EFFECTS OF COMBINATION OF DIRECT AND INDIRECT WRITTEN CORRECTIVE FEEDBACK

ON GRAMMATICAL ACCURACY IN NEW PIECES OF WRITING OF UPPER SECONDARY

SCHOOL STUDENTS IN THAILAND

Miss Warunya Somwong

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ผลของการผสมผสานการให้ข้อมูลย้อนกลับแบบทางตรงและทางอ้อมที่มีต่อความถูกต้องในการใช้
ไวยากรณ์ในงานเขียนชิ้นใหม่ของนักเรียนมัธยมศึกษาตอนปลายในประเทศไทย

นางสาววรัญญา สมวงศ์

Thesis Title	EFFECTS OF COMBINATION OF DIRECT AND INDIRECT WRITTEN CORRECTIVE FEEDBACK ON GRAMMATICAL ACCURACY IN NEW PIECES OF WRITING OF UPPER SECONDARY SCHOOL STUDENTS IN THAILAND
By	Miss Warunya Somwong
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Maneerat Ekkayokkaya, Ph.D.

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....Dean of the Faculty of Education

(Associate Professor Siridej Sujiva)

THESIS COMMITTEE

....Chairman

(Associate Professor Sumalee Chinokul, Ph.D.)

....Thesis Advisor

(Maneerat Ekkayokkaya, Ph.D.)

....External Examiner

(Assistant Professor Pattamawan Jimarkon Zilli)

วรัญญา สมวงศ์ : ผลของการผสมผสานการให้ข้อมูลย้อนกลับแบบทางตรงและทางอ้อมที่มีต่อความถูกต้องในการใช้ไวยากรณ์ในงานเขียนชิ้นใหม่ของนักเรียนมัธยมศึกษาตอนปลายในประเทศไทย (EFFECTS OF COMBINATION OF DIRECT AND INDIRECT WRITTEN CORRECTIVE FEEDBACK ON GRAMMATICAL ACCURACY IN NEW PIECES OF WRITING OF UPPER SECONDARY SCHOOL STUDENTS IN THAILAND) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. มณีรัตน์ เอกโยคยะ, 137 หน้า.

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์ 2 ประการคือ เพื่อศึกษาประสิทธิภาพของการผสมผสานการให้ข้อมูลย้อนกลับแบบทางตรงและทางอ้อมที่มีผลต่อความถูกต้องในการใช้ไวยากรณ์ในงานเขียนชิ้นใหม่ของนักเรียนและเพื่อเปรียบเทียบความสามารถในการใช้ไวยากรณ์ในงานเขียนชิ้นใหม่ของนักเรียน หลังจากได้รับลำดับก่อน-หลังของการผสมผสานการให้ข้อมูลย้อนกลับที่แตกต่างกัน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนสายน้ำผึ้ง ในพระอุปถัมภ์ฯ จำนวน 40 คน แบ่งออกเป็น 2 กลุ่มซึ่งได้รับข้อมูลย้อนกลับแบบผสมผสานทั้งแบบทางตรงและทางอ้อมในลำดับก่อน-หลังที่ต่างกัน การทดลองนี้ จัดขึ้นในรายวิชาภาษาอังกฤษอ่าน-เขียน ภาคเรียนที่ 2 ปีการศึกษา 2559 เครื่องมือที่ใช้ในการเก็บข้อมูลได้แก่ แบบวัดข้อผิดพลาดในงานเขียน งานเขียน 6 ชิ้น และการสัมภาษณ์รายบุคคล การวิเคราะห์ข้อมูลใช้สถิติ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test ผลการศึกษาพบว่า การให้ข้อมูลย้อนกลับแบบผสมผสานส่งผลให้นักเรียนมีพัฒนาการความสามารถในการใช้ไวยากรณ์ ปรับปรุงและลดข้อผิดผลาดทางไวยากรณ์ในงานเขียนชิ้นใหม่ของนักเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และเมื่อวิเคราะห์ผลของการให้ข้อมูลย้อนกลับแบบผสมผสานในลำดับก่อน-หลังที่แตกต่างกัน พบว่า ลำดับการให้ข้อมูลย้อนกลับที่แตกต่างกัน ไม่ส่งผลที่แตกต่างกันในการพัฒนาการความสามารถการใช้ไวยากรณ์ในงานเขียน ข้อค้นพบสุดท้ายพบว่านักเรียนมีความคิดเห็นเชิงบวกต่อการให้ข้อมูลย้อนกลับแบบทางตรงมากกว่าแบบทางอ้อม

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	....
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อ อ.ที่ปรึกษาหลัก	....
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WARUNYA SOMWONG: EFFECTS OF COMBINATION OF DIRECT AND INDIRECT WRITTEN CORRECTIVE FEEDBACK ON GRAMMATICAL ACCURACY IN NEW PIECES OF WRITING OF UPPER SECONDARY SCHOOL STUDENTS IN THAILAND. ADVISOR: MANEERAT EKKAYOKKAYA, Ph.D., 137 pp.

The purposes of this study were to investigate the transfer effects of the combination of written corrective feedback including direct and indirect corrective feedback on students' grammatical accuracy in new pieces of writing and to compare the difference between providing the combination of written corrective feedback in different orders. The participants in this study were forty eleventh grade students in Sainampeung School. The participants were divided into two groups and provided with the combination of written corrective feedback which are direct and indirect corrective feedback in the different orders in each experimental phase. The study was conducted in the second semester of the academic year 2016 in Reading and Writing course. The comparison table of errors, six writing tasks and students' interview were used as the research instruments. The data were analyzed by using means, standard deviation, and t-test. The findings revealed that the combination of written corrective feedback had transfer effects on students' grammatical accuracy in their subsequent writing at .01 significance level. When analyzed the effects of providing the combination of written corrective feedback in different orders, the finding showed no significant difference in the grammatical accuracy improvement between providing with the written corrective feedback in different order. Lastly, students were found to have positive attitudes towards direct written corrective feedback more than indirect written corrective feedback.

Department:	Curriculum and Instruction	Student's Signature	....
		Advisor's Signature	....
Field of Study:	Teaching English as a Foreign Language		
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CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The role of English in Thailand has become increasingly important since the foundation of the ASEAN community and the English language is agreed to be used as the main official language to communicate among its members. The Ministry of Education of Thailand knows the importance of English and has required it as a compulsory subject from grade 5 and higher. Among the four skills of English learning, writing is found to be the most challenging (Nunan, 1991) as it requires adequate linguistic knowledge, rules and skills to organize ideas in order to produce a text (Onodera, 2007). Writing focuses more on accuracy of language use. As Matsuda (2014) stated that good writing text should be comprised of both well-organized ideas and grammatically correct sentences with correct mechanical elements. Hence, it can be explained that a piece of writing is not just a flow of ideas and thoughts of writers but accuracy is also considered as the main focus. Therefore, grammatical accuracy is one of the important elements of writing and plays an important role for language use, as

it is a tool for expressing accurate ideas or messages especially in writing (Ellis, 2012).

However, In Thai context, writing is also found to be the most difficult problem among

Thai students (Pawapatcharaudom, 2007). According to many Thai classrooms,

students have had few opportunities to develop their writing skills since most of the

requirements of their examinations have focused on grammar and reading

comprehension skills. As a result, Thai students still need an improvement in the

writing section, particularly in the grammatical accuracy problem which is found to be

one of the biggest problems in students' writing in Thailand (Siengsawang, 2006).

One way to help improve students' writing, especially in the aspect of

improving grammatical accuracy involves in teachers' written corrective feedback on

the students' written tasks. A number of studies have investigated the usefulness of

written corrective feedback and the results found that written corrective feedback can

possibly help reduce this problem (Bitchener & Knoch, 2010; Ellis, 2009; D. R. Ferris,

2006; Sheen, 2007). D. Ferris and Helt (2000), for example, stated that written corrective

feedback helps promote learners in guided problem solving, self-correcting and

noticing to their errors. This is to help students learn from their errors in order to avoid

future errors and also improve their writing skills. Keh (1990) pointed that feedback can

be an input from a teacher to a second language writer with the effect of providing

information to the writer for revision. There are many types of corrective feedback,

including direct corrective feedback, indirect corrective feedback, focused corrective

feedback and unfocused corrective feedback (Ellis, 2009). Each type has been found

to contribute to learners' writing development in different ways and in various degrees.

However, it is noticeable that direct and indirect written corrective feedback are the

most common method used by teachers to respond, comment and correct grammar

errors on students' writing. Previous research studies have compared the effectiveness

of different types of written corrective feedback. Some studies suggested that direct

feedback has shown to be more effective, especially for learners of limited second

language proficiency (C. G. Van Beuningen, De Jong, & Kuiken, 2012) and revealed that

both students and teachers have preference for direct feedback rather than indirect

feedback (D. Ferris, Chaney, Komura, Roberts, & McKee, 2000; D. Ferris & Roberts, 2001).

Nonetheless, indirect feedback provides opportunities for guided-learning and problem

solving (Lalande, 1982). The handful of studies reported that indirect feedback provides

more benefits for students' long-term writing development than direct feedback and

leads to either greater or similar levels of accuracy over time (D. Ferris et al., 2000; D.

Ferris & Helt, 2000). This can be concluded from many research findings and

researchers' agreements that written corrective feedback plays an important role in

improving students' writing. On the other hand, even though many studies have

pointed out that feedback is essential and has the positive effect on students' writing,

there are also some studies claiming that written corrective feedback is ineffective in

helping second language learners to improve their writing. It brings out harmful and

affects to a short-term rather than long-term improvement and should be abandoned

from classroom (Kepner, 1991; Truscott, 1996, 2007).

As mentioned above, several previous studies have been conducted to

compare which written corrective feedback strategy is more effective over the others,

especially in direct and indirect written corrective feedback which was often used as

the treatments. Many of them put direct and indirect written corrective feedback

against each other. Those research designs were conducted and aimed to suggest

choosing only one strategy. However, each type of written corrective feedback has

different characteristics which can affect the different results in different students'

proficiency levels. Despite putting the two written corrective feedback against each

other, Purnawarman (2011) mentioned in his study that providing direct and indirect

written corrective feedback as the combination may help students better use the

feedback information. Besides it may heighten knowledge scaffolding to guide students

to understand the errors and how to correct them properly. Therefore, it would be

more beneficial to combine those two commonly used feedback strategies to

complement each other on students' writing. So far, however, little is known from the

previous research regarding the effects of the combination of the two main types of

written corrective feedback (i.e. direct and indirect) on students writing tasks.

Furthermore, most previously conducted studies have been conducted to

investigate the improvement in immediate revision of existing texts after students

receiving feedback (Fathman & Whalley, 1990; D. R. Ferris, 2006; Truscott & Hsu, 2008)

and the improvement which was shown on the revision text is short-term improvement. There is no clear indication that whether the short-term improvement can help students reduce their errors in the long-term improvement. In other words, will that process transfer to the improvement of grammatical accuracy in their new pieces of writing in the future or not (Bitchener & Knoch, 2010).

Addressing to the gap about the combination of written corrective feedback, the present study has then been conducted to examine the effects of providing combination of two main types of written corrective feedback which are direct and indirect written corrective feedback on students' grammatical accuracy. Furthermore, to investigate whether students can transfer what they have learned from the teacher's written corrective feedback on their draft to reduce the same errors in their subsequent new pieces of writing. This study will; therefore, not only simply look at the improvement in terms of grammatical accuracy in the students' revised drafts after receiving feedback but will focus more on the improvement in terms of grammatical accuracy in the new pieces of writing to see the long term improvement. Moreover,

the study will also examine students' performance after receiving the two different

types of written corrective feedback to see how students use and utilize written

corrective feedback and which strategies could help students to enhance grammatical

accuracy in their writing. However, it should be noted that although grammatical

accuracy is considered as an important part of language learning, a good writing should

be comprised of both well-organized ideas and grammatical correct sentences

(Matsuda, 2014). For this reason, the process-based approach will be implemented to

help students to generate the ideas throughout a number of strategies in class before

producing a piece of writing.

Research Questions

1. Does the combination of written corrective feedback (direct written corrective

   feedback and indirect written corrective feedback) have any transfer effect on

   the improvement of grammatical accuracy in students' new pieces of writing

   over time?

2. What is the difference between providing different written corrective feedback

   in different order? (Group A: Direct corrective feedback followed by indirect

corrective feedback and, Group B: Indirect corrective feedback followed by direct corrective feedback)

Research Objectives

1. To investigate the transfer effects of the combination if direct and indirect written corrective feedback on the improvement of grammatical accuracy in students' new pieces of writing over time.

2. To investigate the difference between providing written corrective feedback in difference order. (Group A: Direct corrective feedback followed by indirect corrective feedback and, Group B: Indirect corrective feedback followed by direct corrective feedback)

Definitions of Terms

1. **Written corrective feedback** refers to teacher's corrections of the student's errors on their writing (in the first draft). In this study, the teacher provided two types of written corrective feedback - direct written corrective feedback and indirect written corrective feedback.

2.   **Direct written corrective feedback** refers to a type of written corrective feedback. In this study, teacher provided the correct form of the errors on students' writing task.

3.   **Indirect written corrective feedback** refers to a type of written corrective feedback. In this study, teacher indicated that the errors had occurred but did not provide the corrections. Indirect corrective feedback was provided as error codes on the students' writing task.

