Abstract

This study aimed to investigate the effects of the three types of focused written corrective feedback (WCF), namely, direct corrective feedback, indirect corrective feedback, and coded corrective feedback, on students' grammatical accuracy, and to explore students' responses, in terms of attention/awareness, action and attitude, to the three different types of WCF. A pre-test-post-test design was used to determine the effectiveness of the three WCF types and the no-correction approach on accuracy in subject-verb agreement, verb tense, verb form, and word form in a paragraph-writing task and in an error correction task. Inaccuracies in the four target areas in diary entries were also qualitatively compared. A survey and a diary study about students' attention to/awareness of and actions and attitudes towards WCF were also conducted. Sixty-eight Thai students in an English foundation course participated in the one-semester study. Analyses showed that WCF had significant positive revision effects on the four grammar areas. However, only students who had received coded corrective feedback gained significantly in the delayed post-tests in all areas. Comparisons of accuracy in diary entries, on the other hand, indicated no general positive effects in using the four target areas, especially verb tense, in all four groups, although these results cannot be directly compared to the experimental results. Survey and diary study results revealed that students paid attention to/were aware of and acted similarly and had positive attitudes towards WCF. However, students who had received coded corrective feedback were more aware of and had more positive attitudes towards the corrective feedback they had received than those given with direct and indirect corrective feedback. Findings, therefore, support the positive role of focused coded corrective feedback in L2 learning, although its impact on L2 acquisition needs further investigation.