| RESEARCH ARTICLE

Finding the Right Fit: Instructor Perspectives on Using Direct, Indirect, and Metalinguistic Corrective Feedback for L2 Writing Development in Kuwait University

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| ABSTRACT

This study explains what Direct, Indirect, and Metalinguistic corrective feedback techniques are and how they differ. Furthermore, the research elaborates on the perception of the language instructors on the effects of the corrective techniques on L2 students. In this study, the researcher refers to her teaching context at Kuwait University, clarifying how the chosen corrective feedback affects the students and which corrective technique is suitable. The study exhibits the effects on the students receiving feedback papers and how the corrective technique helped them reduce errors. The researcher further explains how the students learn from their feedback and which works best for them as corrective feedback. It also explicitly explains and clarifies what other teachers with similar studies found out when providing different kinds of feedback to their students.

1. Introduction

Writing poses a considerable challenge for L2 learners, demanding the transformation of thoughts into written expression—a skill not inherently embedded but acquired through formal instructional settings (Hussain, 2013, p.823). Choosing an effective corrective feedback technique is pivotal for language instructors in fostering improved student writing skills. This study explores three prevalent corrective feedback techniques: direct, indirect, and metalinguistic corrective feedback. Direct corrective feedback is when the teacher immediately gives the students the right answer. In the second technique, indirect corrective feedback, the teacher indicates an error without claiming or writing down the correct answer. Hence, the teacher allows the student to figure out the mistake. The third and final technique is the metalinguistic corrective feedback technique, where the teachers provide a clue about the error. "Directive corrective feedback, the teacher provides the student with the correct form. In indirect corrective feedback, the teacher indicates an error exists but does not provide the correction. In metalinguistic corrective feedback, the teacher provides some metalinguistic clue to the nature of the error" (Ellis 2009, p.98). Each language instructor tends to have a preferred feedback approach, yet the focus should be on what best serves the needs of the learners. The learner's ability to conceptualize and rectify mistakes becomes paramount as the instructor navigates through determining the most suitable technique. As a language instructor, applying the technique that suits the L2 learner, where the learner can conceptualize the mistakes, is better. Speaking about what suits the learner and what does not is a process that the language Instructor should go through to determine which technique is most suitable. In my context as a language instructor, L2 learners needed much scaffolding. They became better learners when they were directly corrected. From a personal experience, some L2 learners could figure out the correct answers through metalinguistic technique.

This study, conducted at Kuwait University, aims to shed light on the preferred corrective feedback techniques for L2 learners within the Kuwaiti context and, more specifically, at Kuwait University. Kuwait's educational system emphasizes rote learning and teacher-centered instruction, which may influence student responses to different feedback types (Al-Harbi, 2020). Arabic, the native language of most students, has a different grammatical structure and writing conventions than English, potentially impacting feedback effectiveness. Understanding how cultural values and beliefs impact feedback reception and learning styles can inform more effective practices for Kuwaiti students (Al-Qahtani, 2013). Research suggests that Kuwaiti teachers often lack formal training in effective feedback techniques, leading to inconsistent and potentially counterproductive practices (Al-Harbi, 2020). Limited exposure to authentic English language use outside the classroom can hinder students' understanding of feedback and its application in real-world communication (Al-Enezi, 2021). The high-stakes testing culture in Kuwait may lead to student anxiety and decreased receptiveness to feedback, necessitating strategies to foster a more positive learning environment. Thus, studying feedback preferences and challenges in this context can provide valuable insights for designing effective teacher training programs. The investigation centers around the following questions:

1. Which corrective feedback technique is most effective for L2 learners in enhancing their writing skills?
2. How does the chosen corrective feedback technique contribute to students' overall improvement and proficiency?

By addressing these questions, the study seeks not only to contribute valuable insights to the field of language instruction but also to provide practical guidance for educators in Kuwait and similar contexts. Identifying effective feedback practices for Kuwaiti L2 learners can contribute to broader knowledge in L2 writing pedagogy and inform best practices for similar contexts. Studying feedback effectiveness in Kuwait can offer valuable insights for language instructors and researchers, potentially leading to improved learning outcomes for L2 learners worldwide.

