The Effectiveness of the Three Common Types of Written Corrective Feedback in Improving Grammatical Accuracy

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Abstract - The study was conducted to determine the effectiveness of written corrective feedback and the differences between the three common types of written corrective feedback on grammatical accuracy among learners of English as a second language in a Thai university context. A pre-test-immediate-post-test-delayed-post-test design was used to compare the effects of direct corrective feedback, indirect corrective feedback, coded corrective feedback, and no correction approach (control group) on accuracy in subject-verb agreement, verb tense, verb form, and word form in a paragraph writing task. Sixty-eight Thai students enrolled in an English foundation course participated in the 15-week experiment. Analyses of data revealed that, in general, grammatical accuracy was significantly influenced by the type of written corrective feedback. Moreover, analyses showed that written corrective feedback had positive revision effects on the four grammar areas. However, only the students who received coded written corrective feedback gained significantly in the delayed post-test. Furthermore, the coded corrective feedback group consistently outperformed the other two experimental groups and the control group in both post-tests. Results, therefore, support the role of written corrective feedback, specifically coded corrective feedback, in grammatical accuracy, at least in subject-verb agreement, verb tense, verb form, and word form.

Keywords - Correction, Corrective Feedback, Grammar, L2 Learning

Remark: The full paper may be found in www.inrit2012.com

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