Teacher's Attitude into Different Approach to Providing Feedback to Students in Higher Education

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Abstract
Feedback within higher education has an effective role in teaching staffs mode. The treatise on teachers' methods of feedback is represented to demonstrate how the novel feedback can help the academic staffs to provide an effective feedback for students in their assignments and written draft. The study investigates the academic staff's methods of feedback and their use the traditional pedagogy (Teacher written feedback) or the novel mode (online and peer feedback) at Salahaddin university in Erbil. The data of the study were collected quantitatively and qualitatively in order to reveal teachers pedagogy in the university and how they use methods of feedback in their teaching. The findings showed that some instructors use peer and online feedback (novel approach) which help students to be reflective and critical thinkers while most of them resort to teacher written feedback (old approach). Ultimately, the results shown that the academic staff may provide the novel feedback (online and peer feedback) to their teaching methods in the future. This will help students to be more proactive in learning.
Keywords: feedback, online and peer feedback, Teacher written feedback, formative and summative feedback.

1. Introduction
Feedback is one of the skills of teaching that improves students' learning. Students need feedback in order to reflect on their assignments or written skills either face to face or online. Through feedback, students are able to revise and edit their errors correctly. Macdonald states that feedback is "the process of providing some commentary on student work in which a teacher reacts to the ideas in print, assesses a student's strengths and weaknesses, and suggests directions for improvement" (Macdonald 1991:3). McLaughlin & Kelley (2012) shows that feedback is the reinforcement in which students' responses and teachers giving feedback occur closely at the same time. That is teachers must provide feedback during students responses, this will help them to correct their errors easily. The system of teaching feedback emerged worldwide, especially in the field of language teaching and it improves students' written drafts. (Furneaux, 1999). Students may have problems such as deciding what message they want to convey in their writing and whether they are able to communicate this message to the audience. Ongoing feedback can help students as they have difficulty in learning. The goal here is to find out instructors methods of feedback in the university and do they focus on the traditional approach (Teacher written feedback) or Novel approach (online feedback), to help students to correct their errors and reflect on skills easily. This study investigates the instructors' methods of feedback and did they use the novel approaches (online and peer feedback) or the traditional one (which is Teacher written feedback) at Salahaddin University, college of Education, English department in Erbil.

2.Research questions
1-what are instructors' attitudes into using methods of feedback at Salahaddin University? Do these types affect students' performance?
2-How do instructors use feedback in their teaching approach? Do they use any particular feedback methods?
3-Do instructors face any problems when they use different sorts of feedback? What are the obstacles?

3. Literature review
3.1 What is feedback?
It may be defined as "Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." (Timperley&John, 2007, p.81). All these may aid students learning in the university and teachers can play the most important role in student's acquisition of feedback. Nowadays, in higher education, the curriculum focuses more on student's feedback and its activity can be found on places like faculty, module level and institutional as it shifts from teaching to learning. (Suttun, 2009). Another study shows that "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness" (Kulhavy, 1977, p. 212). It is a process which adds new skills to students learning after being learned. It is like a kind of instruction in which students have to follow to get great result in their tasks. As an illustration, when the students have a task like writing an essay, they need instruction and process to finish their written draft. In this situation, the instructors can give feedback which broadens their horizon. It can be said that "feedback is significantly more effective when it

provides details of how to improve the answer, rather than when it just indicates whether the student's work is correct or not" (Shute, 2007, p.7). In fact, it is essential for teachers to provide detailed feedback for the students as it enhances their ability to challenge the difficulty, this is essential especially for low level students who have difficulty in learning.

3.2 Peer and online feedback (Novel approaches)

Peer feedback is one of the crucial approaches. It refers to modern approaches behind teacher written feedback which is a traditional method. Reina (2013) suggests that "peer feedback is primarily a variety of input that is given from one learner to another." (p.177). This implies that there is an interaction between two learners. Peer feedback enhances students thinking skills through communication with each other. A study by Olga and Maria (1998) stresses that learners use their peers comment more than their teacher feedback, as the students spend more time in negotiation with their peers than instructors which influences them to be critical thinkers. Another treatise by Hatime & Zenep (2012) shows that peer feedback assists students to gain confidence and developing their ideas through their peer's critics. It helps learners to revise each other's drafts in terms of language skills. Another researcher states, "Peer assessment (feedback) has been described as a natural process used from childhood onwards to make critical judgment of peers." (Terry, G., 1999, p.366). So Peer feedback is an approach used to enhance students learning skills. It helps them going through the process of revising their peers' draft. Whenever the students criticize, comment on their colleagues written drafts, they are likely to learn from the experience.

