4. Always.

4) On a scale of 1 to 5, how helpful do you find direct feedback provided by your teachers in helping you understand your strengths and areas for improvement?

1.   2.   3.   4.   5.   More helpful

5) On a scale of 1 to 5, how helpful do you find indirect feedback provided by your teachers in helping you understand your strengths and areas for improvement?

1.   2.   3.   4.   5.   More helpful

6) On a scale of 1 to 5, how helpful do you find metalinguistic feedback provided by your teachers in helping you understand language rules and concepts?

1.   2.   3.   4.   5.   More helpful

7) How confident do you feel in applying direct feedback you receive to improve your academic performance?

- A. not confident
- B. somewhat confident
- C. moderately confident
- D. very confident

8) How confident do you feel in applying indirect feedback you receive to improve your academic performance?

- A. not confident
- B. somewhat confident
- C. moderately confident
- D. very confident

9) How confident do you feel in applying metalinguistic feedback you receive to improve your academic performance?

- A. not confident
- B. somewhat confident
- C. moderately confident
- D. very confident

10) Overall, which type of feedback do you find most helpful in improving your learning experience?

1. Direct
2. Indirect
3. Metalinguistic

Appendix C– Interview Questions

Q1. (Direct feedback is when teachers directly tell students what mistakes they make in their work.) Can you describe your approach to providing direct feedback on students' work?

Q2. (Indirect feedback occurs when teachers provide hints or ask questions to guide students to find and fix errors by themselves.) Can you describe your approach to providing indirect feedback on students' work?

Q3. (Metalinguistic feedback is when teachers explain language rules or talk about how language works.) Can you describe your approach to providing metalinguistic feedback on students' work?

Q4. How do you determine which type of feedback (direct, indirect, metalinguistic) to provide to individual students?

Q5. In your experience, what are the benefits of using direct feedback to enhance students' understanding and performance?

Q6. In your experience, what are the benefits of using indirect feedback in improving students understanding and performance?

Q7. In your experience, what are the benefits of using metalinguistic feedback in helping students improve their understanding and performance?

Q8. What challenges do you encounter when providing direct feedback to students, and how do you address these challenges?

Q9. What challenges do you encounter when providing indirect feedback to students, and how do you address these challenges?

Q10. How do you assess the effectiveness of the different types of feedback (direct, indirect, metalinguistic) you provide to students, and how do you adapt your feedback to meet the individual needs and learning styles of your students?