4.   **The combination of written corrective feedback** refers to teacher's provision of written corrective feedback on students' writing task which including direct written corrective feedback and indirect written corrective feedback by one treatment following by another treatment.

5.   **Grammatical errors** in this study refers to three categorization which are (1) Grammatical errors, including morphological errors and syntactical errors which are verb tense, article, pronoun, preposition, subject-verb agreement, word form, and singular/plural, (2) Lexical errors, including wrong words choices and (3) Semantic errors, including errors in spelling, punctuation and capitalization.

6. **Grammatical accuracy** refers to an absence of errors.

7. **New pieces of writing** refers to the students' production of new texts after receiving written corrective feedback over the experiment.

8. **Transfer effect** refers to the process that students can utilize and learn from the teacher feedback they received in the first draft and apply them into their subsequent writing. The transfer effect in this study was analyzed by the reduction of the repetition of the same mistakes in the students' writing task among six writing tasks and the students' attitudes towards the combination of written corrective feedback in the aspect of grammatical accuracy improvement.

Scope of the Study

1. The participants

The participants of the study were 40 eleventh grade students at Sainampheung School who enrolled in E 32203 Reading and Writing course in the second semester of the academic year of 2016.

2. The variables

The variables in this study included two conditions of written corrective feedback; the combination of direct followed by indirect written corrective feedback and the combination of indirect followed by direct written corrective feedback, which were the independent variables, and the improvement of grammatical accuracy in students' new pieces of writing and the students' attitudes towards the combination of written corrective feedback, which were the dependent variables.

3. Contents

Six writing tasks were assigned to all participants, 240 tasks in total were written by them. The tasks were analyzed in the following areas:

3.1 Grammatical, lexical and semantic errors in the first draft of every task were counted and calculated as the percentage of errors.

3.2 A lack of clarity of contents was not counted as errors

Purpose of the study

This study is aimed to investigate the effects of combining direct and indirect written corrective feedback on twelve target grammatical errors on students' writing

tasks. The provision of the combination of written corrective feedback is expected to be a tool to provide scaffolding of feedback information that can guide students to understand the errors they made and enable them to deal with the teacher feedback. Furthermore, it is also aimed to assist students to shape their knowledge on how to correct the errors appropriately.

As mentioned above, providing the combination of written corrective feedback in the purpose of scaffolding to the students' knowledge in the target language in writing, it is important to examine whether the teacher should provide the written corrective feedback which ranged from the most explicit (direct) to the less explicit (indirect) or the feedback should be ranged from less explicit (indirect) to the most explicit (direct). Because both of written corrective feedback have their advantages in the different ways.

Significance of the study

Addressing to the limitations of the previous studies, not many experiments in Thailand conducted to investigate the effects of providing direct and indirect written corrective feedback as a combination on grammatical accuracy in terms of one

treatment followed by the other. To provide a better understanding on this issue, the research design of this study was conducted in this pattern and focused on the provision of the teacher written corrective feedback with the different degrees of explicitness by comparing two strategies of the feedback provision on the students' writing task. The two strategies provided by the teacher were ranged from the most explicit feedback (direct) to less explicit feedback (indirect) and vice versa. In addition, this study would attempt to investigate the most appropriate feedback strategy provided by the teacher which could help students to produce a better piece of writing in the context where students have limited knowledge of English writing.

The results of this study would add more information to fill the gap in the existing body of knowledge and examine the most effectiveness way to provide written corrective feedback which can help scaffolding students' knowledge on the target language of their writing. Furthermore, it will be useful for planning EFL writing class, and will be able to use for improving the teaching of writing to Thai students, especially those studying at secondary school which is the same level that this current study.

CHAPTER II

LITERATURE REVIEW

Writing Ability

Definition and Importance of Writing

Writing is an important part of communication. According to Byrne (1988), writing is the process of translating out the ideas into language. White and Arndt (1991) stated that writing means the ability to share the ideas, arouse the feeling, persuade and convince other people. While Jim A.P (2012) explained that writing skill is complex and difficult to learn. It requires mastery not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also how to choose the appropriate vocabulary and sentence structures to create a style which is appropriate to the subject matter. To write effectively, students should continue to develop an understanding of thinking process, writing process, and writing composition and know how to carry out their thoughts,

feelings, and judgments about what they have read, seen or experienced (Ontario, 2005). If they lack these aspects, they may not be able to successfully produce good pieces of writing.

From the definition or writing, writing is considered to be important for so long. As Murray (1982) stated that writing is the tool to prompt the thinking process. The writer uses it as a tool to share his or her experience with the readers. So, Writing is not only producing texts, but also involves conveying a meaning that comes from the thinking process. In other words, writing is an important skill to communicate to people and counted as a difficult skill. Comparing with speaking, the speaker is able to be interrupted by the questions for clarification on some misunderstanding points immediately and directly. On the other hand, Hartfeild (1985) stated that in writing, the writer and the reader cannot directly communicate because they are not presented at that time. As far as the importance and difficulty to the writing is concerned, Raimes (1983) suggested that the writer has to transmit the information which should be interesting and accurate enough for the reader to understand.

To conclude, writing is one of the language skills which is important in our life. Good writing should be clear, does not make the readers get lost and well organized which including precise and accurate word choices to make an effectively communication. From the explanation above, the current study viewed writing as an important skill. If the students have high performance of writing, it will lead to improvement of other language skills. Therefore, it is important for the teacher to improve students' writing ability. There are a number of theories that support teachers' efforts to understand second language writing and how writing skill is developed. Many of them have been taken up, translated into appropriate methodologies and brought to use in the classroom.

Grammatical Accuracy

Grammatical accuracy is one of the three important aspects of language. Accuracy is the ability to avoid errors in performing the target language. According to Skehan (1996), accuracy is how well the target language is produced in relation to the rule system of the target language, for example, the number of clauses per T -unit or C-unit. Foster and Skehan (1996) defined accuracy as freedom from error. While, Wolfe-

Quintero, Inagaki, and Kim (1998) stated accuracy as the ability to be free from errors while using language to communicate in either writing or speech. Different researchers have different opinions about measuring accuracy. Some examine how accurately some grammatical features (like tenses) are used; others have chosen more generalized features or measures, such as percentage of error free clauses that don't contain any error. Wolfe-Quintero et al. (1998) suggested the way to measure accuracy by counting the errors in a text. Even though, the researchers have used several ways to analyze the writing accuracy, but the two main approaches have been developed. The first approach is to find out whether clauses, sentences or T-units are error-free. The measures used in this approach are "the number of error-free T-units per T-unit (EFT/T) or the number of error-free clauses per clause (EFC/C)" (Wolfe-Quintero et al., 1998). A second method is used to calculate accuracy is error count. This method can be applied in several ways, for example, Fischer (1984) counted the number of errors per clause. Shuqiang (1987) counted the number of errors per 100 words. From previous research, different methods of counting errors can be employed, depending on the researcher's purpose. For this study, following Shuqiang (1987) accuracy will be

used to measure students' grammatical accuracy by counting the number of errors per 100 words. As this method can be used to find out if students' improvement could be attributed to the written corrective feedback provided to them during the experiment or not.

Theoretical Perspective on written corrective feedback

A Definition of Written Corrective Feedback

Written corrective feedback is concerned as the feedback on grammatical accuracy in writing relating to these aspects which are grammatical (i.e. morphological error and syntactical errors), lexical (i.e. wrong word choices) and semantic (i.e. spelling, punctuation and capitalization. It excludes concerning with content and organization. Written corrective feedback comprises information about what is ungrammatical in the target language. According to Long (1996), written corrective feedback can be defined as a negative evidence which is providing information explicitly or implicitly to the students about what is ungrammatical. It will be provided as an input to the students to facilitate acquisition by drawing the students' attention to their grammatically errors

or, it can lead pushing them to produce a modified output by requiring the students

to revise the correction (Swain, 1985).

The Importance of Written Corrective Feedback

Written corrective feedback is essential in teaching writing because it plays an

important role in guiding, motivating, and encouraging students to improve their writing

accuracy in second language writing (D. Ferris, 2011). Written corrective feedback in

second language is considered as an important factor to attempt the students to

attend their problems in the writing. Nicol and Macfarlane-Dick (2006) defined

feedback as an information provided by the teachers to help the students improve

their writing performance, as well as reduce their gaps between their current level of

their performance and the goals they are trying to reach (Hattie & Timperley, 2007).

Several researchers have viewed the role of written corrective feedback differently

within different theories of SLA.

Written corrective feedback to facilitate Noticing

R. Schmidt (1994) proposed in his Noticing hypothesis that written corrective feedback can facilitate for noticing the gap. When students are provided with written corrective feedback by either indicating or locating and they are required to attend to the feedback by studying it. Moreover, in the revision stage, either the feedback is provided the correction (direct feedback) or provided as a code of error (indirect feedback), it can lead to the opportunities to notice the corrections (direct feedback) or lead to the chances for pushing output (indirect). From this, written corrective feedback can encourage students' developing in some extent of grammatical accuracy in the target language.

Written corrective feedback to facilitate Pushed Output

According to the Output Hypothesis (Swain, 1985), output is the act of producing language both in speaking or writing. Related to the writing, when students try to produce in the second language, but during the production, they become noticing a gap between their own knowledge and the target language, so they become

aware of what they do not know. This awareness may trigger them the need to find out the correct usage in the target language. This may lead the students to modify and push their output to the outer extreme of their linguistic ability.

However, it should be pointed out that the process of how students use written corrective feedback information is not enough to determine its effectiveness. There still have been some other factors that possibly influence the impacts of using written corrective feedback, which are motivation, self-schema and scaffolding. As the purpose of the research design of this study aims to provide scaffolding of feedback information to the students writing, the scaffolding will be concerned as an important factor that can facilitate students' acquisition in the target language.

Scaffolding

The concept of scaffolding is defined as the supportive information provided to the students that enable the students to complete the tasks (Williams, 2002). Moreover, Van Der Stuyf (2002) also claimed that it should increase students'

interest in the tasks, with the explanations and the hints given by the teacher. The teacher needs to scaffold students according to their proficiency level. It can be provided through various activities and written corrective feedback is one of them which can assist students to improve their writing.

Providing the combination of written corrective feedback is also found to be effective as it can provide more scaffolding for the students who might unable to benefit from a single feedback session. According to Aljaafreh and Lantolf (1994) and Nassaji and Swain (2000) suggested that in order to provide scaffolding through written corrective feedback, the teacher should range continuously from the most explicit to implicit way. The explicit feedback is referred to direct written corrective feedback which provided the clear information and the correction of the errors. On the other hand, the implicit is referred to indirect written corrective feedback which the codes or signals are provided on the errors. When the feedback needed by the students moved closer more to the implicit, they were considered to be more independent and self-corrected performance. This can support to the transferring of

second language knowledge. It is also in line with many researchers, for example,

Sharwood Smith (1988) argued that learners can begin with the explicit knowledge

then can be turned into implicit knowledge. Ellis (2005) supported that explicit

knowledge can help to expand implicit knowledge. In other word, explicit knowledge

may bring out the notable relevant features and enable learners to notice their

mismatch.

On the other hand, another approach might also be considered

involving the first provision of the implicit (indirect written corrective feedback) to see

if an error is able to be corrected by the students and then follow up with the explicit

(direct written corrective feedback) in the purpose of providing more specific

information. In doing so, it can enable the students to become more independent,

accurate use of target language forms and structures and have more self-correct ability

in the very early stage of development (Aljaafreh & Lantolf, 1994).

Typed of Written Corrective Feedback

Written corrective feedback can be directed correct toward the grammar errors, word choices, spelling, or punctuation on student's writing or in contrast, can be included commentary on content, form and organization to address the organization and the meaning of student's writing (Bitchener & Ferris, 2012). This study will concern in the written corrective feedback for the purpose of grammar correction categorized by the different degrees of explicitness of correction forms which are direct and indirect written corrective feedback.

Direct Written Corrective Feedback (The most explicit correction)

A number of studies defined different meaning of direct corrective feedback. Bitchener and Ferris (2012) stated that direct corrective feedback is a type of correction which teacher draws students' attention to the errors, identifies an incorrect structure and provides the students with the corrections of target language form. This type of correction may take a variety of forms such as deleting unnecessary phrase or word, providing missing word or phrase and offering the correct form or

structure. In some cases, there is a meta-linguistic explanation with the examples at

the end of paper or a provision of grammar rules on the error made (Bitchener &

Knoch, 2008)

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walked home   *and*   *sandwich*
I walk hame yesterday ^ ate a sandwiches. At 8.00 the class will start. ***The class stated at 8.00.***
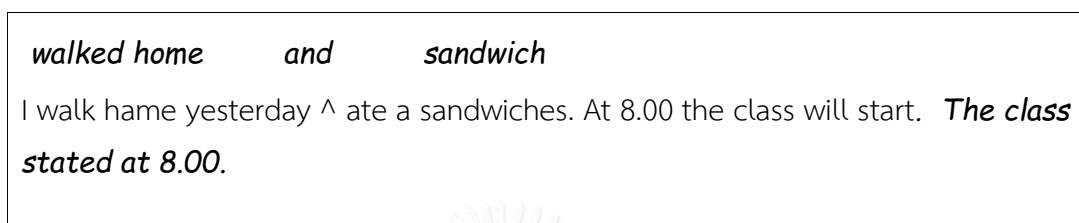
Figure 1 Forms of direct written corrective feedback

Direct corrective feedback has the advantages that it is the simplest

form and provides the students with the explicit guidance about how to correct the

errors (Bitchener & Knoch, 2010). D. Ferris and Roberts (2001) suggested that direct

corrective feedback is effective to both lower and higher proficiency students. Lower

proficiency students may not have ability to recognize their errors if it is provided in

indirect corrective feedback. They need teacher's correction or suggestion in order to

edit and revise their writing. Meanwhile, Chandler (2003) suggested that direct written

corrective feedback is preferred by low to intermediate proficiency students and also

resulted the largest improvement in grammatical accuracy in both revision and

subsequent writing at this level of proficiency students. Nonetheless, higher proficiency students also benefit from direct feedback as they may recognize the errors which was overlooked in their written and noticed of the correct form; these errors are noted, and enhancing their acquisition.