Besides peer feedback, another new approach emerged with widely using technology which is online feedback. This sort of feedback enables students to grade and revise their peer assignments either individually or with peers. It is a procedure which enhances students' performances through participating, cooperating, observing, achieving an activity or an assignment, and exchanging ideas. (Chun & Eric, 2013). Research shows that most of American universities are following online courses, specifically, Education department which reveals students performances are higher in online courses than in face to face. (Anderson et al., 2011). Moreover, Ladyshewsky (2013) explained that online environment; there should be a positive relationship between the instructor and students. When instructors provide feedback, it will be easier for students to overcome their obstacles and to engage with the environment, so this approach encourages students to have a discussion environment either with their teachers or peers. Another study similarly shows that "student to instructor and student to student interaction are important elements in the design of a web-based course." (Anna, Anoun, p.201). It allows learners to gain experiences, skills and communication builds on honest and critical thinking.

3.3 Teacher written and corrective feedback (Traditional approaches)

Although teacher's written feedback is a traditional approach, it is one of the main sorts of feedback for learners. Teresa et al. (2013) points out that students prefer or benefit more from instructors' feedback. Their methods are complex and effective in which they provide different methods and insights to be more reliable for students. A study by a researcher indicates instructors' feedback consolidating students learning through activity and performances, as it states "feedback is an interface between teachers' pedagogical goals; students' learning needs; and instructional and governmental policies, which structure and regulate practices and procedures." (Richard and Mark, 2010, p.188). A study by Yoke et al. (2013) asserts that written corrective feedback has various shapes and sorts such as correcting errors, writing comments directly and indirectly. In direct feedback, instructors provide feedbacks without identifying the errors while indirect feedback; they just tick or refer to the error in their written draft in order to be corrected by the students. A long with these studies, a study shows " the act of allocating a 'mark' or score, and making marks on the script in the form of ticks, lines, comments etc., pointing to the fact that, for teachers marking students' assessed writing." (Tuck, 2012, p.212). It emphasizes different ways of scoring and assessing students' written draft. Similarly, Choi (2013) states that corrective feedback enhances learners' skills in aspects of linguistic and especially linguistic mistakes and sorts of errors. It helps students to improve and reduce their errors. Another research discusses about what instructors should do for students, by providing explicit approaches. As it predicates "without training or without reflection on what has or has not worked well for us as student writers, we sit down with a student writer or with a stack of student papers, and we do something with them because we must. My job as a teacher- educator is to get my students thinking more systematically about what they do when faced with those real- world tasks, and it starts with an approach, a philosophy, or a set of principles about responding." (Ferris, 2007, p.167). Instructors prefer written tasks as it encourage learners to jot down and learn the academic writing. It is a Teacher's duty to provide more explanation on the margin of the paper in order to be rewritten by the students again; this procedure develops students' thinking skills which are a path for learning. (McGrath et al., 2011)
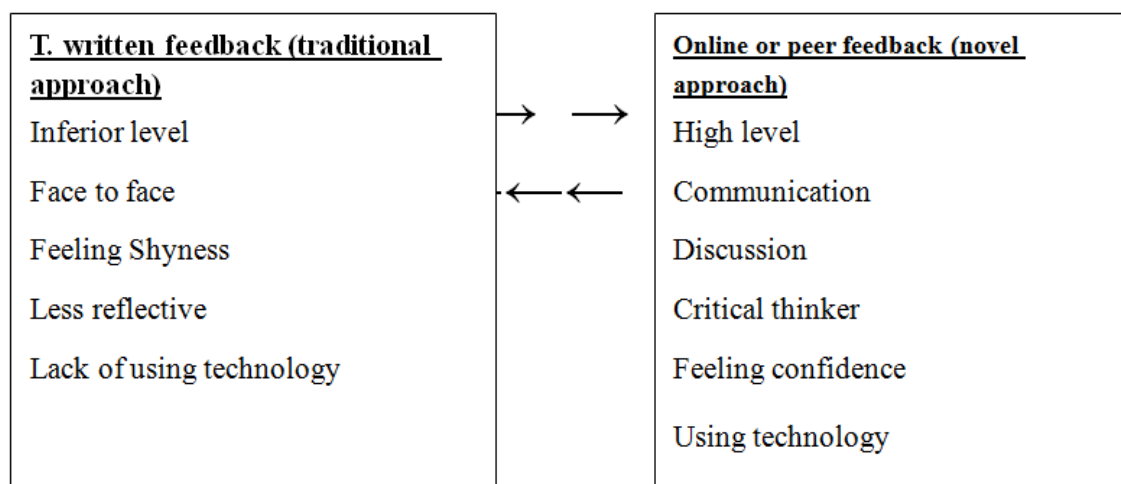
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Figure 1. The comparison between the novel (online and peer feedback) and the traditional approach (Teacher written feedback approach)

3.4 Formative and summative feedback

Most studies show the development of formative feedback in higher education in recent years. It is a procedure for instructors and students' proficiency. (Anna & Julio, 2010). This method emphasizes on the process. Students construct their own thinking skills and interact with their colleague to convey the message of knowledge for others, which is students learning acquisition. (Nicol& Macfarlane- Dick, 2006).   Formative feedback and assessment encourages students learning through regular reflection on their work. It enhances learners' cognitive skill through frequent practicing and assignments. (Susanne, 2013). Most researchers highlights that formative feedback is used for learning while summative feedback is used to produce the final product of student's assignments, exams or any other projects. (Miller, 2009), so summative feedback is a traditional approach.