2. The Role of the techniques in ESL classes

Students differ from each other in conceptualizing their errors. Some students can easily discern where they went wrong through metalinguistic corrective feedback, while others cannot determine their mistakes. Other students need direct corrective feedback to correct their mistakes, whereas metalinguistic corrective feedback is difficult. Students are leveled, and not all can easily point out their mistakes (Stefanou, Révész, 2015). Rahmawati (2017) conducted a study on the effectiveness of direct correction. This particular study was made in Bandung, which is a city in Indonesia. Rahmawati assigned two groups to write a short story. The students that were chosen for this study were middle school students. They were 38 students, second graders. Those second-grade children learned the English language for more than a year. The students were divided into two groups, each containing 19 students. The first group received direct corrective feedback, and the second group received indirect corrective feedback. The study used a quantitative method. It aims to "investigate whether direct and indirect corrective feedback is effective for improving students' writing skills and which feedback (direct corrective feedback or indirect corrective feedback) is more effective in improving students' writing skills." (Rahmawati 2017, p.68.) The procedure of this study was

> "The researcher divided the subject into two error corrective feedback groups and assigned them to write three short stories. Moreover, the researcher benefitted from two different approaches to correct the grammatical inaccuracies in their text. While one group received direct corrective feedback on every single error in their text, the other group received indirect corrective feedback. In indirect corrective feedback, the researcher only marked the errors by underlining the errors. Moreover, the indirect corrective feedback group was also required to further self-edit their errors based on the feedback marked by the researcher." (Rahmawati 2017 p. 67)

The students who received the direct corrective feedback got a correction on every single error, whereas the researcher only underlined the error for those who received the indirect corrective feedback. Moreover, the students receiving indirect corrective feedback were asked to self-edit their errors. "The result shows that between direct corrective feedback and indirect corrective feedback, indirect corrective feedback is more effective in improving students writing skills. It can be concluded from increasing the mean from pre-test and post-test" (Rahmawati 2017 p.68). This study of direct and indirect corrective techniques reviewed in detail showed that the difference in the means on the pre-test and post-test is that in direct corrective feedback, the mean was eight, and in indirect corrective feedback, the mean was 9.8. This indicates that indirect corrective feedback is more effective in improving students writing skills.

In addition, according to the direct corrective feedback. Let us assume that the students are writing an essay. The directive corrective feedback will take place on the error itself. Teachers can underline the error, stating what the correct answer is. It is good for students to know where they went wrong and the correct answer. In my context, the level of students I taught at Kuwait
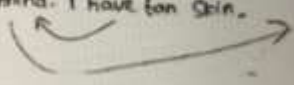
University were beginners. The class consisted of 20 students. It was hard for them to figure out where they went wrong because they were primary learners. They needed direct correction at that stage. Once they understood their error, they did not repeat it. In my class, I underline the mistake and write the correct answer when teaching primary learners. It helped students discern where they went wrong. "among the 69.2% of learners who preferred direct feedback, 22.2% chose such feedback because when receiving direct feedback, they said it saves time from figuring out the correct usage by themselves.

Moreover, 44.4% of learners chose it because they believe that direct feedback can help them to understand their errors more easily" (Yang p.84). For further elaboration, I used to capitalize the first word in the sentence on top of the student's writing, showing the student how capitalization works. As an experience, this technique worked for beginners successfully. In my context, the direct and metalinguistic corrective techniques were suitable for beginners. I have experienced both, and they were unlike the indirect corrective technique students elicited their mistakes easily.

Tursina 2016 conducted a study examining the effectiveness of direct corrective feedback. The participants of that study were 60 college students. They were divided into four groups. They received two different types of feedback: direct corrective feedback and indirect corrective feedback. The students wrote five different essays for nine weeks. The result of this study was that no matter how high or low the student's proficiency level was, the direct feedback worked for both. Students who received direct feedback improved more than those who received indirect feedback. p.211 In my context, this study has many students in it. In addition, there is much writing in a long period of time. Students back in my country could not write essays for nine weeks.