Indirect Corrective Feedback (Less explicit correction)

According to Ellis (2009), indirect corrective feedback indicates that the error has occurred but does not provide a correction. It can be provided in various forms such as underline or circle an error, indicate in the margin that an error exist, or code the errors (Bitchener, 2008; Bitchener & Knoch, 2010; Mohebbi, 2013). In order to resolve and correct the errors, indirect written corrective feedback involves the students in taking more attention for their own errors, encouraging more to self-correct rather than being provided with the correction forms (D. R. Ferris, 2002).

| *(Verb) (Wrong spelling) (Conjunction) (Plural)*   *(Tense)* |
| I <u>walk</u> <u>hame</u> yesterday ^ ate a sandwiches. At 8.00 the class <u>will start</u>. |

Figure 2 Forms of indirect corrective feedback

From previous research, it was indicated that indirect corrective feedback seem to be more effective in improving overall grammatical accuracy because it helps facilitate to guided learning and problem solving (Lalande, 1982). Moreover, (D. R. Ferris, 2012) stated that indirect corrective feedback is considered to lead to the long-term effects on students' writing ability than direct corrective feedback. The provision of indirect corrective feedback allows the opportunity for students to modify output in their writing in a revised tasks. This provides a chance for students to push their output to the limit of their current linguistic ability. Moreover, Guénette (2007) argued that the students need to notice from the indirect written corrective feedback and apply the correction to their tasks. This can lead them to the acquisition of acquired structure.

Related research on Written Corrective Feedback

Overseas Research

Written corrective feedback has been widely implemented on student writing in the second and foreign language classroom and has been conducted in various

perspectives. One of which has been looked into the effect of different types of written corrective feedback (direct, indirect, metalinguistic, focused, unfocused, etc.). Some studies examine to the students' responses to written corrective feedback (revision required or revision not required, revised same draft or subsequent new pieces of writing), while others compared different types or combinations of written feedback (content and form, form and oral feedback etc.). Thus, this section reviews the related research on the effect of different types of written corrective feedback on students' writing.

Bitchener, Young, and Cameron (2005) investigated the comparative effectiveness of corrective feedback. Three treatment conditions were focused, which are metalinguistic explanation plus a five minute oral conference, focused metalinguistic explanation alone and feedback on content and organization. None of the groups were required to revise their compositions. The result found that focused metalinguistic explanation plus conferencing group significantly outperformed the content and organization group.

Hartshorn et al. (2010) emphasized the effect of dynamic corrective feedback. It was the feedback cycle where learners were required to revise the same text repeatedly in the form of indirect written corrective feedback until their writing was error free. The researcher found the significant improvements in accuracy compared to learners who wrote multi draft without any written corrective feedback.

D. R. Ferris (2004) reported the advantage of indirect written corrective feedback as it can foster deeper language processing by requiring students to "engage guided learning and problem solving" and the result is more likely be long-term improvement. While, Lalande (1982) investigated the effect of two types of written corrective feedback, direct correction and indirect correction were provided to students. Students reported benefits of indirect feedback over error correction. On the other hand, three recent studies by Bitchener and Knoch (2010), C. G. Van Beuningen, De Jong, and Kuiken (2008) and C. G. Van Beuningen et al. (2012), with secondary school learners in Dutch, multilingual classrooms and advanced ESL learners respectively, reported that, there

were positive short-term effects for both direct and indirect corrective feedback, but direct corrective feedback was more effective in long-term effect.

Ellis, Sheen, Murakami, and Takashima (2008) investigated the effects of focused and unfocused corrective feedback compared to control group with no feedback. They found the accuracy gains for both focused and comprehensive corrective feedback groups and both are equally effective. While Sheen, Wright, and Moldawa (2009) found the focus corrective feedback to be more beneficial than unfocused feedback when they both were compared to the control group. Also, C. Van Beuningen (2010) reports the eight recent controlled studies (Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010; Ellis et al., 2008; Sheen, 2007, 2010) that all these studies found the advantage of focused feedback. However, most of these studies focused only narrow range of grammatical targets, so the further studies should be focused on broader grammatical.

The effect of written corrective feedback on new pieces of writing

Lalande (1982), proposed a study on 60 intermediate-level German as a foreign language students at a U.S. college, using quasi-experimental (pre-test-treatment-post-test design). There were two treatment conditions in this study which are unfocused direct corrective feedback and located metalinguistic coded corrective feedback. After received feedback, students were required to revise the texts. The results found that the group which received metalinguistic coded corrective feedback could reduce the errors and outperformed the direct corrective feedback group in their subsequent new pieces of writing.

Chandler (2003) investigated the effect of indirect corrective feedback plus revision. There were two experiment groups which received indirect corrective feedback. The first group revised immediately after receiving the feedback and another groups revised weeks after receiving the feedback. The results showed the accuracy improvement in student's subsequent new piece of writing in the first group who revised immediately after receiving feedback.

Research in Thailand

In Thailand, there are some studies investigated this issue, Ongphet (2013) studied the effects of direct and indirect written corrective feedback incorporating with teacher-student conference and also investigated the students' opinions toward direct and indirect corrective feedback. The results found that students thought that they can improve their writing ability after they had received direct feedback. They could self-monitor, self-edit on their own writing after they had received indirect feedback. However, they found that both types of feedback were time consuming for them to revise the writing drafts.

Kaweera (2007) studied the effects of content and form, namely content, direct, coded, and uncoded feedback on the students' writing improvement in the revised text after students received feedback. The result found that there was an increase in writing ability in the last writing assignment and it was found that the overall error rates were reduced on revision. Students had positive attitudes towards all feedback types and revision which can help them improve their writing.

Moreover, Tangkiengsirisin (2010) examined the effects of teacher written feedback, including corrective, advisory and indicative comments on students' revision on the use of cohesive devices. The feedback on cohesion was provided on form, content and essay organization focusing on the improvement of cohesion. The finding showed that most of the students who had received the teacher written feedback successfully revised their first drafts in response to the feedback and their cohesion skills were improved. Therefore, students revealed the positive attitudes towards teacher written feedback and found teacher feedback helpful for the improvement of their writing skills.

Pidchamook (2003) studied the comparison of English paragraph writing who received different types of feedback; Grammar Feedback, Content Feedback and Combination. The result found that students revealed higher writing ability after received feedback, especially those who receive Content Feedback.

Besides, Tantarangsee (2014) studied the result of coded indirect feedback. The findings found that after students received coded indirect feedback, the overall

reduction of the frequent English writing errors was decrease and there was an increase in students' achievement in the writing of short texts.

To sum up, a considerable studies have been conducted to compare the effectiveness of direct and indirect written corrective feedback and have already shown the effectiveness of written corrective feedback. However, Ellis (2008) suggested that the student current state of grammatical knowledge is a factor that can affect to the effectiveness of direct and indirect written corrective feedback. Hence, in order to see the effectiveness of written corrective feedback on the long term improvement, feedback should be carefully considered providing appropriately. Even though, from various findings, indirect written feedback has been believed to promote second language development and grammatical accuracy and also foster long term memory, indirect written corrective feedback is found to be appropriated for more advanced students as it requires students' prior knowledge about the target language. Thus, to improve students' grammatical accuracy in the writing in long term improvement in the context where students have limited knowledge of target language, the

appropriately scaffolding should be considered and provided on students' writing tasks. The students should be first learned to recognize the grammatical structures by providing direct written corrective feedback first in the purpose of providing the students with the sufficient information, scaffolding the students' knowledge on the target language and using them effectively before providing with the indirect written corrective feedback (Aljaafreh & Lantolf, 1994). In response to this recommendation from the literature, this study attempted to prove the hypothesis that providing direct written corrective feedback followed with indirect written corrective feedback is effective and helpful in improving the students' writing. In doing so, the students can more benefit from the indirect written corrective feedback in the aspect of self-correcting as they have received more explicit information in the first experimental phase.

Therefore, the theoretical framework was developed according to the literature review below.

Theoretical Framework

It is widely accepted that written corrective feedback allows opportunities to promote the cognitive process regarding second language acquisition (SLA) and provides more scaffolding for the students, and helps them enable to improve their writing accuracy (Aljaafreh & Lantolf, 1994; Long, 1996; Nassaji & Swain, 2000). Providing direct or indirect written corrective feedback can be explained as negative feedback which raises learners' awareness of features of the input and a mismatch with their output. Requiring students to pay attention to direct written corrective feedback by studying it for a period of time and having them incorporate teacher feedback into their revised draft can lead to the process of noticing the gap of what they want to express and what they can express (R. W. Schmidt, 1990). Requiring them to revise the draft by incorporating the provision of indirect written corrective feedback allows the opportunity for the pushed output and thereby helps them to develop their target-language (Swain, 1985). The provision of the combination of written corrective feedback from the teacher is useful for students as it provides scaffolding to help

students better understand the feedback to correct errors in their revised and be able

to use them appropriately in the new writing.

CHAPTER III

METHODOLOGY

This chapter provides a description of a research design and procedures employed in this study. The chapter starts by presenting the framework of research method which includes the research design, the participants, the pilot study, the instruments used for analysis of data, data collection procedure, data analysis, and inter-rater and intra-rater reliability.

Research Design

This study employed the quasi-experimental design with two experimental groups. The study aims to investigate the effects of the combination of written corrective feedback including direct and indirect written corrective feedback on students' grammatical accuracy in the new pieces of writing and also students' attitudes towards the written corrective feedback. Each experimental group received both types of treatment at the different time. In each writing task, each group was provided with different treatment. For group A, they received direct corrective feedback for the first three writing tasks and indirect corrective feedback was provided

for the rest three writing tasks. For group B, indirect corrective feedback was provided

for the first three writing tasks and direct corrective feedback was provided for the rest

three writing tasks. The research design aimed to collect both qualitative and

quantitative data. The research design is presented in the figure 3 below.
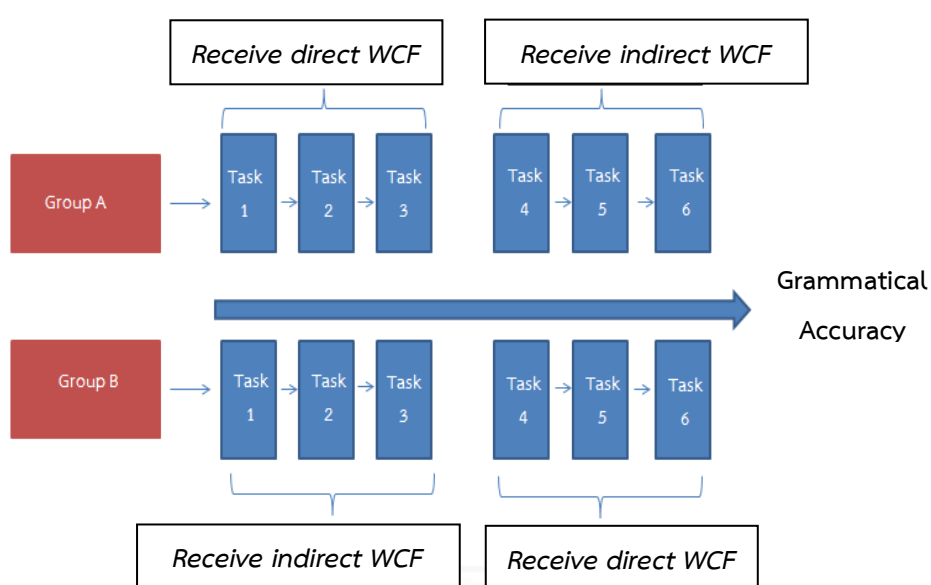
Figure 3 Research design

Population and Participants

    1. The population in this study were of 80 female eleventh grade students of

Sainampheung School and enrolled in E 32203 Reading and Writing course in the

second semester, academic year 2016. There were twelve classes of eleventh grade

students at Sainampheung School. However, E 32203 Reading and Writing course was

only offered for eleventh grade students who are currently taking Mathematic-

Language program, six out of twelve classes. The researcher taught only two from six classes.

2. The sampling design of the study was purposive sampling design. The participants of this study were purposively selected from 80 eleventh grade students who enrolled the course. Forty students who had the same English proficiency level were selected from two classes.

The researcher calculated the means of percentage of errors in the first draft of the participants in both groups. Paired Sample T-Test was calculated to see the difference in the students' means of percentage of errors among two experimental groups. The result showed that the means percentage of errors of the two groups in the first writing task did not show any significant difference. This can be indicated that both experimental groups had the same English proficiency level in writing before the experiment.