3.5 Damages of online and peer feedback

Although peer and online feedback is beneficial for students, they face difficulty in revising each other's assignments or written drafts. This problem is due to lack of grammar accuracy and self- motivation. (Yi, 2010). It is explicit that computer based learning can provide a professional learning for learners, but instructors face difficulty in creating an environment, to communicate and practice with their peers outside the class. (Pinkman, 2005). However, most English as a foreign language (EFL) classes rarely use an online environment due to lack of proficiency of students. (Aljumah, 2012). The difficulty may associate with instructors; they have the ability of transmitting skills while they are less familiar with using technology. (Ann et al. 2011). This implies for students too who comes across the difficulty of using technology in the university. Students don't get explicit responses from their peers when they provide feedback to each others. So learners need instructors' skills to fill the gap for them which are merely present. The inferior points in online feedbacks are "lack of providing feedback from instructors, and toughness of the instruction." (Berridge et al., 2012, p.121). On the other hand, the damage of peer feedback is that it doesn't reinforce students thinking. They have to be writer and reader to create their own thinking skills then reflecting on others. (Jakubsonas, 2013). Another concern relating to peer feedback is students' inferior background in language accuracy. If learners are not proficient in language parts, they will not be able to revise or discuss their peers work. (Severino et al., 2009).

4. Methodology

 It is significant to imply the connection between methods and methodology, succinctly summarized as follows:
"the relationship between method and methodology is like the relationship between the words psyche and psychology, that is the methods are techniques or processes we use to conduct our research. The methodology is the discipline, or body of knowledge that utilizes these methods." (Shelly, Anoun, p.3).
         The data of the present study were analyzed qualitatively and quantitatively (using mixed methods). A treatise demonstrates that the mixed method is intended interviewing, linking data or findings and integrating. (Punch, 1998). Furthermore, Gilian (2011) points to qualitative and quantitative as combining them together in the study, not in opposition to each other. Similarly, "philosophically the qualitative and quantitative paradigms are not as diverse or mutually incompatible as is often conveyed." (Clark, 1998, p.1243) So the current study depended on both methods (quantitative and qualitative) to produce the final result because both methods used as

a combination in the current study strengthen the data and consequently, the findings.

Ethical considerations- there were limited ethical considerations for the current study and appropriate approval was sought. The researcher has maintained confidentiality for participants in the study and withheld their names. The participants were not vulnerable in any way and not coerced to participate, as their involvement was completely voluntary. The study doesn't irritate them as they benefit from the study. However, the researcher complied with the University of St Mark and St John's ethical policy and gained appropriate approval before undertaking the study.

4.1 Setting and participants

Twenty academic English instructors at Salahaddin University participated in the study. Their teaching experiences are between one to thirty six years. However, their teaching qualifications ranged from assistance professors, to MA, PhDs degrees. Totally, six instructors were interviewed and fourteen one completed the questionnaire. Most of the participants were novel instructors- that is to say, they used non-traditional approaches. The older instructors didn't have enough experience about the new feedback methods and their options. Although teacher's native languages were Kurdish, they communicate with each other in English language in teacher's office. The main language inside the classes was English as it is the English department. The goal is to find out instructors methods of feedback and did they follow online (novel approach) or teacher written feedback (traditional pedagogy).

4.2 Procedures

The survey was carried out at Salahaddin University, college of Education, English department. The data of the study were collected through questionnaire and interview. The questionnaire (please see appendix 1) was completed by 14 English department instructors. In questionnaire section, the instructors were requested to write their names, teaching qualification and years of teaching experiences. The section utilized a Likert scale. It included thirty questions to investigate teacher's methods of using feedback and procedures. Instructors were requested to tick items, rated from five to one (strongly agree, agree, undecided, disagree, strongly disagree). The questionnaire was delivered to instructors for four weeks. Each week, two or three instructors reported their responses to the questions. A questionnaire was used in recognition of lectures and busy schedules in the university; On the other hand, six instructors were interviewed. The interview was conducted individually per week. It consists of six questions. Each question revealed teachers methods of feedback at Salahaddin University. An audio- recorder was used during the interview, the goal is to collect more data about instructors different methods of giving feedback at the university and did they follow the novel (online/ peer feedback) or the traditional method (Teacher written feedback). Some interviewees reported about the new methods whereas the others reported about the traditional one.

4.3 Data analysis
4.3.1 Questionnaire analysis

The items were analyzed by using percentages and standard deviations. The averages were demonstrates instructors' answers about the way they give feedback to students and if their methods adequate to new or old approaches. The participants responded on Likert scale, ranging from ' strongly agree' to 'strongly disagree'. The items were analyzed quantitatively and the result analyzed by computing the averages of the items. There were thirty Likert scale questions. The result of the present study was presented. The questions investigated instructor's methods of giving feedback and did they use online (novel) or teacher written feedback (traditional) in their approaches.

