

Direct or indirect teacher written corrective feedback: Zimbabwe junior secondary school English composition learners' preferences beyond Covid-19 era

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ABSTRACT

The 'new normal' caused by the outbreak of Covid-19 pandemic has changed the way school learners can be taught and assessed. What used to work in the recent past may have currently ceased to be effective and there is no turning back. This qualitative study examines the Zimbabwe Junior Secondary School English teachers' beliefs and learners' preferences on teachers' written corrective feedback in composition writing. The choice was made between direct and indirect feedback. The study is underpinned by Vygotsky Social-cultural Theory of Cognitive Development. This is a suitable theory for this study because the feedback interaction between the teacher and the learner is social, while valuing teacher's feedback by the student, is a culture. The study employed a case study research design focusing on one school in Gweru District, Zimbabwe. The researchers used the purposive sampling technique to select four Zimbabwe Junior Secondary School English teachers and 48 learners, in order to pick on the rightful participants who were able to give relevant information, thus, achieving the objectives of this study. Open-ended questionnaires and face-to-face interviews were used for data gathering. The researchers reduced large volumes of data from the questionnaires and interviews by coding and drawing themes from these codes. Findings showed that both students and teachers viewed direct feedback as more effective in improving learners' English composition writing skills than indirect feedback, especially during the Covid-19 era, and beyond, where technology can be effectively manipulated for teaching and learning purposes. The study concluded that, for improvement to take place on learners' composition writing skills, teachers need to know, and provide the preferred type of written corrective feedback regularly. They also see to it that learners attend to the given feedback. This study recommends for effective communication between the teachers and the learners so that learners' feedback preferences and teachers' expectations are shared, understood and applied by the involved parties. Local teacher-workshops are also recommended for they can aid teachers in this written corrective feedback issue as well as related learning theories for the smooth teaching of composition writing in the schools.

KEYWORDS: Zimbabwe; Direct Feedback; Indirect Feedback, Learners' Preferences

1. Introduction

Written corrective feedback (WCF) is valued by learners and is considered by educators as one of the most crucial techniques to facilitate improvement in English compositions writing pedagogy. If the learners can cultivate this culture of valuing teacher's feedback, improvements can be recognized as a result of knowledge construction. Vygotsky (1962) argues that knowledge construction occurs within a social environment which involves expert-learner collaboration. Nhac (2021) argues that the use of WCF to learners is highly important as it contributes to learner's development of writing accuracy and English proficiency. Although there are changing perceptions on the choices of meaningful and effective WCF, based on several factors, including the component area to be taught, this does not belittle feedback importance. [Yunus and Baba \(2020\)](#) concluded that the consensus that corrective feedback is essential to facilitate second language teaching remains undeniable.

Among several classifications of WCF is direct and indirect feedback. Indirect WCF can be defined as a teacher corrective marking technique whereby the teacher only indicates and signals a learner's errors and mistakes leaving room for the learner to solve the puzzles in the written work. On the other hand, direct WCF alludes to that type of written corrective feedback where the teacher, after signalling the errors and mistakes of the learner, goes on to provide some correct forms, clarifications and elaborations, thus providing solutions to the learners' problems. In other words, it provides the correct target language forms (Stefanou & Rêvesz, 2015, quoted in Marisela, 2021).

These two types of feedback, direct and indirect, have also generated their own debates. Bitchener and Knoch (2010) found direct written feedback more helpful to second language learners (L2) for it provides explanations and clarifications to learners, thus removing the learner's confusion. They found direct written feedback is more paramount as it assists learners with immediate alternatives of correct solutions to written error, thus enabling them to immediately and effectively notice gaps between their current performance and the expected standard. On the other hand, Ferris et al (2013) argue that indirect WCF is more instrumental and beneficial in the sense that it forces learners to engage themselves in problem-solving situation and thus activating themselves in thinking deeply about the error and the desired solution. This means that

indirect feedback becomes more effective as it fosters in learners' independency and autonomy especially when learners are involved in the searching of the correct form on their own.

Debates continue on which is better, direct or indirect WCF in terms of correcting learners' written work. Dawadi (2021), however, resort for a mixed method approach. Bottcher (2011) argues that feedback is not only done to indicate the weaknesses of learners in their written work, but is also done in order to highlight the strong points inadvertently omitted by learners.