Another study by Fikroh (2021) aimed to explain why the teacher provided indirect and direct corrective feedback and whether the students' writing improved when using direct or indirect corrective feedback. It was a qualitative research. It consists of 27 students who participated in the study. The students were put into two groups. The first group wrote a first draft as a pre-test, and it was marked using an indirect corrective technique. Then, they start writing the second draft as a post-test. The other group of students wrote a pre-test as a first draft. It was marked using direct corrective feedback. Afterward, the students wrote a second draft as a pre-test, showing whether or not they improved. This is a table that shows written work for the student. The teacher provided him with indirect corrective feedback.

Table 4.7 Teacher's Indirect feedbacks in writing

Student	Symbol	Error Type	Example of Feedback
Student 2	Double bent arrow	Logical ordering	my height 152 cm, my weight 30 kg Fannina. I have tan skin.
Student 4	Underline	Word Choice	that's all about my self about my self

Fikroh 2021 p.23

Looking through the first student's error, it was logical ordering. "the student was corrected by giving a double bent arrow to remind him/her that she wrote the sentences incorrectly. In this part, '*My height is 152 cm, my weight is 39 kg. In the class, I am always with Aurel and Fannina. I have tan skin.*' The first and the third sentences have the same idea. Both are talking about physical appearance, so it is better to put them one after another. While the second sentence discussed something else, it is best to place

it in the last part." (Fikroh 2021 p.24) The teacher gave indirect corrective feedback because she wanted the students to find errors in their writing. She wanted the learners to be more independent.

The second table below shows an example of direct corrective feedback given by the teacher. There were seven errors made during writing.

Fikroh 2021 p. 24

2.1 First error

For the first sentence, it claims *my height is 152cm, and my weight is 39 kg*. The sentences lacked a linking verb, 'is.' In the case of direct corrective feedback, the teacher added 'is' in its correct position.

2.2 Second error

The second sentence error lies in the word 'disturb.' The student's sentence was '*I am hyperactive and disturb my friend*' ".A *hyperactive person* is called a postpositive adjective, and if it is followed by a connector '*and*,' the following should also be a postpositive adjective. Otherwise, adding the subject '*I*' to the clause 'disturb my friend' so it becomes 'I Like disturbing my friends" (Fikroh 2021 p.24). As a result, "the teacher wants the students to find the error themselves and try to correct it by only giving signs on their writing. She teaches the students to be independent learners who can self-correct" (Fikroh 2021, p.26). The reason behind giving students direct corrective feedback is that it is time-consuming. The teacher thought there was insufficient time to give each student written feedback. In an interview with the teacher, she claimed she did not have enough time to give outspoken comments. She also thought using direct corrective feedback is faster than indirect feedback. Generally, in both feedbacks, the errors when writing the post-test decreased. Both feedbacks were suitable in that study. This indicates that direct and indirect corrective feedback are effective in improving students writing skills. The study showed that both techniques succeeded in decreasing the student's mistakes.

Let us assume that in a class, the teacher will write on the students' papers that there is an error in their writing, for example, many fragmented sentences or incorrect use of tenses. Allow the students to figure out where the error is without pointing out where the error might be. This technique would help intermediate students with their learning. It allows students to think of the error, locate it, change it, and even avoid it in future cases. According to my context, the students I taught at Kuwait University who majored in engineering had a great English level. They were considered as intermediate students. I had 35 students in the class. They could point out where they went wrong, and they could also correct their error easily. This technique works for students who are capable of the English language. The indirect corrective technique helps students learn in the long term. When students browse through their sheets, looking carefully at where they went wrong, it helps them to understand the concepts and rules of language clearly. When students figure out their errors, they discover new rules in language.

While teaching at Kuwait University, I wrote things down at the end of the students' papers, like spelling mistakes and fragmented sentences. This allowed them time to look through their sheets and point out where the mistakes were. The next day, they bring back their sheets with their errors corrected. "Using this technique, the researcher also found that indirect corrective feedback supported the students in revising mistakes and errors. It is because the students were given a chance to explore their ideas. It made them active during the learning process. Finally, indirect corrective feedback motivated the students to write" (Farhan 2020, p.4). It does not mean that direct corrective feedback does not work. In my context, direct corrective feedback worked very well with the primary learners at Kuwait University. It depends on the students' strategies and their acceptance of the feedback. It also

depends on the teachers' personality. The indirect and direct corrective feedback could work depending on the class context. "Two studies which also measured the effects of feedback for revision of texts were carried out by (Chandler 2003). These studies involved 31 ESL students in the first and 36 students in the second. These studies showed that direct feedback was the more effective form; nevertheless, direct teacher correction and simply underlining with student self-correction outperformed other feedback types" (Wahlstrom 2014, p.6).

