

Written Corrective Feedback Impact on Grammatical Accuracy in L2 Writing: A Quantitative and Qualitative Look

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Abstract

This quasi-experimental study examined the efficacy of the three types of written corrective feedback (WCF), namely, direct, indirect and coded WCF, and the no-correction approach. A diary study on student responses to WCF was also conducted. The one-semester investigation involved 68 Thai students in an undergraduate English course. Results showed that the three WCF types had significantly better revision effects than the no-correction approach, but only the coded WCF produced significant delayed effects. However, analyses of diary entries suggested no general accuracy improvement in any group. Diary study results indicated that, although all groups reported awareness of, similar actions and positive attitudes towards WCF, the coded WCF group seemed more aware of the WCF than the other groups. Findings suggest that focused coded WCF helps in learning English as an L2, although its role in L2 acquisition remains to be seen.

KEYWORDS: ERROR CORRECTION, CORRECTIVE FEEDBACK, GRAMMAR, L2 LEARNING

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