In view of WCF, another question arises on the preferences of the learners. That is, whether learners prefer direct or direct written feedback in English composition writing. There are factors which affect the suitability of the WCF type to be applied to students' work. These include: learners' cognitive levels, proficiency and perception of learners as well as the subject area under study. Horbacauskiene and Kasperaviciene (2015) add that the learning atmosphere, that is, the school environment and its policies for learning, settings affect learners' attitudes towards language instructor's feedback. Rashtchi and Abu Bakar (2019) brought in the teacher aspect when they elaborated that the main catalyst that triggers the reaction on use and application of teacher written corrective feedback depend largely on the teaching experience of those teachers applying it. This means that, teachers have expectations on WCF in English composition marking.

The education system in Zimbabwe comprises nine years of primary school education, that is, Early Childhood Development (ECD) A and B, then grade One to Grade Seven. This culminates in a national certificate for the learners when they sit for grade seven national examinations. After completing this primary level, learners proceed to six years of secondary school level with three segments of two years each, namely: Junior level, Ordinary level and Advanced level. The focus of this study is on WCF in English composition writing among the Junior level learners.

It can be argued that there are different and changing perceptions on choices, effectiveness and meaningful ways to give students feedback, the general agreement is that corrective feedback is undeniably essential to facilitate second language knowledge since learners' mistakes and errors are expected at all stages of learning and need to be corrected (Lee, 2017, quoted in [Yunus & Baba, 2020](#)).

2. Statement of the Problem

The provision of WCF on Second Language learners has been widely supported by educators and learners in schools as well as academicians across the globe as one way of improving the accuracy of learners writing skills in English composition writing (Marisela, 2021; Nhac, 2021; Yunus & Baba, 2020). However, although written corrective feedback is deemed useful and is intensively applied, the researchers observed that most English learners in Zimbabwe still write compositions that are below expectations especially in the Covid-19 era. Failure in English language has prevented some learners from proceeding to higher levels of education. This study, therefore, interrogates learners' WCF preferences, teachers' beliefs on WCF and the effectiveness of direct and indirect WCF in composition writing.

3. Research questions

1. *What are the Zimbabwe Junior Certificate (ZJC) learners' WCF preferences in English compositions writing?*
2. *What beliefs do teachers have on the use of direct and indirect WCF on ZJC learners written texting mistakes in English compositions?*
3. *To what extent can written corrective feedback be relied on in shaping English learners' writing skills in English composition?*

4. Review of literature

Marisela (2021) argues that extensive amount of literature on written corrective feedback has dispelled many doubts that questions WCF's effectiveness. Bitchener and Storch (2016) define WCF as a written response to a linguistic error that has been made in the writing of a text by a second language learner which seeks to correct the inaccurate usage of language.

Importance of WCF

Bitchener and Ferris (2012) state that WCF carries with it the fundamental role of helping learners build knowledge and strategic competence, which include sourcing of relevant vocabulary and proper tenses, that in turn make these learners develop skills and monitor themselves in their own writing of

texts in the future. WCF strategy does not only save time on the part of the language teacher but also allows students to recognise patterns and features of error which they can work on in their writing of compositions (McMartin-Miller, 2014). However, for the feedback process to be effective, the teacher, after giving the intended feedback of choice, should make sure that the students work upon the errors immediately. This becomes an advantage to the learner for s\he works on the errors and mistakes while the teacher's comments are still fresh in the mind. It should be noted that there is a great difference between an error and a mistake. In this context, the former refers to a wrong done by a learner due to ignorance while a mistake is done when a learner has knowledge of the issue but may lack enough concern and concentration then writes the wrong thing. Lee (2017) observes, mistakes and errors are commonly expected in all stages of learners, it is therefore imperative that learners attend to the exposed errors promptly.

Teachers' WCF plays an important role to learners by highlighting where they should improve. Also, feedback given by the teacher is used as a benchmark by learners in recognising their mistakes as well as what they are good at (Lee, 2008). Having set the standards, students might put themselves in a position of working extra hard, that is, if they discover that their performance is below the expected standard, hence, intrinsic motivation. This means that, for learners to improve, they need teachers' continual scaffold on areas they need to improve in their writing of English texts (Black & Nanni, 2016).