3. Metalinguistic Corrective Feedback

A study by Mohammadi 2009 claims the use of Iranian undergraduate university students. The students studied English language translation and English language literature at Islamic Azard University in Iran. The participants were 81 students. Their average ages were between 22 to 25. Their background of learning English through their studies was up to two years. The participants were asked to work on relative and passive clauses. The study procedure was: "All 81 university students who were supposed to participate in the study were undergraduate students in two essay writing classes. They were supposed to do a piece of writing with a common topic and send it by email. I would read the writing of both groups and provide the appropriate feedback technique. The other group received metalinguistic feedback...the students who received metalinguistic feedback performed the students who received recasts. The reason, I think, is two-fold. One is that they probably feel free with metalinguistic feedback when they receive a direct explanation about the inconsistencies. Second, that being provided with the very point itself, students should not take the risk of realizing (or not realizing) the implied feedback" (Mohammadi 2009p.236-239).

TABLE 6
The Comparative Data on Posttests in Both Groups

	N	Mean	Std. Deviation
Recast	38	12.45	1.91
Metalinguistic	38	14.89	1.90

The difference between mean scores in both groups is suggestive but it should be proved through the application of the t-test.

TABLE 7
Independent Samples T-Test for Both Groups

	Levene's Test for Equality of Variance		t-test for Equality of Means		
	F	Sig	t	df	Sig. (2-tailed)
Posttest-posttest	.170	.681	-6.03	74	.000

The tables above show the post-test of the students who received metalinguistic feedback. The technique I reviewed in detail exhibits that the student's corrections decreased when performing the post-test. Using metalinguistic corrective feedback is a good technique because it allows students to write in the long term. The teacher would write codes in metalinguistic corrective feedback, usually on the margins. SP = spelling or C = Capitalization. As Ellis indicated, "Teacher writes codes in the margin (e.g., WW = wrong words; art = article) or a Brief Grammatical Description Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text" (Ellis 2008 p.98)

Metalinguistic corrective feedback is a good technique because it allows students to think and recognize their mistakes. It gives students the power to think and point out their mistakes and correct them. The metalinguistic corrective error allows the students to realize what is going wrong with the paper. Metalinguistic corrective feedback permits the students to correct themselves or realize their mistakes. "when employing metalinguistics corrective feedback, learners make their corrections after an elicitation-with metalinguistic cues of their background linguistic knowledge. This type of written corrective feedback gives learners information about the nature of their errors." (Ellis el. Al 2008) "Allowing them to draw on their previous metalinguistic knowledge after provision of metalinguistic codes" (Diab, 2015)

According to my context, when I used the metalinguistic technique in class during Kuwait University years of teaching, students acknowledged this corrective feedback pretty well. I had 30 students in my class; they were students majoring in English. They were all third-year university students. I asked them to write an essay about a specific topic related to what they had studied in that course. They wrote a first draft and a second draft. In marking their essay, I used a metalinguistic corrective feedback technique. The technique reflected perfectly well on students. They were good at writing when they did the pre-test, and then after providing them the metalinguistic corrective feedback, their writing became even better in their post-test written papers. Students did get better over time. The technique was effective on them after the second essay they did at the end of the term, and their writing had no or mere little mistakes.

Coding was a good way to tell students what kind of mistakes they have made. As a personal experience with the metalinguistic corrective feedback technique, I used to write down the codes on the margins and give students a sheet with the most used codes, including the meaning of these codes. This helped students read the codes and easily fix where they went wrong. Mistakes in writing permit students to learn. When students fall into different mistakes, it makes them better learners. "Errors are natural parts of learning and cannot be avoided" (Lange 2009).