Table 1

Paired Sample T-test in students' writing in the first writing task

Experimental Groups	Mean value of percentage of errors		t	Sig
	$\overline{x}$	SD		
Group A	12.75	4.32		
Group B	11.01	4.11	.022	.833

Research Instruments

The research instruments of this study are in two major categories: Instructional instruments and data collection instruments as follow:
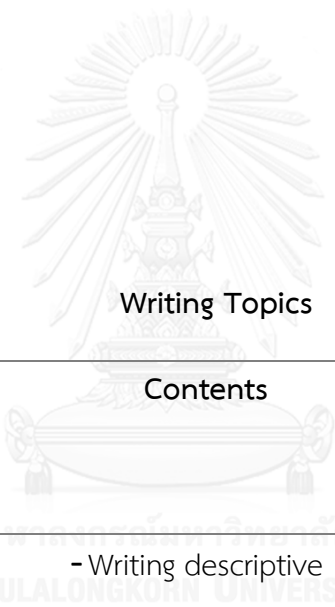
Instructional Instrument

Unit Plans

Unit plans in this study were developed based on the process of writing instruction which consists of four main stages: brainstorming, making drafts, receiving feedback, and, rewriting drafts. The topic of each unit plan was designed and taught by the researcher. The six writing tasks were proved to be identical as they were designed in a genre which is relatively easy for the students about their own life (in various aspects of autobiographical writing i.e. describing person, places, routine,

memory, and their future dream). Besides, the writing tasks were intended to provide

the opportunities for the students to use the target forms and structures. In addition,

before writing, worksheets which included with the sample reading passage and

vocabulary lists were given in order to help them studied the sentence structures, and

related vocabulary. Afterward, they were assigned to do the pre-writing and write their

paragraph (s).

Table 2
Writing topics

Writing Topics			
Date/Time	Class Meeting	Contents	Activities
Week 1-2	1-2-3	- Writing descriptive paragraphs "A Person Important to You"	- Study sample reading, worksheet (s) - Organize the ideas by categories - Write paragraph (s) - Revise draft

Date/Time	Class Meeting	Contents	Activities
Week 2-3	4-5-6	- Writing descriptive paragraphs "Around the Town"	- Study sample reading, worksheet (s) - Organize the ideas by idea web - Write paragraph (s) - Revise draft
Week 3-4	7-8-9	- Writing narrative paragraphs "Daily Routines"	- Study sample reading, worksheet (s) - Organize ideas by idea web - Write paragraph (s) - Revise draft
Week 4-5	10-11-12	- Writing narrative paragraphs "A Memorable Trip"	- Study sample reading, worksheet (s) - Organize the ideas by identifying the elements of paragraphs - Write paragraph (s) - Revise draft

Date/Time	Class Meeting	Contents	Activities
Week 5-6	13-14-15	- Writing opinion paragraphs "City Living or Country Life "	- Study sample reading, worksheet (s) - Provide reasons to support opinions. - Organize the ideas by making outline - Write paragraph (s) - Revise draft
Week 6-8	16-17-18	- Writing opinion paragraphs "My Goal "	- Study sample reading, worksheet (s) - Provide details to support ideas. - Organize the ideas by making outline - Write paragraph (s) - Revise draft

Hence, the teaching procedure in this current study followed in the form of the writing process model (Raimes, 1987). This model consists of four phases which are planning, drafting, receiving feedback, rewriting draft and producing final product.

Brainstorming – It was conducted in the class time at the beginning of the new topic. Teacher activated the students' background and experiences about the topic through a number of activities such as brainstorming, discussion, reading and they were also given the sentences structure, key vocabulary in this phrase. They were asked to make their writing outline and the commentary on content was provided during this process.

Drafting- Students used the language form, vocabulary and ideas which they were involved in the previous phrase to write in their task. They were told that they were given corrective feedback on target grammar in their drafts.

Receiving feedback and rewriting draft - Teacher provided written corrective feedback on their draft and returned them for revising. Students

were given time to revise and edit the final version based on their comments and

return to teacher.

Producing final product – Students produced their final version

following the teacher comments. The final product was graded by using the scoring

rubric to access both content and grammatical accuracy of students' writing tasks.

Data Collection Instruments

A comparison table of the errors

The comparison table of the errors was comprised of the table

of twelve target errors focused in the study and was used to record the errors made

by the students in the first drafts of every task. The comparison table of the errors was

used to compare to investigate the grammatical accuracy improvement in a new piece

of writing. The total percentage of errors was included.

Interview Questions

Interview questions were designed to investigate the students' attitudes towards the combination of written corrective feedback in the end of the experiment.

Verifying the Effectiveness of the Instruments

To ensure the quality of the instruments, the checklists were constructed and submitted to three experts to evaluate and commented the appropriateness of the materials and interview questions. Consequently, two evaluation forms were constructed. The first evaluation forms aimed to evaluate the effectiveness of instructional instrument which was unit plans in terms of teaching steps, learning outcomes, teaching procedures, activities, materials and handouts for each unit plan, as well as time allocate. The second evaluation form aimed to evaluate the appropriateness of the data collection instruments which were the comparison table of the errors and the interview questions. In additions, three experts were requested to rate in the evaluation form by using the checklist constructed by the researcher. After receiving the comments from three experts. The instruments were revised

according to the experts' suggestion to make more reliable and acceptable and moreover it could help the unit plan more effective. The instruments were revised according to the suggestions as follows;

The assessment of the unit plan were rewritten based on the learning outcomes to make clearer and more specific in terms of the aspect of assessment. Moreover, some of the handouts were revised by removing some exercises in order to make them more concise and appropriated to the time allocate.

After the researcher revised the instruments according to the experts' suggestions. The 1st unit plan "A Person Important to You" and the materials were piloted with twenty students.

A pilot study

After the researcher revised all the instruments according to the experts' suggestions. A pilot study was conducted in order to examine the possibility of the writing tasks and the teacher written corrective feedback. It was also expected that the design of the unit plan would allow the students to practice writing using process-

based approach. The participants in the pilot study were twenty students with the

same level of proficiency with the target group and identical to those participants in

the study. With regards to the design, they were divided into two treatment groups;

group A received direct written corrective feedback and group B received indirect

written corrective feedback.

In conclusion, this pilot study revealed the useful information for the

improvement of the lesson, time allocate, activities and especially error codes and the

handouts for students.

After the experiment, some students were interviewed to seek the useful

information for developing the lesson and the design. The results showed that they

found the sample reading passage which related to the topic was very important and

useful for them and could help them to make their own outline for the writing.

Research Procedures

Research procedures of the current study were composed of two experimental

phases. The participants were divided into two experimental groups and the study

was divided into two phases: **the first phase**, each experimental group was given one treatment. The experimental group A received direct written corrective feedback. While, the experimental group B received indirect corrective feedback.

For **the second phase**, all experimental groups received another written corrective feedback in order to make all experimental groups received the same feedback but different in the order of feedbacks given by teacher. Experimental group A who was received direct corrective feedback in phase 1 were then given indirect corrective. Experimental group B who was received indirect corrective feedback in phase 1 was then provided with direct corrective feedback.

Types of feedback

Direct written corrective feedback and indirect written corrective feedback were provided to student's written task and measured by the percentage of errors. The comparison of the reduction in the number of errors from one task to the subsequent new pieces of writing were analyzed.

Data Collection Procedure

The data was collected in 8 weeks including six tasks. The table 3 below

shows the data collection procedure.

Table 3

Data collection

Week	Lesson/Content	Experiment group	Type of corrective feedback	Product
1-4	**Experiment phase 1** Instructional process with task 1,2 and 3	Group A	Direct written corrective feedback	Writing tasks
		Group B	Indirect written corrective feedback	
5-8	**Experiment phase2** Instructional process with task 4,5 and 6	Group A	Indirect written corrective feedback	Writing tasks
		Group B	Direct written corrective feedback	

Data Analysis

The data analysis involves both qualitative and quantitative data. The details

for the data analysis are shown below.

Quantitative data were from the comparison of the students' grammatical

accuracy. The grammatical accuracy of each writing task was measured and calculated

as a percentage of errors (the total number of errors to the total number of words X

100) (Chandler, 2003; Truscott & Hsu, 2008). The percentage of errors in every first draft

were used to compare and analyze the overall improvement in accuracy.

For **qualitative** data, the data from an in-depth interview was conducted with

10% of the participants who showed the most improvement. It aimed to see what

strategies students used for handling the feedback. The in-depth interview was

conducted with the aim of gaining in-depth information. The interview was the

conversational and constitute open-ended questions which enabled students to

explain their detailed information on how they used the different types of written

corrective feedback to help improving in their writing.

The methods of how quantitative and qualitative data of the current were analyzed can be seen from the following table:

Table 4

Data Analysis

	Research Questions	Type of instrument	Type of data	Methods
1.	Does the combination of written corrective feedback (direct written corrective feedback and indirect written corrective feedback) have any transfer effect on the improvement of grammatical accuracy in students' new pieces of writing over time?	Writing Lessons	Quanti-tative	The comparison of percentage of error in every students' first draft Paired Sample t-test, means, standard deviations

	Research Questions	Type of instrument	Type of data	Methods
2	What is the difference between providing different written corrective feedback in different orders? (Group A: Direct corrective feedback first and indirect corrective feedback and, Group B: Indirect corrective feedback first and direct corrective feedback)	Writing Lessons & In-depth interview	Quanti-tative & Quali-tative	The comparison of percentage of error in every students' first draft Descriptive statistics: Mean and standard deviation T-Test In-depth interview

Inter-rater and intra-rater reliability

To ensure the inter-rater reliability, another rater, an ESL teacher, was assigned

to rate 10% of the students writing individually and calculated the percentage of errors

found in the students' writings. The number of errors given by the 2 raters (The

researcher and an ESL teacher) in the six writings tasks were compared and analyzed

by using Pearson's correlation coefficient in the SPSS Program. Pearson correlation

coefficients for the two scores in the six writing tasks were 0.99, 0.93, 0.85, 0.98, 0.86

and 0.93 for writing 1, writing 2, writing 3, writing 4, writing 5, and writing 6 respectively

which showed the consistence of score among two rater. In order to examine intra-

rater reliability to ensure the grading consistency, 20% of the writing tasks were graded

a second time by the same researcher one week after the initial grading. Pearson

correlation coefficients for the two scores in the six writing tasks were 0.99, 0.96, 0.96,

0.99, 0.96 and 0.99 for writing 1, writing 2, writing 3, writing 4, writing 5, and writing 6

respectively which also showed the consistence of score graded by the researcher at

the different time.

CHAPTER IV

RESULTS

Introduction

This chapter presents the results from the study concerning the effects of the combination of written corrective feedback on grammatical accuracy in students' new pieces of writing. This study was conducted in a public school in Bangkok with eleventh grade students.

The study was conducted in a Reading and Writing course. The participants were asked to write six writing tasks. In each task, the students had to write two drafts. After the first draft, written corrective feedback on twelve grammar points was provided. Then, the students revised their final draft.

To obtain the quantitative data, the percentage of errors found in the first draft of every task were used to report students' grammatical accuracy and see the transfer effect which was the improvement of the students' grammatical accuracy after receiving written corrective feedback in their new piece of writing. Moreover, the

percentage of errors among the two experimental groups were also calculated and

compared to see the different between two experimental groups after providing the

different orders of strategies. The data were analyzed by using descriptive statistic and

paired-sample t-test. For qualitative data, in-depth interview was conducted from 10%

of students who showed the most improvement to see their attitudes towards written

corrective feedback. The results were presented to answer the two research questions

as follow:

1. Does the combination of written corrective feedback (direct written

   corrective   feedback and indirect written corrective feedback) have any

   transfer effects on the improvement of grammatical accuracy in

   students' new pieces of writing over time?

2. What is the difference between providing different written corrective

   feedback in different orders? (Group A: Direct corrective feedback first

   and followed by indirect corrective feedback and, Group B: Indirect

   corrective feedback first and followed by direct corrective feedback)

Research Question 1

Does the combination of written corrective feedback (direct written corrective feedback and indirect written corrective feedback) have any transfer effect on the improvement of grammatical accuracy in students' new pieces of writing over time?

To investigate the transfer effects of the combination of direct and indirect written corrective feedback on grammatical accuracy in students' new pieces of writing, the improvement of the grammatical accuracy in every first draft of students' work were examined, twelve target grammar points were corrected and counted as a percentage of errors. Then, it was calculated to find statistical reliability of the result. The mean value of percentage of errors in every task of both groups were compared to find out which group improved particularly in the grammatical accuracy in new pieces of writing.

The improvement in students' grammatical accuracy in new pieces of writing among six writings

For this analysis, a comparison of the mean value of the percentage of errors and the standard deviation in the six writing tasks were made between two groups in order to examine the improvement in students' grammatical accuracy among six writing.

Table 5

The percentage of errors among six writings

	Writing 1		Writing 2		Writing 3		Writing 4		Writing 5		Writing 6	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Group A (N=20)	12.75	4.32	11.23	4.01	6.73	2.31	5.21	1.56	4.84	1.96	4.74	1.83
Group B (N=20)	11.01	4.11	8.30	3.27	5.40	1.74	5.36	1.69	4.92	1.90	4.82	1.95

As shown in Table 5, the overall percentage of errors in both experimental groups declined over the experiment comparing from writing 1 to writing 6. The

percentage of errors in experimental group A decreased from 12.75 to 4.74 while the

experimental group B reduced from 11.01 to 4.82.