Learners' Expectations

Research has shown that students need encouragement and support from their composition teachers. Skolverket (2011) argued that teachers, who guide and direct learning, should not by any means discourage students' will to learn, therefore should provide productive written feedback in correcting students written mistaken texts. Praising, motivating and reinforcing what has been corrected are also necessary, thus making the Vygotsky (1962) expert-learner collaboration in feedback meaningful.

Learners' perceptions and attitudes to teachers' corrective feedback are variegated for it is not every learner that responds positively. Lee (2008) notes that students with high proficiency tend to be more positive than those of low proficiency. Although it is true that some learners take negatively their teachers' feedback, Lee (2017) argued that still some of the learners get motivated by

the feedback given to them by their teachers. Bitchener and Storch (2016) conclude that the usefulness and impact of written feedback in uplifting the improvement on learners writing skills depend highly on both the teachers as well as the learners since the learners are the ones who possess the abilities and competencies of noticing, understanding the signalled errors.

Yunus and Baba (2020) investigated teachers' practices in marking students' English compositions and students' expectations of teachers' WCF. They also compared whether students' expectations correspond to teachers' practices. Findings showed that both students and teachers agreed that WCF is beneficial in improving students' writing skills. Students preferred direct, specific and comprehensive feedback over indirect feedback. The study also exposes discrepancies between students' preferences and teachers' practices where students were found to require more WCF than the amount their teachers were able to give.

A similar study was carried by Wang (2010) investigating the perceptions and preferences of learners with regard to their teachers' given written corrective feedback. Findings show that most students valued indirect written correct feedback ahead of direct feedback. Learners in this study wanted teachers to put codes on the identified and noticed errors; learners found it easier to attend to the signalled error without facing some challenges.

Rashtchi and Abu Bakar (2019) investigate the preferred kind of feedback by English learners in Malaysia. Most of these learners preferred direct written corrective feedback and in return anticipated teachers to mark and correct all errors in the learners' written texts.

Teacher's Beliefs on WCF

Teachers' actions in the classroom are influenced by their beliefs. Lee (2009) asserts that exhuming the beliefs that covers teachers' practices can help identify and notice some factors that contribute to effective feedback. If teachers indeed hold positive beliefs on the importance of written corrective feedback, then its use in the teaching and learning process becomes consistent.

Students need to play an active role and take much responsibility of correcting their work in the feedback process. Black and Nanni (2016) also supported this by asserting that, within the feedback process, learners prefer correcting their own error that they receive from their teachers. Lee (2008) examines the practices and beliefs held by teachers on the mostly preferred type of written corrective

feedback on 26 Hong Kong Secondary English teachers. Findings show that most teachers preferred direct written corrective feedback in correcting their learners written text mistakes. Also, direct written feedback was the mostly used strategy by English teachers in correcting their learner's written text.

Alqurashi (2022) investigated the beliefs and real practice of English writing teachers in relation to their WCF in Saudi Arabia. Findings showed a mismatch between English teachers' beliefs and practice on providing direct and indirect corrective feedback. They blamed the school policies and regulations that hampered the execution of teaching duties. They moaned that they did not receive the necessary on-the-job training and have burdensome heavy teaching loads.

It can be said that teachers value the feedback that they impart to learners in composition writing. However, the meet obstacles along the way, such as, heavy teaching loads that cannot permit them to their best in providing written corrective feedback to their learners.

Vygotsky Social-cultural Theory of Cognitive Development

Vygotsky (1962) stated that learning is a social process where culture has a major impact. He was the first to consider learning in a social context and to examine how social interaction influences teaching and learning (Kurt, 2020). He was convinced that learning occurs through interaction. For instance, between the teacher and the student. This means that teachers are responsible for creating environments that are conducive to effective learning. Vygotsky (1962) further argues that knowledge construction takes occurs within a social context that involves expert-learner collaboration. For this study, this theory becomes pertinent because what motivates learners to value their teachers' WCF is the sound relationship between these two parties. While the teachers should take feedback provision as their duty, learners value this feedback as from their teacher experts. Lee and Schallert (2008) support that creating a conducive and positive form of relationship may be fundamental to the effective use of feedback in the teaching and learning process.

The literature review and the theory given above hinges this corrective written feedback study in its context as well as proving information on similar cases world-wide. This gives a broad and informed base for analysis of findings.