The results in table (1) show the instructors' methods and procedures of using novel feedback pedagogy (peer and online feedback). Furthermore, it shows that students' levels were high and they did not face any difficulties in language accuracy while they are interacting with their peers in an online situation. This means that learners were critical thinkers and they can easily reflect on their peer's assignments or writing online. Some instructors reported that their methods of giving feedback were adequate to teacher written feedback. (Traditional feedback). That is they cannot shift their pedagogy. The data for these statements show that most instructors focus on the new pedagogy (peer and online feedback) and they follow the novice procedure in their pedagogy while giving feedback to the students. The result for the items shows that instructors were undecided about their responses towards using the novel approach (peer and online feedback). Some items demonstrate teachers were followed the online pedagogy while most of them were uncertain or undecided about using sorts of feedback. Based on the methods of using novel feedback category, the average of the items for instructors responses to the questions was mostly undecided to the following statements: Q2, Q8, Q9, Q10, Q11, Q17, Q20, Q28, Q29 whereas participants responded were strongly agreed, agreed for the following statements: Q5, Q7, Q14, Q16, Q25, Q30.

Table 1. Instructor's responses to methods of feedback (peer and online feedback)

Q.	Statements	Average	Standard D.
Q2	My students benefit from online feedback.	2.857	0.949
Q5	I emphasize on peer and online feedback for students.	3.214	0.699
Q7	I focus on students' interaction with their peers.	3.929	0.829
Q8	Online feedback can enhance student's progress.	3.286	0.994
Q9	My students can reflect each other's paper easily in an online feedback.	2.714	0.994
Q10	I use peer feedback because my students' level is high.	2.571	0.756
Q11	My students gain good skills while they are using online feedback.	3.5	0.65
Q14	Peer feedback strengths students thinking skills.	3.786	1.122
Q16	Students gain confidence and knowledge when they criticize each other's draft.	3.929	0.73
Q17	I am familiar with how to use technology to provide feedback.	3.5	1.286
Q20	My Learners use their peer comments more than teachers.	2.5	0.76
Q25	I prefer formative feedback because it enhances students' performances.	3.714	0.611
Q28	My students learn writing skills from communication and discussion with their peers	3.5	0.855
Q29	When I provide an assignment, students are solving and discussing them in an online class.	2.214	0.975
Q30	My teaching approach is student centre learning.	3.571	1.284

The results in table (2) demonstrates instructors methods of feedback which is a traditional feedback (Teacher written feedback) and students' difficulty in language accuracy, inferior level and less reflective. It is obvious that instructors were agreed into using the traditional approach (Teacher written feedback). The reasons for using Teacher written feedback is that the student's level is inferior. They don't have the ability to reflect on their peer's draft, that is why they need teacher's feedback. Also technology system is rarely used in the university due to lack of the net in the college. Commonly, the teachers depended on the traditional pedagogy. Based on the traditional methods of feedback category, the completed average of instructors responses to the questions were mostly agreed to the following statements: Q1, Q3, Q4, Q12, Q15, Q21, Q22, Q24, Q27 While the instructors responded were undecided to the followings: Q6, Q13, Q18, Q19, Q23, Q26.

Table 2. Instructor's responses to methods of feedback (Teacher written feedback)

Q.	Statements	Average	Standard D.
Q1	I concentrate on teacher's written feedback.	4.071	0.829
Q3	Teachers' written comment feedback on students writing is beneficial.	4.071	0.73
Q4	I provide feedback directly in the class. (face to face)	3.929	0.73
Q6	Learners cannot benefit from their peers feedback.	2.929	1.141
Q12	Students feel satisfied when I correct their errors in the class.	3.929	0.917
Q13	Students like face to face feedback.	3.071	1.492
Q15	I mostly use written corrective feedback to revise students' errors.	3.643	1.082
Q18	I rarely use online feedback.	3.429	0.852
Q19	My students face difficulty with technology.	3.286	0.825
Q21	Teachers' feedback is more important than peer feedback.	3.857	0.77
Q22	My students are not proficient writer to discuss in an online.	3.93	1.21
Q23	Formative assessment and feedback are rarely used in my class and in the university.	3.214	0.975
Q24	I concentrate on summative feedback and assessment.	3.786	1.051
Q26	I deal with summative feedback in my teaching approach.	3.429	1.089
Q27	I deal with summative feedback in my teaching approach.	3.786	0.699

4.3.2 Interview analysis

The interview was analyzed qualitatively through categories (please see appendix 2 for interview questions).The interviewees were six instructors. The items were consisted of six questions. These items explore the interviewees methods of feedback and the procedures were followed by them to teach the students. Most of the teachers were conducted that they follow the traditional approach (Teacher written feedback) while two of the interviewees were responded that they follow the novel approach (online and peer feedback). The goal of the

present study was to collect more data about instructor's methods and the way they teach their students. The interview showed teachers real responses to the items which is a way to compare with the questionnaire results.

