A Case for Direct and Indirect Feedback "The other Side of Coin"

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Abstract

The use of WCF is a fundamental necessity in learning of English as a foreign language. If teachers and students can manipulate well the use of written feedback, both parties will benefit. This research looked at the types of feedback given to EFL students and to investigate what are the students' responses towards the use of written feedback in the writing class. For the purpose of current survey which took place at Payeme nor university eighty students enrolled freely where they were randomly assigned into two equal treatment groups: A) direct feedback group B) indirect feedback group. During this 16-week study every student was asked to write six different essays based on a list of topics from the same or at least similar genre. Core components of the treatment included having students write a 250-word composition each session, and having teacher provide students with corrective feedback on their writing, and encourage students to apply what they learned in subsequent writing using feedback.

According to the statistical index, the study found that CF often facilitates the student's ability to identify the existence of an error. Comparisons of group means across testing sessions using t-test consistently revealed that corrective feedback conditions had a positive effect on the learners' grammatical accuracy. Furthermore, the results also revealed that error feedback on form in the form of direct feedback is more beneficial than indirect feedback especially for proficient learners. These findings seem to contradict claims from researchers such as Truscott (2007) who have maintained that error correction is not helpful for improving the grammatical accuracy of L2 writing. His controversial claim aroused plenty of discussion and debate (Ferris, 1999, 2002, 2004; Bitchener, Young & Cameron, 2005).

Key Words: Direct feedback, EFL, Indirect feedback, Written corrective feedback, Written corrective feedback on form.