For Experimental group A, the highest of score was found in the first task with

the mean value of 12.75, while the lowest was found in the last task with the mean

value of 4.74. It could be seen that the mean value reduced in writing 1 and writing 2

and considerably declined in task 3 with the mean value from 11.23 to 6.73 and slightly

reduced from task 3 to task 6 which were 6.73, 5.21, 4.84, and 4.74 respectively.

While, experimental group B, the mean value of the percentage of errors was

considerably decreased in the first writing task to the second writing task from 11.01

to 8.30 and slightly reduced from writing 2 to writing 6 with the mean value of

percentage of errors from 8.30, 5.40, 5.36, 4.92 and 4.82 respectively. Figure 4 shows a

total picture of students' mean value of percentage of errors over all six writing tasks

in two experimental groups.
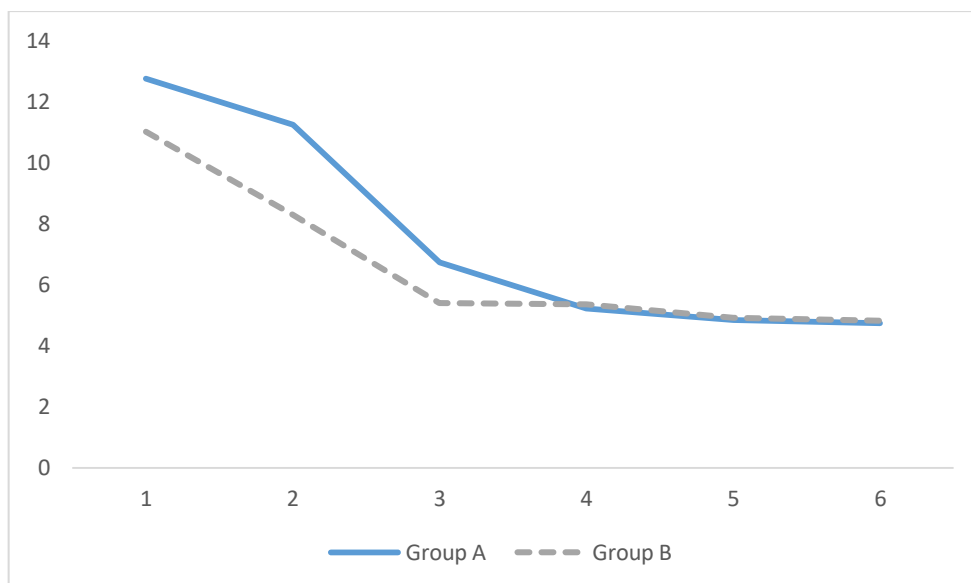
Figure 4 The mean value of percentage of errors from Writing 1 to writing *6*

The figure summarizes the different mean value of percentage of errors among two experimental groups. It can be seen that the overall mean value of percentage of errors of both experimental groups tended to reduce over time particularly in the writing 1 to writing 3, and continue slightly reduced from writing 4 to writing 6 respectively. From Table 5, it can be seen that the standard deviation of the percentage of errors in both experimental groups also decreased over time. The experimental group A declined from 4.32 to 1.83. While, experimental group B declined from 4.11 to 1.95. This can be analyzed that the variation in the students' grammatical accuracy gap in both groups was small. Overall, both experimental groups show a

decrease in the percentage of errors and standard deviations over time, which can be indicated that providing both type of written corrective feedback in different order have positive effect on writing particularly in grammatical accuracy in students' new pieces of writing.

In order to see the difference of the improvement in students' grammatical accuracy after given different type of written corrective feedback, the mean value of the percentage of errors of writing 1 (Before experiment) and 4 (After the first phase of the experiment) were compared to see the differences between providing the different treatment. Table 6 shows the analysis of Paired Samples T-Test of students' mean value of the percentage of errors.

Table 6

The differences in students' grammatical accuracy after given different types of written corrective feedback

	Before the experiment (Writing 1)		After given treatment (Writing 4)		t	Sig.
	x̄	SD	x̄	SD		
Group A (Direct Feedback)	12.75	4.32	5.21	1.56	9.47	.000*
Group B (Indirect Feedback)	11.01	4.11	5.36	1.69	6.30	.000*

*P < .01

From the Table 6, it can be seen that the results of the analysis of Paired Samples T-Test in comparing the students' percentage of errors found in the writing 1 (before the experiment) and the writing 4 (after given treatment) showed a significant improvement (p<.01) in both experiment groups. For experimental group A, after receiving direct written corrective feedback for three times, the mean value of the percentage of errors in the writing task 1 (12.75) and the writing task 4 (5.21) were reduced significantly at .000 level. On the other hand, the experimental group B, after

providing indirect written corrective feedback for three times, the mean value of the

percentage of errors were significantly different (11.01 to 5.36) at the .000 level

indicating that the students in both experimental groups had a significant improvement

on grammatical accuracy after receiving treatment. However, in order to see which

strategy of written corrective feedback had more effect on students' improvement.

Paired Sample T-Test was also conducted to see the difference. The result found that

there was no significant different between two strategies. This can be indicated that

providing direct or indirect written corrective feedback on the students' writing had

significant different on the students' improvement but did not show significant

different between two strategies.

Table 7

The differences between given different types of written corrective feedback

Experimental Group	Before the experiment (Writing1)		After given treatment (Writing 4)	
	$\overline{x}$	SD	$\overline{x}$	SD
Group A (Direct Feedback)	12.75	4.32	5.21	1.56
Group B (Indirect Feedback)	11.01	4.11	5.36	1.69
t	1.268		-.288	
Sig.	.213		.775	

The improvement in each type of error

In order to investigate the transfer effects of written corrective feedback on grammatical accuracy in the students' new pieces of writing, the analysis of each error was categorized and calculated to see the percent difference in the first writing and the last writing (writing 6). The gramma target points were verb tense (VT), determiner/article error (DET), pronoun (PRO), preposition (PREP), subject – verb agreement (S-V), word form (WF), singular/plural (SIN-PLU), fragment (FRAG), wrong word used (WW), spelling (SP), punctuation (PUNC) and capitalization (CAP). The positive percent difference in each error type indicated that the students could reduce the amount repetition of making the same mistake in the end of the experiment while the negative percent difference can be explained that students made more errors in the end of the experiment.

Table 8

The comparison of each percentage of errors in the writing 1 and writing 6

	Writing 1		Writing 6		Percent Difference	
	Group A	Group B	Group A	Group B	Group A	Group B
VT	1.36	0.86	0.93	0.91	38%	*-6%*
DET	0.56	0.52	0.07	0.29	154%	55%
PRO	0.89	0.63	0.22	0.17	120%	114%
PREP	0.27	0.37	0.56	0.66	*-72%*	*-56%*
S-V	2.55	2.09	0.42	0.39	144%	137%
WF	0.27	0.46	0.49	0.47	*-59%*	*-2%*
SIN-PLU	0.62	0.92	0.27	0.25	79%	116%
FRAG	2.13	1.84	0.61	0.49	111%	116%
WW	2.25	1.09	0.51	0.47	126%	80%
SP	0.47	0.40	0.39	0.34	19%	15%
PUNC	0.83	0.63	0.07	0.05	167%	171%
CAP	0.47	0.75	0.02	0.15	180%	134%

According to Table 8, the comparison of the percentage of errors in each type

of error made in the writing 1 and writing 6, the error mostly occurred in subject and

verb agreement in both groups ($\bar{x}$ = 2.55 and 2.09 in group A and B respectively)

followed by wrong word used and fragment errors ($\overline{x}$ = 2.25 and 2.13 in group A and 1.09 and 1.84 in group B). After receiving the combination of written corrective feedback, at the end of the experiment, the students could reduce most of their errors. Percent difference was calculated in order to see the repetition of each error and compare the improvement of each group. It was found that in the experimental group A, The capitalization errors were improves by 180% on average and followed by spelling (167%), determiner error (154%) and wrong word used (126%). While the experimental group B could reduce error on punctuation the most (171%) followed by subject and verb agreement (137%), capitalization (134%), singular-plural and fragment (116%). However, after the experiment, the results also showed that both experimental groups got worst in preposition errors and word form errors in the sixth writing and the experimental group B also got worse in verb tense error in the sixth writing.

Research Question 2

What is the difference between providing different written corrective feedback

in different orders? (Group A: Direct corrective feedback first and indirect corrective

feedback and, Group B: Indirect corrective feedback first and direct corrective

feedback)

To answer the research question 2, to see the differences between providing

written corrective feedback in different orders. First, the mean value of the percentage

of errors in writing 1 and writing 6 were compared within group to see the improvement

of grammatical accuracy in writing before the experiment (writing 1) and after receiving

the combination of written corrective feedback (direct and indirect written corrective

feedback) in different orders. Then, in order to examine which type of the combination

of written corrective feedback strategy (A: direct and followed by indirect written

corrective feedback, B: indirect and followed by direct written corrective feedback) can

enhance students grammatical accuracy in writing. The accuracy gain scores in each

experimental phase was calculated and compared to see a significant difference in

terms of grammatical accuracy between groups. (1st Experimental phase = writing 1 to

writing 4 , 2nd Experimental phase = writing 4 to writing 6).

Accuracy gain in 1st Experimental phase = Total percentage of errors in Writing 1 -

Total percentage of errors in Writing 4

Accuracy gain in 2nd Experimental phase = Total percentage of errors in Writing 4 -

Total percentage of errors in Writing 6

Also for qualitative data, students' attitudes about the types of feedback was

also analyzed.
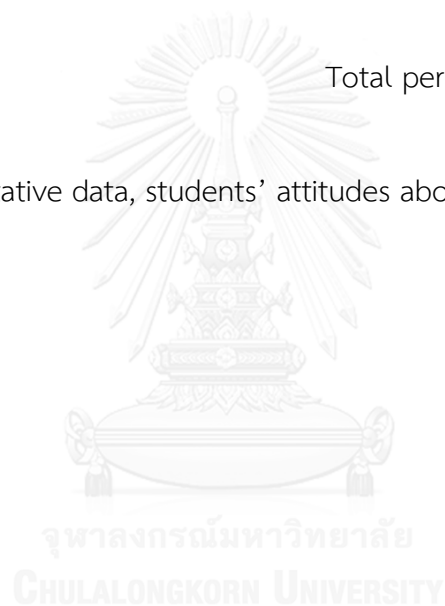
The comparison of the effect of providing the combination of written

corrective feedback in different order within each experimental group

Table 9

The comparison of the mean value of percentage of errors in writing 1 and writing 6

	Percentage of errors Writing 1		Percentage of errors Writing 6		t	Sig.
	x̄	SD	x̄	SD		
Group A (Direct + Indirect)	12.75	4.32	4.74	1.83	9.953*	.000
Group B (Indirect + Direct)	11.01	4.11	4.82	1.95	6.583*	.000

*p < .01

As shown in Table 9, both mean value of percentage of errors in writing 1 were

higher than both mean value of percentage of errors in writing 6. To elaborate, both

mean value of percentage of errors in writing 1 (12.75 and 11.01) differed significantly

than both mean value of percentage of errors of writing 6 (4.72 and 4.82) at significant

level of p < 0.01 level. The result showed that there was a significant improvement at

the .000 level in both groups and it can be indicated that both experimental groups

could reduce the amount of repetition of the same errors after receiving the

combination of written corrective feedback in different order at the end of the experiment.

The comparison of the effect of providing the combination of written corrective feedback in different order between two experimental groups

Table 10

The comparison of the accuracy gain scores between group in two experimental phases

	Accuracy gain scores Writing 1-4		Accuracy gain scores Writing 4-6	
	X	SD	X	SD
Group A (Direct + Indirect)	7.54	3.50	0.47	1.61
Group B (Indirect + Direct)	5.70	4.05	0.54	1.18
t	1.172		-0.146	
Sig.	0.103		0.885	

The table 10 showed the comparison of the accuracy gain scores of students' writing in the first experimental phase (writing 1 to writing 4) and the second experimental phase (writing 4 to writing 6). After both experimental groups were

provided the combination of written corrective feedback but in different order, the

results showed that both the mean value of the gain scores in the first experimental

phase were higher than both mean value of the gain scores in the second experimental

phase. In experimental group A, which was provided direct written corrective feedback,

the gain scores in the first experimental phase was 7.54 which higher than in the

experimental group B which was provided indirect written corrective feedback ($\bar{x}$ =

5.60). However, paired samples t-test analysis was conducted to see the differences

between both gain scores which showed that both two experimental phases did not

vary in the accuracy gains in the first experimental phase (t = 1.172, p = 0.103). For the

second experimental phase, the mean value of accuracy gain scores in the

experimental group B ($\bar{x}$ = 0.54) was slightly higher than the experimental group A ($\bar{x}$ =

0.47) while paired sample t-test analysis showing the difference in accuracy gain scores

for these two groups was not significant (t = 0.146 , p = 0.885). To elaborate, the

analysis of accuracy gain scores which in the two experimental phases between groups

showed that the order of written corrective feedback provided on students' writing

did not have any significant effect at the end of both experimental phases.

Students' Attitudes towards Written Corrective Feedback

To investigate the students' attitudes and preferences towards different types

of teacher written corrective feedback, an interview with two students from each

experimental group who showed the most improvement of the finding was conducted.

The students answered the questions in Thai and their answers were translated into

English. The data were analyzed qualitatively based on the premise of the student

interview questions.

1. Which kind of feedback do you like the most? Why?

2. Which kind of feedback do you understand very well and easier for you to

rewrite? Why?

3. Which kind of feedback that you received is a good way for improving your

accuracy? Why?