4.3.3 Instructor's feedback approaches

Four interviewees were reported that they use the old method (Teacher written feedback). When teachers give feedback, they give it directly in the class that is face to face. Instructors mostly use teacher's written comment feedback to correct their assignments and drafts. The purpose behind this approach is that student's level is low and the university system is traditional. The answers responded by the interviewee were related to question one, two and four. Most of the teachers were reported using the traditional pedagogy; only two of them were using the novel approach. The interviewees reported their responses as:

Interviewee A replied:

Concerning the type of feedback that I use, I mostly follow teacher's written comment in the class .I always focus on whatever mistakes students have and I correct them, most of the time in the class.

Interview B reported:

I always use teacher written comment because it saves time and effort. Teacher written feedback is essential of course you have to tell your students that you made such mistakes. You have to inform him/her in order not to repeat the same mistake.

Interviewee C stated:

I use direct feedback in order to make sure that students have understood the topic. Teachers' written comment on the assignment that students do so that the students can learn from the mistakes they make. I think it is essential especially in our university; instructors mostly concentrate on teacher written feedback due to traditional system and lack of technology using.

Interviewee D replied:

I use oral feedback to know that they figure out the subject or not? That means at the end of the lesson, I use the feedback. Teacher written feedback is necessary because it enhances student's level especially my students level is low level. I use it in their assignments and course exams.

On the other hand, two instructors reported that they use the newer or novel pedagogy, online feedback methods.

Interviewee E showed:

I use online and inside the class feedback, so I use both. This is what has been given feedback. In this case, students feel confident, relieved so that is why I use both.

Interviewee F conducted:

If my students do something wrong, I nobly concentrate in indirect feedback and online feedback.

Also the two interviewees conducted about Teacher written feedback as follows:

Interviewee E states:

I have got sixty seven students in the class. It is a lot. I have two other classes, so it is difficult for me to provide feedback for the whole classes.

Interviewee F replies:

Of course teacher written feedback is very essential because without giving feedback how can students improve, so it improves students either writing or speaking, communication or whatever they are studying.

Instructor's attitudes towards the novel feedback

The participants reported that they use online and peer feedback. Most of the instructors thought, it's beneficial for students, but they didn't try this approach. Only two instructors reported that they use online and peer feedback in the university while others were undecided about their responses. The interviewees stated as:

Participant A stated:

I don't think its very beneficial and sometimes it's misleading or it confuses other students if I just depend on this sort of feedback.

Concerning online or peer feedback, I think it's beneficial but especially in our university, we don't have internet access easily, I am sure we cannot have the focus or a kind of focus, we cannot highlights this point.

Participant B shows:

I didn't try peer and online feedback methods, but I think it's useful because peer feedback is beneficial for correcting.

Participant C replied:

It is beneficial because they are economical. I didn't try online feedback due to technological problems and systems which is rarely used in our university.

Participant D implied:

It is useful. I use this method in my class because it helps them to be creative students.

Participant E conducted:

Peer and online feedback are very good. Let us say the online feedback is more convenient and students feel relaxed when they are given online feedback. Peer feedback is good at the same time because we have to keep in

mind that there are students feel shy that is why they don't want to give feedback straight away.
Participant F answered:
Of course it is beneficial, but it depends on students whether they take your notes into consideration or not.
I prefer to use online feedback, but concerning we don't have a report or lack of using computers or internet in the university due to net problems and the system. So I think in writing skills, it is essential to use online feedback because they go through the process and it needs correction in all steps.

Obstacles of using methods of feedback
Some interviewees reported that they face difficulty with students while using methods of feedback, others reported not having any problems with these sorts of feedback. The interviewee's demonstrated the responses as:
Participant A replied:
Concerning facing difficulty, of course I don't like direct correction and teacher correction in the class directly. I use different techniques because I am afraid of the students are mostly sensitive and since we are in Middle East, our culture affects them. If you directly tell them u made a mistake, sure they get angry from you. We have to use a kind of maneuvering way and then they may understand what u means.
Participant B answered:
I think the first one, teacher written comment. I don't have any difficulty in it since u want to inform your students and you leave the students free. But if we use the other types (peer and online feedback) we face difficulty because as I mentioned before the first students correct the second ones draft or vice verse. Their level is low that it didn't allow correcting each other's errors.
Participant C replied:
I don't face any problems because the students are responsive. The particular types of feedback could be testing the students at the end of each lesson.
Participant D demonstrated:
in my point of view after each activity that will be done by students, if the instructor gives feedback that will be ok., but for our students like to take feedback responsibility.
Participant E showed:
Let us say not such difficulty. Last year we had a group on face book and blogs. We were talking about whatever talked in the class, so I give them feedback and even they give feedback to each other and we talked about the assignment and exams. But I found out that some students don't use it, let us say very few. For example they were fifty eight students, ten of them, they didn't use online feedback, so that is why I sometimes face difficulty with them. As for peer feedback, when two students give each other feedback, maybe the student, he or she is going to give feedback is not very good, he doesn't know actually.
Participant F conducted:
Until now I didn't face any difficulty with feedback because I give indirect feedback. Whether it is glue or it is just one student, I don't want to make the learners shame or to harm, embrace them in front of their classmates. I just generalize the feedback. I take notes, if they are doing group works or peer work then I tell them "be aware, some students makes mistakes between this and that case.