4. Data Collection

A qualitative focus group discussion was adopted, a valuable method for exploring participants' perspectives, experiences, and opinions on a specific topic. The choice of a qualitative focus group discussion design suggests an intention to gather in-depth insights, perceptions, and experiences of language instructors regarding using direct, indirect, and metalinguistic corrective feedback in improving students' writing skills. This design allows for rich, contextual understanding and exploring diverse viewpoints within the group (Zighan and Abualqumboz, 2022).

An online focus group was established on the TEAMS platform to gather insights into the efficacy of direct, indirect, and metalinguistic corrective feedback in enhancing students' writing skills. This served as a virtual space for language instructors at Kuwait University to engage in discussions and provide valuable data for the research. The participants were chosen deliberately based on the purposive sampling method. According to Etikan et al. (2016), Purposive sampling is a non-probability sampling technique where participants are chosen intentionally to meet certain characteristics or criteria that align with the study's focus. This targeted approach allows the researcher to gather insights from participants who possess relevant expertise and experiences related to the research questions, contributing to the depth and specificity of the study. Eight language instructors, each with diverse years of experience teaching at the university level, participated in this research. The students under their instruction were enrolled in the foundation year, spanning various English class levels categorized as lower English, mid-English, and high English.

In the researcher's capacity, a team was formed on the TEAMS platform to facilitate discussions. This digital forum enabled the exploration of language instructors' perspectives on effective approaches to assessing and improving students' writing skills. The platform was utilized to pose questions, elicit detailed information, and encourage sharing insights among the participating language instructors. The discussion started with three main Questions:

> 1- Among these three approaches, direct, indirect, and metalinguistic corrective feedback, which one do you prefer and why?
> 2-Can you share an example of a successful instance where you used direct, indirect, or metalinguistic corrective feedback that positively impacted a student's language development?
> 3-What challenges or limitations do you encounter when using direct, indirective, or metalinguistic corrective feedback, and how do you address them?

Finally, thematic analysis qualitative data analysis was employed (Zighan and El-Qasem, 2021) to identify recurring themes, patterns, or insights emerging from the focus group discussions. The data analysis aimed to uncover nuanced information and contribute a deeper understanding of the research questions. By employing thematic analysis, the researchers understood the language instructors' perspectives on direct, indirect, and metalinguistic corrective feedback and their impact on students' writing skills.

5. The Study Result
The process of data collection in this study yielded interesting and unpredictable findings. One notable finding was that most language instructors at Kuwait University employed different methods when evaluating writing papers. The instructors divided their classes into two levels: high and low. For students with high scores, some instructors utilized a metalinguistic corrective method. Conversely, the direct method was deemed most suitable for struggling students, as one instructor stated, "At this level, they may not be able to identify their own mistakes."

The choice between direct and indirect methods varied among instructors. For example, most instructors found the direct method the best option due to its straightforwardness, which gives specific information about errors and is less time-consuming for the students, where students could correct their mistakes easily and quickly. Although a few instructors said that the direct method takes considerable time, it consistently demonstrated that it is the most effective approach for enhancing students' writing.

Each instructor differed on why or when to use the indirect and metalinguistic corrective methods. For instance, instead of using the metalinguistic method for students to learn from, the codes used for writing exam papers were used by the instructor as a means of providing personalized feedback to students. This allowed the instructor to recall the specific feedback she intended to give when students approached her for guidance on improving their writing. Another finding is that the number of students in every class exceeds thirty-five; therefore, some instructors prefer indirect and metalinguistic corrective methods, for they do not take much time when checking, and students will self-learn to find their mistakes. One instructor stated that by combining the indirect and metalinguistic methods, "I can notice their improvements when students move from one level to another, not within the course level." Another instructor advocated using indirect and metalinguistic corrective methods tailored to individual student needs. The indirect method was recommended for excellent students, while the metalinguistic method was considered more appropriate for those with weaker English proficiency.