4. Which kind of feedback help you most to write correctly in the subsequent

writing? Why?

5. How do you benefit from your teacher's written corrective feedback?

Students' preferences

The participants' responses about their preferences revealed that they liked

both types of written corrective feedback in general. However, when they were asked

to compare both written corrective feedback, three students mainly preferred direct

corrective feedback because they thought it was more effective and easier for them

to understand the kind of errors they made. The opinions about the preferences

feedback are reflected and reported below:

Student 1: *"I like direct written corrective feedback more than indirect*

corrective feedback because some grammar rules are very difficult and I don't know

the grammar and how to correct. But for direct feedback, it can help me to

understand the type of errors I made easily. It is better for me that the teacher

corrected my writing and let me learn from my errors in order to revise my writing. I

can learn many grammar points from this especially in the points that I always made.

For example, I always forgot to add "s" or "es" after the verb when needed. (subject and verb agreement) which was a very easy point but most of us (referring to her class) always forgot this rule, so when the teacher corrected in the same points in my writing, it could help me to learn that next time I had to be more careful with this point."

Student 2*: "Actually I think both types of written corrective feedback are helpful but I like direct the most. It can save my time for me from figuring out the correct usage because you've already provided that on my writing. It helped me a lot when I had to revise my writing."*

Another student liked indirect corrective feedback more than direct corrective feedback because the codes that the teacher provided in the writing helped and made the student to guess and think about the corrected form before revising the writing. This participant mentioned that:

Student 4: *"I like indirect corrective feedback because when I can first figure out the error types I made by myself, it can help me to remember well which is better than when the teacher provided the correction for me. Even the codes are a little*

confusing in the first time I received, but when the teacher explained more about

them, I can better understand it."

It can be seen that from the students' opinions towards the written corrective feedback from the teacher, most of them generally thought that both types were useful and demonstrated the positive attitudes toward it. However, direct written corrective feedback was found to be more understandable and preferred by the students. It can help them to figure out their errors easier than indirect written corrective feedback. Although indirect written corrective feedback was found to be more difficult to understand and revise the writing, and some students encountered the difficulty with the error codes they received, but they still believed that it could help them to improve their grammatical accuracy while trying to figure out the correct usage form.

Students' understanding of the types of feedback

All the students had similar answers in responding to the question concerning to the type they understood most. They all understood the most explicit types which is direct written corrective feedback.

Student 1: *"I can understand the first one (referred to direct written corrective feedback) because the corrected forms were already provided on my errors. When I received the correction from the teacher. I can understand and know how to correct it."*

Students 3: *"I can understand direct written corrective feedback more than indirect written corrective feedback, especially in the wrong word usage errors. If teacher had not provided the correct word choices for me, I would not know the appropriate word in the context. Moreover, the codes were too confusing for me."*

Student 4: *"I can understand more when the teacher provided the correct form of my errors. It was very easy and understandable. I just remembered the correct forms of them and revised my draft following the teacher's corrections. However, it did not help me much to remember and learn from the errors I made."*

From the reflection of the students, all students viewed direct written corrective feedback as the most understandable feedback for them. The generally thought it helped them better notice their grammar and vocabulary errors and help them to correct those errors.

Students' transfer effect

Similar to the results about students' preferences on the type of feedback, most students had similar ideas to the questions concerning which type of feedback most improve their accuracy by transferring what they have learned from the teacher feedback to reduce the mistakes in the subsequent writing. They thought that both types of written corrective feedback were helpful for them in improving their accuracy in writing. Two students mentioned that direct corrective feedback led them to be more accurate than the other type:

Student 1: "*I think both direct and indirect can help me in writing accuracy but direct feedback is more helpful for me because I am not good at English grammars so it would take more time to notice the correct usage form of the errors I made when I received indirect feedback, and it made me feel discouraged before I can finish it. On the other hand, direct corrective feedback can help me to notice my grammar problems easily especially the mistakes that I always made mistakes in my writing so I can correct my errors in the revise draft and remember to reduce them in my subsequent writing.....not all of them but most of them.*"

Similarly, another participant mentioned:

Student 2: *"I like direct written corrective feedback when I received error codes from the teacher. I knew that it was wrong but I could not think about the correct form so sometimes, I just changed to another word...just wanted to complete and submit it to the teacher. It is hard for me to notice the mistakes I made. But when the teacher corrected my errors in my writing, it can help me to learn that this was the mistake that I always made so I could be more careful to the same point when I have to write in the subsequent writing."*

While another two students indicated that indirect written corrective feedback worked well for them in improving accuracy.

Student 3: *"As I told you earlier that I prefer direct written corrective feedback because it can save the time for me to revise my writing. However, I can remember more grammar rules when I received indirect written corrective feedback because in order to correct the grammar errors, I have to study the grammar rules by myself first so that I can notice the mistakes I made. This process help me a lot to remember the corrected form and the corrected usage of it."*

Student 4: *"For me, I think I can improve my writing accuracy more when I received error codes from the teacher. Actually, it is easier to revise when the teacher already corrected all of the errors I made directly, but I think I did not learn much from them. On the other hand, when I received error codes on my writing, at first it is difficult for me to figure it out but the codes were like hints for me. The teacher just implied to me the mistake I made and I could then think about that. For example, when the teacher provided VT (Verb Tense), I had to find out the corrected usage of the tense where appropriate to the situation in my writing. So I learned more.*

For this aspect, transfer effect in improving grammatical accuracy, the results of the interview showed that they have benefited from both types of feedback and this was also in lined with the result in the quantitative part that students could reduce the same errors in their subsequence writing.

One interesting point is both experimental groups could reduce more errors in their first and second time of feedback process but slightly reduced in the rest of the feedback process. From the reflection of the students, it is clear that there was

considerable improvement of grammatical accuracy from students during the first and the second time of feedback process. Some students reflected in this point that:

Student 1: *"The feedback process is very useful for me especially for grammar improvement and I think all students need their writings to be corrected by the teacher. I learn a lot from the teacher feedback. If the teacher did not correct my writing so I would never know if my sentence is correct or not. The teacher feedback could help me to find the mistakes from the first time I wrote."*

Student 3: *"Teacher feedback is very helpful especially for me who never received this kind of feedback before. I have been given only the commentary on content or only on some grammar points that affected to the meaning of the sentences or just some comments about my overall writing. But this time, I received the feedback on most of the grammar points I made. Even some of them did not affect to the meaning of the sentences e.g. subject-verb agreement or singular/plural. Sometimes, the mistakes I used to do was the point that I have already known but while I was writing, I wrote it incorrectly because I did not pay attention on them very well."*

This can be demonstrated that the students were never concerned about these grammar points before. Most of their writing in the past were concerned more on the content or just only on some grammar points which affected to the meaning of the sentences or given some explanation about the overall writing. They all thought that they needed the grammar feedback from teacher for developing their accuracy in writing. This could help them to remember to not repeat the same mistakes in their subsequent writing. Some students mentioned that teacher feedback could help them to pay more attention while writing. However, more practice was more important. They thought that they need to practice writing more to remember their mistakes they used to do. Moreover, every time before the new writing, they were all reminded to use the correct form of grammar targets by the researcher. This process also helped them a lot to improve their writing accuracy.

Moreover, when the teacher asked about their opinions towards the combination of written corrective feedback given from the teacher that whether it helped them in improving their grammatical accuracy in their new writing or not. The student from group A (received the most explicit feedback which was direct feedback

and ranged to less implicit feedback which was indirect feedback) reflected to this point that:

Student 1 (from group A): *"After I received the corrections on my errors from teacher for one or two times. I know that which points of grammar errors that I still made and teacher's correction helped me learn how to correctly use them and be more aware not to make again in the subsequent writing. The code session in the second experiment phase was a bit more difficult. However, I've already learned and knew which point that I have to be more aware from the first session."*

While, another student from group B which given the implicit feedback (indirect feedback) then ranged to the most explicit (direct feedback) answered to this point that:

Student 4 (from group B): *"Indirect written corrective feedback helped me to build more understandable about the grammar rules because I have to revise by using my own background knowledge by myself. This can help me remember more and improve more, especially when the teacher changed the way given the feedback*

in the last three writing tasks. The direct feedback from teacher helped me a lot

particularly in the points that hard to understand by myself."

Limitations of the feedback

It can be analyzed that some negative perceptions were pointed out from

students which were time consuming and the lack of knowledge of the target form for

indirect corrective feedback. While, for direct corrective feedback, they mentioned that

even they had 10-15 minutes to review and look through all the errors they made in

their writing, but they could not remember all the errors or what to correct because

the corrected writing from teacher was taken away after ten minutes when they were

asked to revised the writing.

In summary, the participants' opinions toward the treatment revealed that

both types of written corrective feedback provided by teacher helped them to correct

errors. The attitudes toward each treatment were as followed.

First, for direct written corrective feedback, they thought that this feedback was

clarity and easily understandable as it was provided the corrected form directly on the

students' writing. They though that direct written corrective feedback help them improve on their grammatical accuracy in writing.

Second, for indirect written corrective feedback, the participants thought that they could learn more grammar rules by themselves while they were figuring out the mistake they made after received the treatment. Although, they thought it was more difficult than direct written corrective feedback and more time consuming but the students believed that they could improve more accuracy and more knowledge by this.

Finally, the students preferred direct written corrective feedback than indirect written corrective feedback. They though direct feedback was more easily to understand and revise their writing, but they though that both types of written corrective feedback could help them in writing especially in grammar usage.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter presents the findings of the current study and discusses in comparison with previous studies. In addition, the limitations of the study and the recommendations for the future research are also included in the end of chapter.

Summary of the Study

This study employed a quasi-experimental design with two experimental groups. It attempted to investigate the effects of the combination of written corrective feedback including direct and indirect written corrective feedback on students' grammatical accuracy in new pieces of writing and also to investigate students' attitudes towards the combination of written corrective feedback. The participants were forty eleventh grade Thai students who studied at government school in Bangkok in the second semester of the academic year 2016. They were purposively selected to participate in this study from Reading and Writing course they were taking at the time of the research.

The direct and indirect written corrective feedback were used as the treatments in the study and implemented to students' writing in order to improve students' grammatical accuracy in Reading and Writing course. The experiment consisted of two experimental phases, six writing tasks. In the first experimental phase (first three writing tasks), students experimental group A received direct written corrective feedback, while experimental group B was given indirect written corrective feedback. For the second phase (the rest three writing tasks), experimental group A was provided with indirect written corrective feedback, while experimental group B received direct written corrective feedback. The teaching instruction was developed based on process writing which consisted of four main stages: brainstorming, making drafts, receiving feedback, and rewriting drafts.

The research instruments in this study were six writing unit plans and interview questions. First, to investigate the effect of the combination of written corrective feedback (direct and indirect written corrective feedback) on students' grammatical accuracy in new pieces of writing, the data obtained from the comparison of students' percentage of errors among six writing tasks of each group were compared and

analyzed descriptively for mean scores and standard deviation. In addition, the mean

value of percentage of errors were compared and analyzed by pair sample t-test in

order to investigate which written corrective feedback and which order had more

effects on students' grammatical accuracy. Lastly, students' attitudes towards written

corrective feedback was conducted from in depth interview and analyzed qualitatively.

Summary of the Findings

The present study revealed two majors findings according to the research

questions.

The first research aim was to investigate the transfer effects of the combination

of written corrective feedback on students' grammatical accuracy in new pieces of

writing. The results are divided into two parts. The first part presents the results of the

students' improvement of grammatical accuracy in new pieces of writing as measured

by a comparison among the six writing assignments of both groups. The second part

summarizes the improvement in each type of target error by a comparison of

percentage of errors of each error type in the first and last writing of both groups.

The second research question is to examine the difference between providing different written corrective feedback in different orders. The results report the comparison of the effect of providing the combination of written corrective feedback in different orders within experimental group and between experimental groups. Moreover, the qualitative results of the students' attitudes towards the different feedback were also analyzed qualitatively.

The transfer effects of the combination of written corrective feedback on the improvement in students' grammatical accuracy in new pieces of writing

Firstly, the result of the transfer effects of students' improvement in grammatical accuracy by comparing the six writing assignments showed that the combination of written corrective feedback led to improved grammatical accuracy in new pieces of writing. In particular, the finding demonstrates that both strategies of the combination of written corrective feedback helped students successfully reduce errors in the new pieces of writing. It can be seen that the overall mean value of percentage of errors in the first writing of experimental group A was 12.75 and the last writing was 4.74. While the mean value of percentage of errors in experimental group

B showed 11.01 in the first writing and 4.82 in the last writing. Moreover, the mean value of percentage of errors in both groups also reduced over time in every subsequent writing. This indicated that students made fewer errors in their subsequent writing. With regarding to the results, it provide the evidence that the written corrective feedback leads to improved grammatical accuracy in students' new pieces of writing.

In addition, the comparison of the percentage of errors in each type of error in the first and the last writing assignment of both groups showed clearly that both experimental groups reduced the number of errors after received written corrective feedback. In the experimental group A, students showed the improvements of 10 types of errors, while got worse in 2 types of errors. Similarly to the experimental group B, students showed the improvements of 9 types of errors and got worse in 3 types of errors. However, the overall result showed that after receiving the combination of written corrective feedback, students could mostly reduce the repetition of the same mistakes in their new pieces of writing.