Teacher's attitudes into using formative and summative feedback approaches
Most interviewees reported that they prefer formative feedback (modern approach) in their teaching methods. Generally, they resort to summative feedback (old approach) which is an approach happens at the end of the course or the semester. Although one instructor reported using both of approaches, it is difficult for old instructors to follow the new approach which is formative feedback. So it is clear that academic staff focuses on the summative feedback in their methods of teaching.
Interviewee A stated:
 Frankly speaking, most of the time I depend on summative feedback in teaching approaches, but I know that formative feedback is better. The mistake there is that there is a big fault here in our system and education. The instructors mostly follows summative feedback because the models and curriculum based on summative feedback that is why summative feedback is in practice here most of the time, not formative feedback. even its better especially in writing skills.
Interviewee B implied:
I prefer formative feedback because I am following up the students throughout using this feedback; I follow up the students in development, so I give them the instruction (step by step) in order not to repeat the mistakes. That is why I am following formative one, not summative.
Interviewee C demonstrated:
I prefer formative feedback as it works better at students learning, but since it is difficult to use it in our country; I resort to using summative feedback.

Interviewee D answered:
Formative feedback as it helps students going through the process of learning. But generally, I follow summative feedback in my teaching methods.

Interviewee E replied:
 I prefer both of them because formative feedback is a process and summative is exams. For example when they took research methods exams it summative while going through the process during the course, it is formative that is why I focus on both of them.

Interviewee E showed:
Formative feedback because at final exam students don't need my feedback, they just come to college to pass. But in formative way, learners have got exam ahead, they will concentrate on it. To be honest, weekly or daily, I concentrate on their feedback; I see what they are suffering from it to correct them.

5. Discussion

In contemporary higher education, at Salahaddin University, the academic staff was required to provide skills and evidence about their methods of feedback which were analyzed and scrutinized. It is apparent, in the present study that some instructors used the novel approach. Online and peer feedback increases students thinking skills through discussion and editing their peers draft or assignments. According to researchers (Reina, 2013; Chun & Eric, 2013; Ladyshewsky, 2013), there should be a positive environment for discussion in online situations between students with their peers or with teachers. It encourages students to feel some confidence while editing their colleagues' assignments or drafts. The research finding indicates that some academic staff used peer and online feedback in their methods. It enhances student's language accuracy and critical thinking. Some participants reported that their students' level is high in which they can negotiate and edit their peers draft work easily. The results were consistent with the study conducted by (Chun & Eric, 2013) which indicates that online and peer feedback can enhance students communication through negotiation and revising their peers draft. Similarly, the result was similar to Hatima& Zenep (2012) whom asserts that peer feedback helps students to develop their thinking skills and revise their peers assignment or draft easily. Apparently it can be said that some academic staff were following the novel mode in providing feedback to students and some of them used the novel process in their methods specifically, the new teachers who are graduated from the UK universities. However, most academic staff reported that they used the traditional mode (Teacher written feedback). The main reason for using the traditional methods was due to lack of student's proficiency, students feeling embarrassment, lack of using technology systems (weak net reception), lack of language accuracy and the number of students was too large. It is the same with Ann et al. (2011) who assert that learners lack of skills and poor language accuracy can be problematic. The current data revealed that students depended on teacher's feedback. (Please see table 2) The responses to the items show that most staff followed the old mode. The staff asserts that student's ability levels are low. Furthermore, teachers mostly provided feedback directly in the class including different sorts of approaches. This is similar to a study by Yoke et al. (2013) which shows that teachers used different sorts of feedback such as marking and scoring in their drafts. However, the current study is similar to Teresa et al. (2013) which revealed that students prefer teacher's feedback. Furthermore the participants were recommended about the formative and summative feedback. The participants reported that they use or prefer formative feedback which is a process dealing with development of students thinking skills. The data indicated that most teachers were adequate to summative feedback. A teacher reported that using both formative and summative feedback were beneficial. The current study is consistent to study by Susanne (2013) which implies formative feedback is a process through the course or practicing while summative feedback is the final product that is a process happening at the end of the course such as final exams. The finding in the interviews discovers that teachers prefer formative feedback, but they use summative feedback in their methods. Also the interviewees reported that they follow the old mode in their pedagogy and the way they provide the learners feedback. (Please see appendix C).