In contrast, another instructor adopts a dual approach, employing direct and indirect corrective methods for distinct purposes when evaluating students' papers. Initially, when reviewing assignments, the instructor employs the direct method, which involves underlining writing errors and providing suggested corrections. This direct approach aims to facilitate immediate comprehension and rectification of mistakes. Subsequently, the instructor employs the indirect method in cases where repeated errors are observed or when students engage in collaborative writing activities. By implementing the indirect method, the instructor encourages students to revise their work independently, enhancing their understanding of the errors made and promoting active learning through self-correction.

Regarding the question of a successful instance where instructors used direct, indirect, or metalinguistic corrective feedback that positively impacted a student's language development, One instructor observed that the students often confused the usage of 'will' and 'going to' when teaching the future simple tense, especially in writing. She gave an example where students started the paragraphs by writing, 'I will write about...' where they should write, 'I am going to write about...' When using the direct corrective method, it is clearly shown on paper the difference between 'will' as a 'far future,' suggesting the writing will take place after the statement was made, and 'going to' as a 'near future,' which implies that writing is about to happen currently. In addition, when the directive corrective method was implemented, the students started using the correct form, demonstrating improved language proficiency.

Another instructor adopts a dual approach of direct and metalinguistic corrective methods when grading papers. She agreed that writing the mistakes on the margin and then explaining them on the same paper is efficient. Later, she calls students during office hours or in class for conferencing sessions to address and correct their mistakes. This personalized approach encourages a deeper understanding of the language and facilitates recalling information in their long-term memory. Students were able to understand and correct their errors immediately after the sessions. Moreover, an instructor agreed that the metalinguistic corrective method helped students write and speak to their colleagues or people more confidently.

One instructor who favored the indirect method said that using the direct method tends to accept corrections without fully understanding the mistakes done, "I have also noticed that many times if I simply correct the mistake for them, they take it as face value and often make the same mistake again' this illustrates how the indirect method guides the students on searching for the information without providing straightforward answers, as she continuous, "the direct method. enables them to become more aware of their writing process, hence avoid such mistakes in the future". This also shows how the indirect method positively impacts students' language development, where the learning is tailored and focused on areas they find challenging, making their learning effective.

In this research, it has been observed that language instructors encounter no difficulties in implementing corrective feedback methods. In the words of one instructor, "I did not face any challenges or limitations yet...I staple a sheet of rubrics to their papers,

and if they have an inquiry, discussing them during office hours may be sufficient". Another instructor added that "students may depend more on the language instructor to correct their mistakes" when using the direct method. All three methods were manageable by all of the language instructors.

Figure 1 summarizes the average of using direct, indirect, and metalinguistic corrective methods (Inforgram.com)

The Average of Kuwait University Instructors Using the Different Methods of Corrective Feedback

Metalinguistic 20.00%

Direct Corrective 46.67%

Indirect Corrective 33.33%
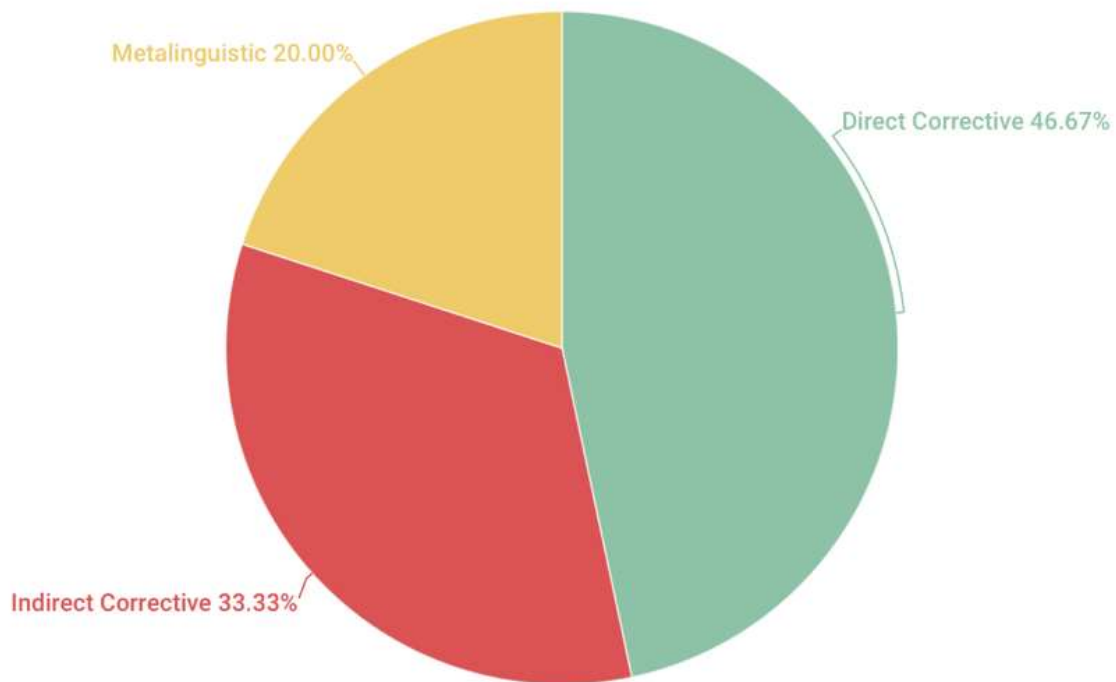
The pie chart represents the three methods of corrective feedback: direct, indirect, and meta-linguistic. It shows that most language instructors recommended using the directive corrective method, with the largest proportion representing 46.67%. This method focuses on improving sentence structure and using an appropriate grammar style to convey ideas clearly for beginners. By offering targeted feedback, students could quickly improve their writing accuracy.