The differences between providing the combination of written corrective feedback in different order

First, the data obtained from the percentage of errors in the first and last writing task of both experimental groups were compared and analyzed by Paired Sample T-Test in order to see the effects between providing the combination of written corrective feedback within each experimental group. The result showed a significant difference at .01 level. This can indicate that the percentage of errors found between the first and last writing task were reduced significantly, demonstrating that the students in both experimental groups reduced grammar errors after receiving the combination of written corrective feedback significantly.

In addition, the data obtained from the accuracy gain scores in each experimental phase of both groups were compared and analyzed by Pair Sample T-Test to see which order of combination of written corrective feedback had more effects on students' grammatical accuracy. The result revealed no significant difference between providing the different order of written corrective feedback. This can indicate that the order of providing written corrective feedback did not affect to the

improvement of students' grammatical accuracy, both strategies of providing written corrective feedback helped students successfully reduce the errors in the end of the experiment.

Last but not least, the in depth interview conducted with four students who successfully reduced most errors at the end of the experiment showed that they preferred direct written corrective feedback than indirect corrective feedback. They thought direct feedback was easier to understand and could help them in revising their draft. On the other hands, they found that indirect written corrective feedback was time consuming and required more of knowledge to notice their errors. However, they believed that it was useful for their grammatical accuracy improvement in their subsequent writing. In brief, students had positive attitudes towards both written corrective feedback.

Discussions

The findings of the study were discussed into three major parts according to the research questions: the transfer effect of the combination of written corrective feedback on the improvement of grammatical accuracy in students' new pieces of writing, the differences between providing the written corrective feedback in different order and the students' attitudes towards the written corrective feedback.

The transfer effects of the combination of written corrective feedback on the improvement in students' grammatical accuracy in new pieces of writing

According to the research outcomes, the data revealed that the written corrective feedback helped students improve their grammatical accuracy in their new pieces of writing. The percentage of errors among six writings task decreased considerably in every new writing in both two experimental groups, the trend line presented a gradual decrease of overall percentage of errors over time. The improvement found in six writing tasks were also in line with the students' interview that they were all benefit from the teacher feedback. This finding clearly provided evidence both in quantity and quality that the students can successfully reduce the

errors focused in the study by transferring the grammatical rules they learned from

teacher written corrective feedback in the initial writing into their subsequent new

writing. It is consistent with the findings of the previous studies by Bitchener and Knoch

(2008), Bitchener and Knoch (2009), Bitchener and Knoch (2010), Chandler (2003), Ellis

et al. (2008), Sheen (2010), and Rassaei and Moinzadeh (2011) who found that teachers

should provide written corrective feedback and require the students to make a revision

in order to increase grammatical accuracy in students writing before producing the new

writing. The excerpt from the interview showed that the improvement found in this

study can be explained because after the students received written corrective

feedback on their writing, they were asked to pay attention to their grammar errors,

searched for the correct usage of grammar and then revised the text immediately. This

process during the revision help them to successfully correct their grammar errors in

their revision draft and transfer the knowledge to write correctly in their subsequent

new writings. This supports the point made by R. W. Schmidt (1990), the Noticing

Hypothesis, the extent of what second language the student pay attention to may

have an effect on his developing second language system. Swain (1985) mentioned in

his pushed-output hypothesis that when students are provided with written corrective feedback, they then have an opportunity to notice the correction (direct feedback) or the error code of an error occurred (indirect) before making their revision which can lead to the opportunities to notice or can lead to chances for pushed output. This is also consistent with Leow (1997) mentioned that noticing to the errors, producing pushed output are the important factor that leads to the transfer of uptake to long-term memory. This implies that providing the teacher written corrective feedback on student writing facilitates transfer effects on students' writing and may provide a long-term effect in terms of grammatical accuracy when they write a new writing.

Interestingly, the finding showed that the students had the big improvement in their grammatical accuracy after only receiving one or two feedback session(s). The improvement showed in the first experimental phase was much better than in the second experimental phase. In other words, the students only made a minor improvement in the second experimental phase. According to the excerpt from the interview section on the benefits of teacher feedback, the students found that it really matters on their writing accuracy improvement. One possible factor may be that they

have never received feedback like this before. Most of the feedback they had been given were more on the overall comments of the writing or just the correction on some grammar points which affected to the meaning of their writing or sometimes, on the focused errors. Moreover, the considerable improvement also showed that the students may already have a strong knowledge of terms and rules of the target grammar but less of an awareness of how to apply such knowledge to their own writing. Besides, the writing tasks which provided the students with the opportunities to use the target forms and structures are the important factor that can lead to the students' improvement. For example, the tasks in the early of the experiment in this study were involved the writing of a narrative and descriptive in the topic about themselves. It is likely that the students were encourage to use the same structures throughout their writing. Hence, this could enable them to develop their automatized, procedural used of the target forms and structures when they were asked to produce the writing from time to time when earlier targeted forms are continuing to be used in the subsequent writing.

This surprising improvement finding can be explained as Evans, Hartshorn, McCollum, and Wolfersberger (2010) have suggested that students need the constant feedback for the period of time so that they can develop the habits of self-analysis and self-correction more than when they receive the occasional feedback. Moreover, this experiment was longitudinal study and conducted for two months, required six writing tasks from students and also included students' production of the new text after receiving feedback. This is support to D. R. Ferris (2010) that in order to improve students' accuracy in the writing, the study will need to be designed with at least four or more writing tasks, involving the revision and new writing.

However, another point to be discussed here includes the finding from the first experimental phase showed that both direct and indirect written corrective feedback were statistically equal in terms of their effectiveness. With regard to this result, it can be explained that both types of written corrective feedback have a positive effect in the results of four new writing tasks. It showed the significant improvement between first and forth writing and the transfer effect among four writing tasks on both experimental groups as well. From this result, it may indicated that providing written

corrective feedback, regardless of the type of feedback strategy, affects to the improvement in reducing the number of errors on the grammatical error focused in this study. This finding supports the results of the previous studies suggesting no difference in the effects of written corrective feedback between direct and indirect groups by Chandler (2003), Robb, Ross, and Shortreed (1986), D. R. Ferris (2006) and D. Ferris and Roberts (2001).

The differences between providing the combination of written corrective feedback in different orders

A possible explanation why the combination of written corrective feedback strategy had transfer effects on the improvement of grammatical accuracy in students' new pieces of writing was because providing both direct and indirect as the combination are helpful in scaffolding information and can guide students to understand the errors they made and how to correct them appropriately (Purnawarman, 2011). Moreover, the order of written corrective feedback provided by the teacher did not affect to the students' improvement of grammatical accuracy. In the end of the experiment, students in both groups which were provided with the

different orders of written corrective feedback did not make any significant different

between groups. Both strategies are helpful. The reason why the combination of

written corrective feedback had effects on students' grammatical accuracy

improvement because probably that providing direct written corrective feedback

followed by indirect written corrective feedback may first help the students to

immediately notice the correct forms provided by teacher (Chandler, 2003). According

to the excerpts from the interview, students viewed that direct written corrective

feedback is helpful for them. This could encourage them to recognize the correct

structures on their errors more easily. Moreover, direct written corrective feedback

provided the sufficient information which could help scaffolding students' knowledge

about the target grammars and they could effectively use them. Afterwards, when they

were provided with indirect written corrective feedback in the second experimental

phase. They may have already built sufficient linguistic knowledge to self-correct errors

which helped them in improving their grammatical accuracy and become better writers

in the long run.

On the other hand, providing indirect written corrective feedback and followed by direct written corrective feedback can also lead to the students' grammatical accuracy improvement. As indirect written corrective feedback required more engagement to the feedback in the revision stage (Bitchener & Knoch, 2008). In other words, students had to notice the errors which is able to be corrected and attempted to correct by using their knowledge of grammar. Moreover, providing written corrective feedback ranging from implicit (indirect feedback) to explicit (direct) lead the students to become more independent in the aspect of the ability to notice and self-correct their errors. Then follow up with the most explicit (direct) which provided more information of the errors that the students could not correct by themselves.

In conclusion, the finding can indicate that the combination of written corrective feedback helps the students improve their grammatical accuracy in writing effectively in the new writing irrespective of the order of written feedback provided by the teacher. Both strategies are effective. However, teacher should provide each treatment one at a time and should be constantly enough for students to scaffold the knowledge from the feedback information before changing to another treatment.

Students' attitudes toward written corrective feedback

The data from the interview sessions were analyzed and identified into three

aspects which are students' preferences, transfer effect which is the students' accuracy

improvement and the limitations they found on written corrective feedback. Students

had the positive attitudes toward written corrective feedback. Three students out of

four preferred direct written corrective feedback more than indirect written corrective

feedback. They thought direct written corrective could help them understand and

figure out their errors easily and it saved more time. This result corresponds to

Chandler's study (2003) in which most students preferred to receive direct written

corrective feedback as they could utilize their errors corrections easily. Furthermore,

all students reported that both written corrective feedback were useful and helpful

for them in reducing the errors in the subsequent writing. However, one student

pointed that direct written corrective feedback could help more in grammatical

accuracy improvement since she thought that she did not have sufficient knowledge

to correct the grammar errors when she had received indirect written corrective

feedback. This is also in line with D. R. Ferris (2004) that indirect written corrective

feedback might be less useful to lower proficiency students since they lacked of sufficient metalinguistic awareness to self-correct their errors. In addition according to Bitchener (2008), students with low proficiency benefit more from direct written corrective feedback because they need the teacher's suggestions to rewrite their works. However, some students mentioned that the process of correcting the errors by themselves when received indirect written corrective feedback help them to acquire knowledge and aware to make the same mistake in their new writing. This finding supports to many previous results (Ellis et al., 2008; D. R. Ferris, 2002) that indirect written corrective feedback can encourage the students to self-correct their errors, and moreover it can help develop the long term memory and self-monitoring ability. Students also reflected that the combination of written corrective feedback is helpful in improving their grammatical accuracy in their new writing throughout the experiment.

Although students believed that providing written corrective feedback on their writing is beneficial, they also reported that the process of the revision was time

consuming and their lacked of knowledge of the correct usage of the target errors.

However, they still expected their writing to be corrected by their teacher.

Limitations of the study

The main limitations in this present study were as follow. First, this study was conducted with only 20 students per experimental group who had the same English language proficiency level. However, in the real situation classroom context, there were different students with different proficiency level. Thus, the findings of the present study cannot be generalized to other classroom setting with the different level of proficiency students.

Furthermore, the design of the present study did not involve the delayed writing (i.e.., the gap between the last writing and the delayed writing) to find out the long-term improvement in grammatical accuracy. The finding from the new writing without delayed writing would not be sufficient to claim any significant in long-term accuracy gain.

Recommendations for Future Research Studies

The following ae some recommendations for future studies.

1. Future research should employ more participants with the group of at least

    30 and should be conducted with the students with different English

    language proficiency level. Therefore, the results will be more authentic,

    statistically meaningful and helpful that could be generalized to the real

    classroom context.

2. Future research should be conducted over a longer time range.

3. Future research should be conducted the delayed writing by having some

    gap time between the last writing and the delayed writing to demonstrate

    the delayed learning effects from the combination of written corrective

    feedback.

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APPENDICES

Appendix A

Long Range Planning

Date/Time	Class Meeting	Contents	Activities
Week 1-2	1-2-3	- Writing descriptive paragraphs "A Person Important to You"	- Study sample reading, worksheet (s) - Organize the ideas by categories - Write paragraph (s) - Revise draft
Week 2-3	4-5-6	- Writing descriptive paragraphs "Around the Town"	- Study sample reading, worksheet (s) - Organize the ideas by idea web - Write paragraph (s) - Revise draft
Week 3-4	7-8-9	- Writing narrative paragraphs "Daily Routines"	- Study sample reading, worksheet (s) - Organize ideas by idea web - Write paragraph (s) - Revise draft

Date/Time	Class Meeting	Contents	Activities
Week 4-5	10-11-12	- Writing narrative paragraphs "A Memorable Trip"	- Study sample reading, worksheet (s) - Organize the ideas by identifying the elements of paragraphs - Write paragraph (s) - Revise draft
Week 5-6	13-14-15	- Writing opinion paragraphs "City Living or Country Life "	- Study sample reading, worksheet (s) - Provide reasons to support opinions. - Organize the ideas by making outline - Write paragraph (s) - Revise draft
Week 6-7	16-17-18	- Writing opinion paragraphs "My Goal "	- Study sample reading, worksheet (s) - Provide details to support ideas. - Organize the ideas by making outline - Write paragraph (s) - Revise draft

Appendix B

Sample Lesson Plan

Unit Plan 1

A person important to you

Course: Reading and Writing   **Level of Students:** Grade 11th

Time: 150 minutes

Learning Outcomes:

1. Students will be able to identify types of information used for describing

person.

2. Students will be able to make an outline to organize the ideas.

3. Students will be able to write paragraphs to present a person important to

them.