5. Methodology

In this research study, a case study design was employed delimited to one school. The case study design was chosen because it allowed the researchers to delineate the study to a small and reasonable geographical area of limited individuals, that is, the ZJC English students and teachers, for accurate data collection. The study used a qualitative research approach.

Population and Sample

The population of this study comprised ZJC learners and English teachers in Gweru District. A purposive sample of forty-eight ZJC English students and four ZJC English teachers was used. The researchers opted for a purposive sampling technique in order to select well informed research subjects that were able to give relevant information to be used in achieving the objectives of this study. Among the learners, 18 were boys while 30 were girls. Of the learners, 24 were drawn from form one and the other 24 from form two. There were three classes for the two levels and the researchers found it feasible to select a representative of eight participants from each class in order to avoid bias and inclination towards one form. On the part of teachers, three of them were females, then one male. All the teachers were Bachelor of Education holders.

Data collection procedure

After getting a data collection approval letter from the Ministry of Primary and Secondary Education, Midlands Provincial Education Director as well as the Head of the target school the researchers distributed the hard copies of questionnaires to the purposively selected students and teachers. The respondents had a week to fill in the questionnaires. Meanwhile, a face-to-face interview schedule was made and carried out for the teachers. Since the interviews were carried out during the peak of Covid-19 pandemic era, both the interviewers and the interviewees abided to the World Health Organisation (WHO) guidelines and regulation of masking-up and maintaining social distance during the interview process. The researchers used a smart phone in recording the interview procedures.

The researcher(s) need to specify the time period when the study was conducted. Was it during the peak of the pandemic or after? This has implications on the observation of Covid-19 protocols during the data collection process.

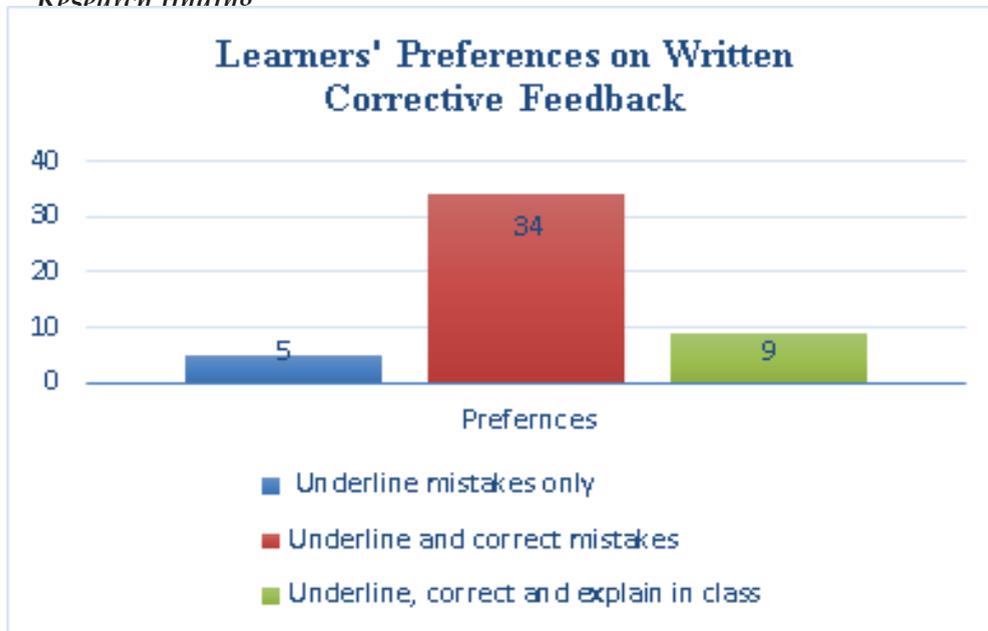
Ethical considerations

The researchers sought for consent from the responsible authorities, including the Ministry of Primary and Secondary Education and the school where the study was conducted. All the respondents were appraised with the study information and participation conditions. Respondents were also assured of protection of their identities and reputations. The right to withdraw from the study was also taken in consideration during the course of collecting data.

Data analysis

The researchers reduced large volumes of data from the questionnaires and interviews by transcribing, coding and drawing themes from the codes. Data was summarized and displayed in the form of tables, column graphs and pie-charts accompanied by explanations.

Research findings



Below is a column graph showing some presentations on the preference of

learners towards their teacher's written corrective feedback.

