UNIVERSITI TEKNOLOGI MARA

WRITING CLASSROOM CORRECTIVE FEEDBACK PREFERENCES OF LECTURERS AND STUDENTS IN UNIVERSITI TEKNOLOGI MARA (UiTM) DUNGUN CAMPUS, TERENGGANU

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Dissertation submitted in partial fulfillment of the requirements for the degree of Masters of Education

Faculty of Education

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Author's Declaration

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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Abstract

Previous studies have revealed that there are many studies on the effects of various type of teacher feedback on students’ writing skills but little research on the preference of feedback and error correction between language educators and students. Therefore, the aim of this study was to identify lecturers’ and students’ preference for error correction in student writing, their belief on the importance of various writing features, their preference for corrective feedback method and students’ strategies of handling the feedback. The study used questionnaire as its instrument and was conducted in UiTM Dungun with involvement of 281 bachelor students and 15 English language lecturers. The finding showed that both groups of respondents shared similar preferences on error correction, their belief on the importance of various writing features, and their preference for corrective feedback method. Also, it is found that students apply various strategies after receiving lecturers’ corrective feedback. This study has shown that the lecturers in UiTM Dungun are aware of their students’ preference and belief. It is hoped that further studies on these issues can include the effect of preference similarity with students’ language accuracy development in their writing.
Abstrak

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