Learning content:

- Vocabulary to describe personal characteristics and appearances

Materials:

- Sample Articles

- Worksheets

Assessment:

1. Students complete worksheets.

2. Students can write paragraphs to present a person important to them.

Procedure:

Teacher	Students
(50 minutes)	
(Greetings)	(Greetings)
• Teacher lets students do the activity "Guess Who a person is?" by describing characteristics of one of their friends in the class and lets them guess who is described by teacher. If students cannot give the right answer, the teacher may add more descriptions of that person.	• Students answer. (Various answers)
• Teacher randomly asks one or two students to describe their friends in front of the class and lets the rest of the students guess who is described.	• Students come in front of the class and describe one of their friends, let other students guess. (various answers)
• Teacher distributes worksheet A and lets students read the	

passage "All about Steven" and asks some questions about the passage. (Worksheet A) *What is this passage about?* - *How many paragraphs are there in this passage?* - *From this passage, if you want to write a paragraph to describe people what kinds of information should be included in your writing?* • Teacher lets students explore the passage again, then explains the important information that should be included in the writing about a person. - *Three types of information should be included in the writing about a person; Basic background information,*	• Students read the passage and answers the questions. - *It is about Steven.* - *3 paragraphs* • The answer can be varied. The possible answers are - *The basic information, person's description, person's appearance or personality.* • Students explore through the passage again.

such as the person's country of origin, family information, and educational or career goals. Next is personal information, such as the appearance or personality, interests, opinions, and goals for the future. The last thing is your reaction to the person, such as whether you find him or her sad, intelligent, or funny.
 	
• Then, teacher lets students analyze each paragraph of the passage they have read.
 	
   - *What is the first paragraph about?*
	
	• Students analyze each paragraph of the passage and answer the questions.
	
	   - *It is an introduction about Steven and her sister. It*

- *What is the second and third paragraph about?*	*tells the basic background information about Steven.*
	- *The second paragraph tells the description of Steven, personal information of Steven, Steven's appearance and the third paragraph tells about what the writer react to Steven and Steven's personality.*
• Teacher asks students to underline the vocabulary used to describe Steven's personality and appearance and lets students share Steven's personality and appearance to the class.	• Students underline the vocabulary that use to describe Steven's personality and appearance and share to the class.
• Teacher adds more vocabulary for describing personality and appearance. (Worksheet B)	
• Teacher explains the way to organize the ideas by grouping	• Students study worksheet B.

the same information together. Teacher lets students do worksheet C by looking at the provided sentences, asks students to identify the type of information in each sentence. Then, group the related ideas together in the chart. (worksheet C) • After students finish worksheet C, teacher tells them that in the next period they will be asked to write a paragraph in the topic "A Person important to you". Teacher may suggest that the person can be from member of it their family, their best friend or their favorite person. • Teacher distributes worksheet D which is the writing outline.	• Students complete worksheet C.

• Teacher asks students to select the person they want to write about, prepare the information about that person, complete their information into the outline in worksheet D and bring it to the next period. - *Before you write the first draft, you need to plan ahead and organize your ideas by making an outline and then completing it.*	• Students study worksheet D and complete the worksheet as their homework.
(55 minutes) (Greetings) • Teacher asks some questions to revise what students have learned in the previous period, how to write about a person, and the way to organize the	(Greetings) • Students answer the questions.

ideas or information into the same category. • Teacher tells that today will learn how to make the writing in the topic "A person important to you" from the outline they have prepare. • Teacher lets students organize their outline into paragraphs. • After students finish the first draft and submit to teacher. Teacher corrects students' first draft writing and gives them feedback on writing.	• Students write paragraphs individually.
(30 minutes; Feedback process) • Teacher returns the students' first draft to students and asks them to revise their draft within 30 minutes.	• Students revise their draft immediately according to the feedback they received.

Worksheet A

Instructions: Read the passage below and answer the questions.

All about Steven

Steven is one of my best friends. He is also my brother. We go to school together and we play soccer together. Of course, we live together with our parents. We study together at the table in the dining room. It is small, but out parents are going to get us a large desk soon. I like spending time with my brother. I think that we will be friends for a long time. We certainly are going to be brother and sister for a long time!

Steven is eighteen years old. He is about 185 centimeters tall. He plays soccer a lot and goes running often. So, his body is not fat and not thin – he has a medium build. Moreover, his face is narrow and long and his features are quite attractive. He has brown eyes, a small nose and full lips. He also has a pleasant smile. His hair is dark like mine, not blonde. Furthermore, I believe he looks intelligent, especially when he wears his glasses.

Finally, he looks like a nice person. He not only looks nice, but he is nice! Sometimes, however, he does get annoying, but I still love him. If you got to know Steven, you will like him also.

1. Write sentences from the reading that describe Steven.

2. Find adjectives from the reading that describe people and circle them.

Linda London Blanton & Jessica Michelle Beck. (2013). *Wise Up in Reading & Writing.* Thailand: MacEducation publisher

Vocabulary: Describing character

Many positive words describing character have clear opposites with a negative meaning.

Positive	*Negative*
warm and friendly	cold and unfriendly
kind	unkind
nice, pleasant	horrible, unpleasant
generous (=happy to give/share)	mean (=never gives to others)
optimistic (=thinks positively)	pessimistic (=thinks negatively)
cheerful (=happy and smiling)	miserable (=always seems unhappy)
relaxed and easy-going	tense (=nervous; worries a lot; not calm)
strong	weak
sensitive	insensitive (=does not think about others)
honest (=always tells the truth)	dishonest

- Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed** and **easy-going** about the most things.
- I think the weather influences me a lot: when it's sunny I feel more **cheerful** and **optimistic**; but when it's cold and raining I get very **miserable**.
- He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm** and **kind**.
- The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.

CHARACTER IN ACTION

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: **one positive and one negative**.

Positive	*Negative*
hard-working	lazy (=never does any work)
punctual (=always on time)	not very punctual; always late
reliable	unreliable (=you cannot trust)
clever, bright *(infml)*	stupid, thick *(infml)*
flexible	inflexible (= unable to change)
ambitious	unambitious (= no desire to be successful)

Some pairs of opposites do not have a particularly positive or negative meaning:

- He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.
- People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.

Stuart Redman. (1997). *English Vocabulary in Use (pre-intermediate & intermediate).* United Kingdom: Cambridge University Press.

Worksheet C

Organizing ideas

Organizing By Category

when you brainstorm the idea, you will need to organize your ideas. One way to organize ideas is by category. A category is a group of similar things. When you organize your ideas by category, writing is easier. You know which ideas to group together. Also, the reader can understand your writing better when similar ideas are grouped together. Looks at how Sara organized her ideas by category.

Adam

Personal Information	Basic background	Reaction to the person
curly, dark brown hair	younger brother	funny –plays jokes
brown eyes	10 years old	sweet –loves animals
a little heavy	the youngest	smart –loves school
short for his age	goes to school every day	cheerful –talks a lot
missing a few teeth	play soccer after school	
	follow my brother	
	drives him crazy	

Jill Singleton. (2005). *Writers at Work; The paragraph.* United States of America: Cambridge University Press.

Instructions: Read the following sentences. Identify the type of information in each sentence. Write the letter of the correct answer on the line.

> B = **B**asic background information
> P = **P**ersonal information, such as interests, opinions, and goals
> R = **R**eaction the writer had to that person

_____ 1. Asha is originally from Somalia, and she came to this country two years ago.

_____ 2. Thuy likes this country because the living standard is high.

_____ 3. It felt wonderful to see Thuy's smile; it told me that she was a happy person.

_____ 4. With Victor's friendly personalities and natural sense of humor, he will have a lot of success in his education and in his travels to other countries.

_____ 5. Tran is very interested in engineering, and he dreams of being a successful engineer in the future.

_____ 6. I can understand how frightening it must be to escape without your family and to try to adapt in a foreign country alone.

_____ 7. To earn money, she does sewing at home, which she enjoys because she likes creating useful and attractive clothing.

_____ 8. Ghadeh believes that she will have new opportunities here.

_____ 9. I am truly impressed with Nigisty's generous spirit.

_____ 10. She now lives here in California with her husband, son, daughter-in law, and granddaughter.

Jill Singleton. (2005). *Writers at Work; The paragraph.* United States of America: Cambridge University Press.

Worksheet D

Instructions: Making the outline for the writing in the topic

"Person Important to You"

I. MAIN IDEA

Who?

_____

II. BODY

Basic background information, such as the person's country of origin, family

information, and educational or career goals

_____

_____

_____

_____

Personal information, such as interests, opinions, future goals and his or her

appearance

_____

_____

_____

_____

Your reaction to the person, such as intelligent, his/her personality

_____

_____

_____

_____

III. CONCLUSION The conclusion ties the entire composition together. Your

strongest impression to that person.

_____

_____

Jill Singleton. (2005). *Writers at Work; The paragraph.* United States of America: Cambridge

University Press.

Appendix C

The Comparison Table of Errors

The Comparison Table of Errors; Task 1 (Writing topic: A Person Important)

Student Number	Total number of words (per-word)	Grammatical Errors									Lexical Errors	Semantic Errors				Total Errors	***The percentage of errors
		Verb Tense (VT)	Determiner/(DET), Article (ART)	Pronoun (PRO)	Preposition (PREP)	Subject-Verb Agreement (AGR)	Word Form (WF)	Singular-Plural (PL.)	Fragment (FRAG)		Wrong Word Choice (WW)	Spelling (SP)	Punctuation (P)	Capitalization (CAP)			
*A1																	
A2																	
A3																	
A4																	
A5																	
A6																	
A7																	
A8																	
A9																	
A10																	
A11																	
A12																	
A13																	
A14																	
A15																	
A16																	
A17																	
A18																	
A19																	
A20																	
The Mean of percentage of errors (Group A; Writing Task 1)																	

Student Number	Total number of words (per-word)	Grammatical Errors								Lexical Errors	Semantic Errors			Total Errors	***The percentage of errors
		Verb Tense (VT)	Determiner/(DET), Article (ART)	Pronoun (PRO)	Preposition (PREP)	Subject-Verb Agreement (AGR)	Word Form (WF)	Singular-Plural (PL)	Fragment (FRAG)	Wrong Word Choice (WW)	Spelling (SP)	Punctuation (P)	Capitalization (CAP)		
** B1															
B2															
B3															
B4															
B5															
B6															
B7															
B8															
B9															
B10															
B11															
B12															
B13															
B14															
B15															
B16															
B17															
B18															
B19															
B20															
The Mean of percentage of errors (Group B; Writing Task 1)															

*A   Receive Direct Written Corrective Feedback
**B   Receive Indirect Written Corrective Feedback

The comparison table of the overall mean of percentage of errors

in every writing tasks

Experiment al Group	Writing task 1	Writing task 2	Writing task 3	Writing task 4	Writing task 5	Writing task 6
Group A						
Group B						

***The percentage of errors* $= \dfrac{\text{The total number of errors}}{\text{The total number of words}} \times 100$

The mean of percentage of errors = $\dfrac{\text{The total of percentage of erros}}{\text{The total number of the participant in each group (20)}}$

Appendix D

The IOC Mean score indicating experts' evaluation on the example unit plan

Part 1 Overall

	Unit Plan			IOC Mean	Comments
Items	1*	2*	3*	Score	
1. The sequence of the lesson plans appropriates to the level of students (grade 11^(th)).	1	1	1	1	

Part 2 Unit plan

	Unit Plan			IOC Mean	Comments
Items	1*	2*	3*	Score	
1. Learning Outcomes					
1. The learning outcomes are stated clearly what students will be able to do.	1	0	1	0.67	Revised learning outcome (unit plan 3)
2. The learning outcomes can be assessed using the assessment tasks.	1	1	1	1	

2. Instructional Procedure/Activities					
3. The explanations about the activities are clear.	1	1	1	1	
4. The activities arranged in class are appropriate in logical order.	1	1	1	1	
5. The activities are related to the learning outcomes.	1	0	1	0.67	
6. The activities are appropriate to the level of students.	1	1	1	1	
7. The time allocation appropriate to each instructional procedure.	0	1	1	0.67	Adjusted time allocation and make it clear.

3. Material					
8. The sample article are related to the topic.	1	1	1	1	
9. The level of sample articles is appropriated to the level of the students.	1	1	1	1	
10. Materials assist the students in achieving the learnings outcomes.	1	1	0	0.67	Should add more instruction details clearly (e.g. the number of paragraphs & word length) in students' writing worksheet in the unit plan.

4. Assessment					
11. Appropriate assessment aligns with the learning outcomes.	1	0	1	0.67	Should add more clearly instruction

Notes: *Unit plan 1 = A Person Important to You, *Unit plan 2 = Around the Town,

*Unit plan 3 = Daily Routine

Appendix E

The IOC Mean score indicating experts' evaluation on the data collection instruments

Part 1 The comparison table of errors

Items	Expert			IOC Mean Score	Comments
	1	2	3		
1. The comparison table of errors is appropriated for using to collect the data.	1	0	1	0.67	It should be better to specify the number of words (maximum) required in each writing task.
2. The error codes used in the study are understandable to the students receiving them.	1	1	1	1	

Part 2 Interview Questions

Items	Expert			IOC Mean Score	Comments
	1	2	3		
1. Which kind of feedback do you like the most? Why?	1	1	1	1	
2. Which kind of feedback do you understand very well and easier for you to rewrite? Why?	1	1	1	1	
3. Which kind of feedback that you received is a good way for improving your accuracy? Why?	1	1	1	1	
4. Which kind of feedback help you most to write correctly in the subsequent writing? Why?	1	1	1	1	
5. How do you benefit from your teacher's written corrective feedback?	1	1	1	1	

VITA

Warunya Somwong was born on September 16th, 1989 in Nakhon Sri Thammarat, Thailand. She obtained a Bachelor's degree in Education from Chulalongkorn University in 2012. After completing her Bachelor's degree, she started her career as an English teacher. In 2014, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. Currently, she is an English teacher at Sainampeung School, Bangkok, Thailand.