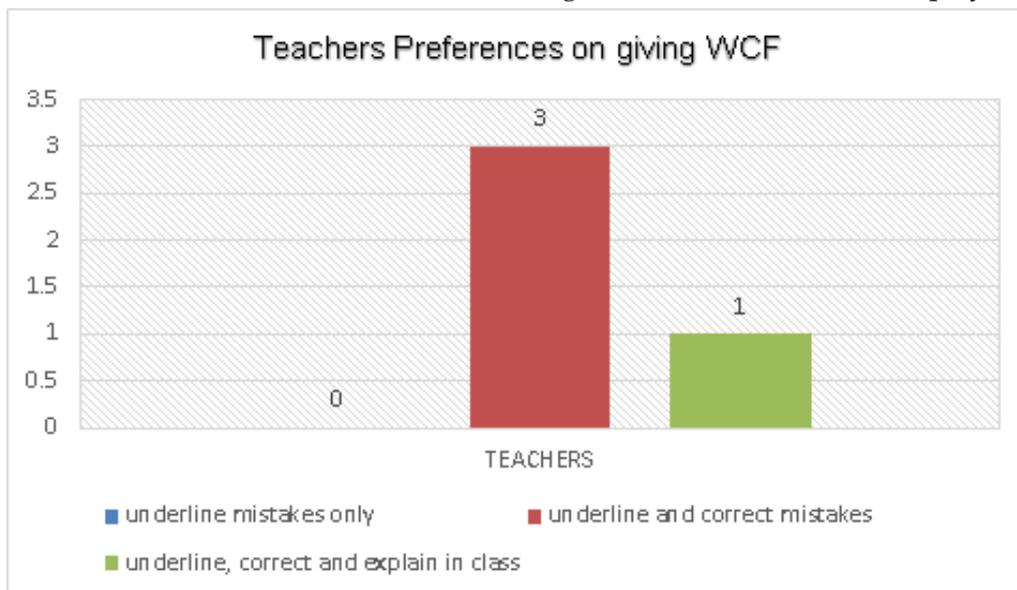
Figure 1: Learners' preference on written corrective feedback (N =48)

Figure 1 shows the learners' preferences and expectations from their teacher given written corrective feedback. The majority of them preferred their teachers to underline and correct their written texting mistakes (direct feedback) and they argued that it enabled them to understand and make corrections with limited challenge. This way of direct written corrective feedback garnered 34 (70, 83%) of the votes from learners. This finding is aligned to Vygotsky's social interaction influence on students' learning as supported by (Kurt, 2020) where the learners see the role of the teacher as that of an expert. This finding is also in-line with McMartin-Miller (2014) who found that learners opted for their teachers to underline and correct their written texting mistakes which allowed learners to recognise features of errors in their writing. Bitchener and Knoch (2010) also found this direct written corrective form useful.

The second vote of learners on the preferences and expectations of their teacher provision of written corrective feedback garnered 9 (18, 75%). This is where learners expected teachers to underline, correct and provide some explanation in class. This is still another form of direct feedback. Some learners tend to understand better the message carried by the feedback when their teachers explained to them in class.

The last preference of learners as displayed by the graphs above wanted their teachers to underline mistakes only that is, indirect written feedback. This garnered only 5 (10, 42%) of the votes from the participants. These few learners were highly proficiency ones who wanted some independency and autonomy in the feedback process. This finding is similar to that by Lee (2008) whose study revealed that advanced learners tend to prefer fixing their correction on their own. Also, Guénette (2007) argued that proficiency go hand in hand with the ability of students in engaging with feedback.

Above all, learners echoed that, although their teachers' feedback play an



important part in their learning, they wished if their interest and preferences were given much attention. Zumbrunn et al, (2016), had similar findings when he realised that learners became negatively affected upon receiving unclear and unpreferred WCF.

Figure 2 below displays the preferences by English teacher respondents.

Figure 2: ZJC Teachers' WCF Preferences

As is shown in Figure 2, three of the four teachers preferred underlining and correcting students' mistakes (direct feedback) while only one teacher preferred to underline, correct and further explain the error and the expected solution to the students in the learners' composition work (another form of direct feedback). This means that a greater number of teachers, just like their learner counterparts, preferred the direct form of feedback associated with underlining and correcting mistakes. This finding, where teachers indicate and correct learners' mistakes and errors, tallies a finding by Amrhein and Nassaji, (2010) who realised the need for teachers to indicate and correct errors for learners in order to improve their written work.