The data indicate that the academic staff were using online and peer feedback, but they mostly used teacher written feedback in their teaching approaches. The questionnaire results showed most teachers responses were undecided about using peer and online (novel approach) feedback in their teaching methods while the interview results showed that the interviewees were certain about using Teacher written feedback (traditional approach) in their approaches.. Generally, it is apparent from the data that the academic staff focus on the traditional feedback approaches (Teacher written feedback). To sum up, the majority of academic staff at Salahaddin University reported using the old mode (Teacher written feedback) while a few reported using the novel feedback (online and peer feedback).The current study suggests that if academic staff use and apply the novel mode in their methods, It will enhance student skills and encourage them to be more proactive in learning.

6. Recommendation and Implication

The current study revealed teachers methods of feedback. Their approaches were mostly confined to teacher's

written feedback (old approach). The academic staff should take into consideration some points and directions for future implication. Firstly, the curricula and system of the university had to shift from the traditional to novice approach that is teachers must provide new methods in their teaching approach. The new feedback approaches are peer and online feedback which is rarely used in the university. Secondly, a session of critical thinking practices should be follow up by the instructor to gain skills about different sorts of feedback. The session will help teachers to be more aware of using new feedback methods. Thirdly, a private new module link in the university can be carried out for teachers and students in order to discuss and reflect their ideas with their peers on the assignment. Finally, teachers should be involved in feedback studies in order to develop their thinking skills and to apply new methods in their teaching approaches each year.

7. Limitation and conclusion

This study presents many limitations that should be taken into consideration for further research in the future. One of these limitations is that the number of academic staffs was low and many potential participants were not inclined to respond to the questionnaire or be interviewed. The researcher expected a bigger sample size in the study in order to increase the data, but the participants were approximately few. However, most teaching staff had a full-time lecture schedule in the university which was a barrier for the researcher to conduct the meeting with them. Furthermore, the content of this study was novice for most teachers that is they did not have enough knowledge about feedback. Although some instructors reported their responses about the modern study, they were focusing on the traditional mode.

The current study highlighted the academic staff's methods of feedback at Salahaddin University in higher education. Although some staffs constructed their methods on the novel methods of feedback, the data showed that the teaching staffs were mainly focused on old mode. Further research will investigate student's perception towards the new and old modes of feedback in the university in order to reveal their perspective which will be beneficial in the university.

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Acknowledgements

Appendix A

1.   Questionnaire Items

Name:------------------------------------.

How many years of teaching experiences do you have? -------------------------------.

Teaching qualification: --------------------------------.

Please rate the following scales by putting (√) in the appropriate box.

Strongly agree:5   Agree:4   undecided:3   disagree:2   Strongly disagree:1

No	Item	5	4	3	2	1
1.	I concentrate on teacher's written feedback.					
2.	My students benefit from online feedback.					
3.	Teachers' written comment feedback on students writing is beneficial.					
4.	I provide feedback directly in the class. (face to face)					
5.	I emphasize on peer and online feedback for students.					
6.	Learners cannot benefit from their peers feedback.					
7.	I focus on student's interaction with their peers.					
8.	Online feedback can enhance student's progress.					
9.	My students can reflect each other's paper easily in an online feedback.					
10.	I use peer feedback because my students' level is high.					
11.	My students gain good skills while they are using online feedback.					
12.	Students feel satisfied when I correct their errors in the class.					
13.	Students like face to face feedback.					
14.	Peer feedback strengths students thinking skills.					
15.	I mostly use written corrective feedback to revise students' errors.					
16.	Students gain confidence and knowledge when they criticize each other's draft.					
17.	I am familiar with how to use technology to provide feedback.					
18.	I rarely use online feedback.					
19.	My students face difficulty with technology.					
20.	My Learners use their peer comments more than teachers.					
21.	Teachers' feedback is more important than peer feedback.					
22.	My students are not proficient writer to discuss in an online.					
23.	Formative assessment and feedback are rarely used in my class and in the university.					
24.	I concentrate on summative feedback and assessment.					
25.	I prefer formative feedback because it enhances students' performances.					
26.	I deal with summative feedback in my teaching approach.					
27.	Student's language accuracy is inferior.					
28.	My students learn writing skills from communication and discussion with their peers					
29.	When I provide an assignment, students are solving and discussing them in an online class.					
30.	My teaching approach is student centre learning.					

Appendix B

2.   Interview Questions

Dear Academic staff,

Please respond to the following items concerning feedback approaches. Thanks.

1- What type of feedback approaches do you use? Why?

2-Do you use any types of feedback (teachers' written comment, peer, online feedback) why? What is the purpose behind using that sort of feedback? Why?

3-Do you think online or peer feedback is beneficial for students? Why? Did you try these methods? Why?

4-Do you think teacher written feedback is essential? Why? How do you use it?

5- Do you face any difficulties with students while using these types of feedback? Why? Are there any particular type? Why?

6- Do you prefer formative or summative feedback in your teaching approach? Why?