The indirect corrective method represents 33.33% of the total corrective feedback. This method highlights the mistakes without correcting them, thus preparing the students to be independent learners and responsible for discovering their own mistakes. Additionally, it provides no explanations or examples to assist the students. However, it builds more confidence if students can pinpoint and auto-correct themselves. This requires L2 learners to have a stronger prior background in language.

The metalinguistic method also accounts for 20% of the corrective feedback, which focuses on assisting the students in understanding the rules associated with the accurate grammatical form. It provides clues such as codes to enhance the overall quality and effectiveness of writing. By addressing the metalinguistic feedback, students may produce corrections.

The following table categorizes the instructors based on their years of teaching experience at the university level. Each language instructor preferred a corrective feedback approach. Upon analyzing the data collected, different patterns emerged. It has been noted that language instructors with more years of experience preferred the directive method, though some integrated the other two methods, providing a valuable relationship between experience and teaching practices. It has also been shown that incorporating diverse approaches enhances students' learning outcomes depending on the level of each student. The choice of using the direct corrective method among most language instructors at Kuwait University took into consideration the linguistic proficiency levels and background and was not only due to its directness. In other words, the choice was based on meeting the standards of each student.

Based on the data below, we can categorize the years of experience into three groups and combine their preferred corrective feedback approach:

Group 1: Language instructors with less than five years of experience.
The green background on the table shows the language instructors with 5-10 years of experience. The second instructor had two years of experience, while the fourth had three years. These instructors explore the three corrective methods to provide written assignment feedback effectively.

Group 2: Language instructors with 5-10 years of experience.
The blue background on the table shows the language instructors with 5-10 years of experience. The third and ninth instructors had six years of experience, while the sixth and the seventh had seven years of experience. Most language instructors choose direct or indirect corrective feedback or both, following the students' varying levels or abilities to use language effectively.

Group 3: Language instructors with over 20 years of experience.
The yellow background on the table shows the language instructors with over 20 years of experience. Both instructors reached a consensus on the direct corrective method. However, one of the instructors integrated other methods, too, tailoring them to basic and advanced students' needs.

Figure 2: Language Instructors' years of experience and their preferred corrective method.

Language Instructors	Years of Experience at University	Direct Corrective Feedback	Indirect Corrective Feedback	Metalinguistic Corrective Feedback
1st instructor	Over 20 years	✔	✔	✔
2nd instructor	2 years	✘	✔	✔
3rd instructor	6 years	✔	✔	✘
4th instructor	3 years	✔	✘	✘
5th instructor	13 years	✔	✘	✔
6th instructor	7 years	✔	✔	✘

7th instructor	7 years	✗	✓	✓
8th instructor	Over 20 years	✓	✗	✗
9th instructor	6 years	✓	✗	✗

6. Results:

The results show that while instructors with 5-10 years of experience show a clear preference for direct and indirect corrective feedback, the preference of instructors with less than 5 years and over 10 years vary in tailoring student preferences and language accuracy. Overall, six out of nine instructors agreed that the directive corrective approach is the most used for students at Kuwait University based on the level of students enrolled.