None of the teachers, preferred to only underline the mistakes done by the learners (indirect feedback); they found it not helpful to the learners. This finding is contrary to Linh (2018) who established that it is important for teachers to just let learners realise their mistakes than correcting them.

It can be concluded that there is a general correlation between teachers' and learners' preferences on written corrective feedback choices. This gives the concerned school under study an advantage since Brown (2009) found that if learners' and teachers' beliefs and perceptions on the impact of written corrective feedback fail to correspond, students learn in discontent mood with very limited improvement.

The researchers having found out the teachers' WCF preferences, went on to find out how the frequent did the teachers give feedback to their English composition learners. Table 1 shows how often the teachers gave WCF to their ZJC English composition learners.

Table 1: Teachers' frequency of giving WCF to English composition learners N = (4)

TEACHERS	MOST FREQUENTLY	LESS FREQUENTLY
TEACHER A	✓	
TEACHER B	✓	
TEACHER C	✓	
TEACHER D	✓	
TOTAL	4 (100%)	0

As is shown in Table 1, the researchers realised that all the teachers were conscious of the importance of constant provision of WCF and thus offering it regularly in their learners written mistaken texts. The Researchers also gathered that ZJC English teachers believed that, for development to take place on their learners writing skills, feedback should be offered frequently. It was also observed that teaching experience was one of the elements that influence beliefs and teachers' practice. Teachers who took part in this study had more than ten years teaching experience and they were teaching degree holders. It is clear that, their belief in frequent offering of WCF to learners was informed by their years of experience.

Teachers' beliefs were also centred on striving to correct all learners' written mistaken texts without exception. They said that it was their task and duty to aid all learners' writing capacity. They linked their efforts to learner motivation and appreciation which, they said, was likely to ignite passion and zeal in their learners. This finding corroborates finding by Aquino and Cuello (2020) who reveal that, teachers said that it was imperative for them to correct all errors by students, but unfortunately, these teachers never fulfilled that in practice.

Apart from giving their students frequent feedback, the teachers respondents agreed that they made routine follows-up activities after giving their learners feedback. Follow ups were done in order to sure that the learners had understood the feedback well, thus facilitating motivation and improvement on learners' composition work. On emphasising this need to motivate learners, one teacher said, "It is important to motivate learners".

Another teachers' belief that merged from the interviews is the reciprocity between teachers and learners for development and improvement to take place in the writing of accurate texts on learners. In support of the above point of reciprocity and symbiotic relationship between learners and students, one teacher responded:

Learners should be faithful enough in the feedback process by responding to all corrections given to them by their teachers (Teacher B).

From the findings, teachers also believed that, WCF enhances learner engagement. With written corrective feedback, learners tend to revise their inter language rules so that errors do not occur again in their next writing. However, for learners to engage well in the feedback process, teachers should motivate learners by offering praises on learners. In the interview conducted, another teacher said:

It is important to motivate learners by commending the good and correct things they write and acknowledging whatever effort they put (Teacher A)/

Then learners will get engaged in the feedback process wholeheartedly (Teacher C).

The above sentiments, where teachers communicate positively to students, tallies that of Torkildsen and Erickson (2016), who realised that communication serves as teachers' tools in communicating with students updating them of their current performance. This is also supported by one of the Social Interaction Theory tenets which says social interaction influences teaching and learning

(Kurt, 2020), for learning occurs through interaction between the teacher and the student. It can be concluded that what Lee and Schallert (2008) said on creating a conducive and positive form of relationship, is fundamental to the effective use of feedback in the *teaching and learning process*.

Table 2 below shows participant's assent and dissent responses on the effectiveness of WCF.

Table 2: Learners and Teachers' responses on WCF effectiveness

PARTICIPANTS	EFFECTIVE	NOT EFFECTIVE
LEARNERS	48	0
TOTAL	48	0
TEACHERS	4	0
TOTAL	4	0

As is shown in the table above, all the teachers and learners assented that WCF is effective in improving learners writing accuracy in English composition. There is consensus that WCF is indeed vital and pivotal in enhancing improvement in English composition writing where the teacher directs and guides learners. Similarly, Cheng, Chwo and Shui Ng (2021) found that teacher feedback is useful in helping English as Foreign Language students revise their draft writing.