Appendix C
Interview responses
Instructor's feedback approaches
Participant A replied:

If I don't have enough time, I postpone to the coming lecture and later I prepare a kind of drill on the base of student's mistakes and I correct them. I think peer feedback and correction is something good, but since my students is not expert in the field and they are not very good. I think teacher written feedback is essential because especially we they have examination. After the examination I highlight the mistakes and then they know about their mistakes and the students would be given low marks and they know they have made a lot of mistakes. Such mistake could be considered later on and they get benefit from them.

Interview B reported:

Sometimes students don't like to work on each other's assignments or draft and so on. I use teacher written feedback. I think it's useful for students because one of the objectives of testing especially in testing is to make the students to identify the errors of the learners and to make them to know their errors, to review their errors in order not to repeat the same thing next time.

Interviewee D stated:

In fact, I use teachers written comment on their exam paper and assignments in order to let them know their mistakes and if they are good in some points to strengthen them.

Interviewee E showed:

Sometimes when I am going to use it inside the class, I just use it whenever I can see that there are a kind like, we call it global mistakes. In this case I am going to give them feedback otherwise I didn't try to use inside the class; I use it, but not very often. I use online and teacher written feedback, but it depends. For example, with the first year students, I teach academic debates. I don't provide them written feedback until only when they present something when they are giving academic seminars; they got rubrics, so I am going to give them back feedback according to what they present. For example did they use eye contact or their language, and pronunciation, things like that?

Interviewee F conducted:

I mostly specified the student. I tell them "be careful". Maybe some students are confused and others mix between them or if I supervised them on their research, I will tell them to send them to my email and I will concentrate on written feedback. Why concerning the indirect feedback because if I explain something and I ask them something. It was clear for me that they didn't understand it well, so I will make it clear or sometimes students misunderstand in a wrong way what we call it that "they are parking in a wrong tree." In that case I use indirect feedback in order not to feel shy or not to embrace the students in front of the class. Concerning written feedback it is not specified to one student, normally written comment feedback will be on the whiteboard. I will explain for them "don't confuse in cases like that". About peer feedback usually in my class I have not got peer feedback, but discussion. Online feedback is the main point. When my students didn't present in the class or I didn't see them, we discuss the assignment or research project in online which helps them to prepare what they missed in the class. The purpose from using that kind of feedback is that students are not mastering these subjects, we sure that they are making mistakes. If the instructor didn't correct the errors who is going to correct them? The majority of students are not checking what teachers are giving them like information about their errors, so they are not checking in resources. In that way I see feedback is very important.

Also the two interviewees conducted about Teacher written feedback as follows:

Interviewee E states:

It is important. Without feedback students may go on and they say "we are right." A small advice from instructors, students gets benefit to correct their errors. But now if we look at our situation there.

Interviewee F replies:

For example, let us say for this year I am teaching research methods, methods of written. If I don't give them feedback how they can improve, when they are trying to write down research or a piece of work. If I don't give them any feedback what is your reason behind doing it because I am sure they are doing mistakes, so if I give them feedback, they try to correct the mistakes.

Instructor's attitudes towards the novel feedback

Participant A stated:

I cannot give them or create a kind of grouping online until the mistakes correct there. Most of the time when I ask them that post something online, students tell me that they don't have internet access and we have Reber quick which not quick, it is very slow.

Participant B shows:

Let us say we have two students. When the first one corrects the second ones errors, the second one benefits from them also. It means two sides get benefit from each other. As the second one gains more knowledge's, it makes him/her not to repeat mistakes in the future.

Participant E conducted:

I mean especially in the class that is why if they are been given by another student, in this case it will be very good because everything starts from this motif So if they are been given by their peer, maybe after five or six lessons, it is ok for them also to be given by their teachers as well.

Obstacles of using methods of feedback

Participant A replied:

I sometime highlight the mistakes in a way that I just repeat the same sentence and just raised my owe, just a kind of changing tune and intonation to tell them that they made a mistake. Sometimes I just stop before the mistake, I want them to know that made a mistake. Sometimes I just repeat in the next exclamatory way. Using an exclamation in the sentence "what did you said, please repeat" or just I repeat the same sentence using exclamation voice, then they know they have made a mistake.

Participant B answered:

They are not like their instructors, it is better to be correct by their teachers. But it is useful, it has its advantages. Some students don't like to correct their peers' errors or they don't want to participate because of their low level and don't have desire to do this.

Participant E showed:

Sometimes I give them question and I ask them to answer the questions and then I recommend them to give the paper next to them then I say "try to mark it, try to see whether it right or not" after they give each other feedback I say "now I am going to answer the questions to see what will you gave to your classmate, is it true or not." At the end I say this is the answer because there are students are not capable to correct them due to low level and there are students who are high level, they don't need even my feedback.

Participant F conducted:

There is another case when I correct their papers, I write some notes on their papers then and I generalize the feedback in front of them that they do this or those errors. Sometimes I face problems with students who are low level; I give the individual feedback because they may not understand the topic even. So it depends on students whether they get your feedback or they suffer from it in giving explanation.

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