7. Discussion

The study compared direct, indirect, and metalinguistic corrective feedback techniques. Specifically, the study explores the perspectives of language instructors on the impact of these techniques on L2 students. Additionally, it discusses how feedback benefits students and identifies the most effective approach. The study also provides insights from other language instructors who have conducted similar studies and used different types of feedback in their studies. Study findings revealed that the direct corrective method is most significant for instructors and most students, is time-saving for students and some instructors when handing back drafts to minimize time wastage in class, and is an effective approach to enhance student writing skills at Kuwait University.

The study found that, on average, straightforward corrective methods such as direct ones have been proven to be the most efficient approach. On the other hand, it should be noted that the indirect and metalinguistic corrective method is also used for students who demonstrate higher language proficiency and a stronger background in the English language. To clarify, all methods are beneficial in helping students develop their language skills. Despite the efficiency and ease of using the direct method, there is a valid concern regarding the potential dependency of students on instructors for paper corrections. It is important to note that a single language instructor raised the concern, but it should still be considered. However, at Kuwait University, where class size exceeds thirty-five students and time is of the utmost importance for effective teaching, the direct method is a valuable technique or approach for these students. The indirect method would be faster for the language instructors, but the direct method or approach allows for efficient instruction delivery while ensuring that everyone grasps the content with high quality.

8. Conclusion

The findings of this research imply a positive effect on the direct approach where it meets the level of the students at Kuwait University. Moreover, students could fix their mistakes independently if they had a high English language proficiency when indirect and metalinguistic corrective methods were used. Using direct, indirect, and metalinguistic corrective feedback is a collaboration between students and language instructors depending on student level to provide positive feedback and ensure the quality of teaching. The overall study suggests that the three corrective methods are valuable in improving writing skills, considering the individual student's proficiency level in English. While some students may benefit from indirect and metalinguistic corrective approaches, others may require the direct corrective approach. Tailoring the corrective approach to match the student's language proficiency levels is essential. However, the directive method yields the most favorable outcomes regarding speed to save time in class and effectiveness, particularly for this level of students, beginners.

Theoretically, the study explores the preferences and effectiveness of corrective feedback techniques among Kuwait University language instructors. It reveals that instructors with 5-10 years of experience prefer direct and indirect feedback, highlighting the influence of experience on instructional approaches. The research emphasizes the importance of tailoring feedback to student preferences and language accuracy, highlighting the need for a flexible approach. The study also addresses potential dependency concerns and pedagogical considerations, emphasizing the need to balance guidance and independent learning. It also highlights

the need for a personalized approach considering individual proficiency levels. The study concludes that all three corrective methods are valuable in improving writing skills, emphasizing the need for a comprehensive approach.

Practically, the study suggests that language instructors can improve their teaching strategies by implementing targeted professional development programs that focus on corrective feedback techniques. This can help instructors adapt their approaches to align with evolving pedagogical strategies. Instructors can tailor feedback to student needs, optimize classroom time, and balance guidance and independence. For larger classes, the direct corrective approach can be adapted to streamlined methods, incorporating technology or peer-review mechanisms. The study also emphasizes the importance of adapting teaching methodologies to local educational contexts. Instructors can adopt a holistic approach to corrective feedback, integrating elements of direct, indirect, and metalinguistic techniques based on individual proficiency levels. Feedback mechanisms for independent learning can be implemented, and continuous monitoring and evaluation can be established to assess the effectiveness of corrective feedback strategies.

Finally, this study has some limitations, including its specificity to Kuwait University, participant sample, reliance on self-reported data, potential social desirability bias, and experience bias. It also lacks a comprehensive understanding of instructor preferences and the full spectrum of feedback techniques. Future research should include cross-cultural comparative studies, incorporating student perspectives, longitudinal studies, objective measures, technological integration, comparative analysis of feedback techniques, teacher training programs, and diversity in feedback strategies.

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