The study established that, with WCF learners were correcting their written errors which made it easier for them to realise their mistakes and therefore correct them. Teachers also stated that WCF highly motivates learners as is seen in their monthly given tests. This again is in alignment with Zacharias (2007) finding who stated that WCF builds and increases motivation on learners and thus improve the performance of writers in their examinations.

Another advantage cited by teacher respondents is that WCF is permanent for it is inscribed in the learners' books making it possible for learner to revisit teacher's information, as individuals or in groups for improvement purposes. They may approach the concerned teacher for more information. This promotes learner engagement and intrinsic motivation which Dekeyser, (2012) said is the engine that drive learners to do work whole heartedly.

In this study, teachers also asserted that, with provision of WCF, error density has decreased and learners were scoring better marks. In progressive exercises, improvement was being exhibited as learners were avoiding the

identified weaknesses. Teachers were noticing some improvement in grammar, semantics, syntax, spellings, tenses and paragraphing than before. The views given by teachers in this study were in line with Lee (2009) assertion that, when pupils receive grammar feedback, they will significantly improve in grammar scores on subsequent rewrites of the papers.

The majority of learners' responses in the study correlated with their teachers' views that, WCF is highly essential in improving their writing skills. Learners assented that WCF was giving them a broader understanding in composition writing as it broadened their word capacity, spelling accuracy, tense and grammar. They were improving in their speech, report and article writing as well.

Learners further stated that it became easier for them in identifying their errors and mistakes. It became easier for them in engaging in self-correction of the error in the absence of their teachers. Furthermore, WCF made learners be creative and motivated enough in learning paragraph writing basing on the identified problems in their writing. Written feedback helped them in gaining an in-depth understanding on how to write a properly punctuated paragraph.

Learners are informed of their strength and weaknesses through WCF. They get to self-assess themselves of their weakness in writing and thereby worked tirelessly in conquering those weaknesses. These findings tallies those by Hamouda (2011), who found that learners get to know themselves better in terms of performance in their written exercises and tests after regularly getting and attending to feedback from their teachers.

One can, therefore, say that the study findings highly showed that, indeed WCF is helpful and more appreciated by ZJC teachers and learners. This revealed isomorphous notion between teachers and learners at the school is the reason why teachers are offering WCF consistently and regularly because it is working well in improving learners in their language writing. Learners found teacher's feedback exposing their mistakes and errors as well as aiding them to correct these while teachers felt that it was their responsibility as experts in dealing with learners' writing shortfall, hence a perfect Vygotsky's learner-expert useful learning relationship.

6. Conclusions

The study concluded that WCF is effective in improving language and writing accuracy in English composition writing as confirmed by both teachers

and learners in this study. This means that schools should put in place functional online communication systems that can allow teachers to send WCF to learners, and learner can also receive them during periods of calamities, for example, during the Covid-19 era where face-to-face interaction can be prohibitive.

The study also concluded that there is a direct correlation between students' WCF preferences and teachers' beliefs, direct WCF being the feedback of choice. Learners preferred direct WCF feedback from their teachers and were motivated to correct their written errors when given the preferred feedback. Therefore, to achieve learner skill development and to cultivate proficiency on learners in English composition writing, teachers have to know and to regularly provide feedback in alignment with their learners' preferences.

7. Recommendations

The study recommended that teachers should put effort to know learners' WCF preferences and make sure that they provide it regularly so as to maintain high motivation levels among learners. Teachers can carry out mean researches in their classes in order to find out these learners' preferences. At the same time teachers need to scaffold learners without exception and should use simple clear language when using direct feedback so that the students can understand. Teachers should make some follow ups after giving feedback to see to it that learners have corrected their work and, they should mark these corrections to show that they are serious on them. Local workshops, even at departmental levels, can aid teachers in this WCF issue as well as related learning theories, for instance, Vygotsky Social-cultural Theory of Cognitive Development theory that has been used for this study.

On the same note, learners should be informed on the importance of feedback and should attend to the provided written feedback seriously so that the communication flow within the feedback process is not subsided or abated. Above all, there should be effective communication between the teachers and the learners so that learners' feedback preferences and teachers' expectations are shared, understood and applied by the involved parties.

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