



Web-Based and Collaborative Feedback on L2 Writing: Less Dependency on the Teacher

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Abstract

This paper reports a quasi-experimental study that examined the effect of web-based and collaborative feedback on the use of English articles with functions of the first mention and anaphoric reference in the written mode. Sixty four Iranian learners of English were randomly placed in the web-based feedback (n = 20), the collaborative feedback (n = 22), and the comparison group (n = 22). The study followed a pretest, posttest, and delayed posttest design. The participating groups were assumed to be homogeneous based on their scores on a narrative story, a picture description, and an error correction test—which served as the pretest—and their performance on the proficiency test. During two treatment sessions, all participants were required to read two fable stories and narrate their accounts of reading the stories during a fixed span of time. The target forms used incorrectly in the narration of the web-based corrective feedback (CF) group were specified and sent back to participants as a hyperlink to a concordance file designed for this study; later, the group was required to exploit concordances for self-correction by using an online concordance website. Participants in the collaborative CF group were required to revise their narrations collaboratively, giving and receiving feedback on the target forms. The comparison group, however, received no CF. Following the treatment all participants took the immediate and delayed posttest, which included the same package used in the pretest. Results of repeated measures ANOVAs revealed that although both the web-based and collaborative CF improved learners' L2 writing in terms of English articles significantly, the web-based CF showed some superiority over the collaborative CF. Also, participants showed more responsibility and independence in revising their own writing as a result of CF.