The Effects of Two Types of Direct Corrective Feedbackon EFL Writing

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
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Thesis Title   The Effects of Two Types of Direct Corrective Feedback

                    on EFL Writing

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ชื่อวิทยานิพนธ์	ผลการให้ข้อมูลย้อนกลับสองประเภทในการเขียนของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
ผู้เขียน	นางปิยนุช แก้วกสิ
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2556

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการให้ข้อมูลย้อนกลับ งานเขียนแบบตรง ด้วย การให้คำอธิบาย โดย ใช้ภาษาแบบเขียนและแบบวาจา ที่มีต่อ ผู้เรียนภาษาอังกฤษเป็น ภาษาต่างประเทศที่เป็นนักศึกษาชาวไทย กลุ่มตัวอย่างเป็นนักศึกษาชั้นปีที่ 3 หลักสูตรภาษา การ สื่อสารและธุรกิจ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขต สุราษฎร์ธานี จำนวน 25 คนซึ่งเรียน วิชา Paragraph Writing ระยะเวลา 13 สัปดาห์ โดยแบ่งเป็น 2 กลุ่ม นักศึกษาในกลุ่มที่ 1 จำนวน 12 คน ได้รับข้อมูลย้อนกลับแบบตรง ด้วยการให้คำอธิบาย โดยใช้ภาษาแบบเขียน (Direct corrective feedback with written meta-linguistic explanation) ส่วนนักศึกษากลุ่มที่ 2 จำนวน 13 คน ได้รับข้อมูลย้อนกลับแบบตรง ด้วยการให้คำอธิบายการใช้ภาษาแบ บวาจา (Direct corrective feedback with oral meta-linguistic explanation) นักศึกษาได้รับมอบหมาย งานเขียนย่อหน้า ชนิดเล่าเรื่อง (narrative paragraph)ทุกสัปดาห์ โดยนักศึกษาจะได้รับข้อมูลย้อนกลับหลัง จาก นักศึกษาได้รับงาน เขียนคืน ผู้วิจัยจัดการทดสอบก่อนและหลังเรีย น (pre and post-test) เพื่อ เปรียบเทียบผลการพัฒนาหลังได้รับข้อมูลย้อนกลับโดยพิจารณาจากร้อยละของความถูกต้องในการใช้ ไวยากรณ์ที่เป็นเป้าหมายสองเรื่องได้แก่ อดีตกาลแบบปกติที่ลงท้ายด้วย - *ed*(regular past tense - *ed*) และประโยคไม่สมบูรณ์ (fragment)ผลการวิจัย พบว่ากลุ่มนักศึกษาที่มีความสามารถทาง ภาษาอังกฤษสูงที่รับ ข้อมูลย้อนกลับแบบตรง ด้วยการให้คำอธิบาย โดยใช้ภาษาแบบเขียน สามารถลด ความผิดพลาดของ การใช้กริยาใน อดีตกาลแบบปกติที่ลงท้ายด้วย –*ed*ได้อย่างมีนัยสำคัญ ทางสถิติที่ ระดับ .043 ตรงกันข้ามกับกลุ่มนักศึกษาที่มีความสามารถทาง ภาษาอังกฤษต่ำซึ่งไม่สามารถลด ความ ผิดพลาด ของไวยากรณ์ดังกล่าวลงได้อย่างมีนัย สำคัญ ทางสถิติ (p=0.40) นอกจากนี้ยังพบว่ากลุ่ม นักศึกษาที่มีความสามารถทางภาษาอังกฤษต่ำที่รับ ข้อมูลย้อนกลับแบบตรง ด้วยการให้คำอธิบายโดย ใช้ภาษาแบบเขียน สามารถลด ความผิดพลาดของประโยคไม่สมบูรณ์ อย่างมีนัยสำคัญ ทางสถิติที่ ระดับ .03 แต่กลุ่มนักศึกษาที่มีความสามารถทางภาษาอังกฤษสูงที่รับ ข้อมูลย้อนกลับแบบ เดียวกันนี้ ไม่สามารถลด ความผิดพลาด ของไวยากรณ์ดังกล่าวลงได้อย่างมีนัย สำคัญทางสถิติ (p=.068) และยัง พบอีกว่ากลุ่มนักศึกษาที่มีความสามารถทางภาษาอังกฤษทั้ง สูงและต่ำที่รับ ข้อมูลย้อนกลับแบบตรง

ด้วยการอธิบายด้วยวาจาสามารถลดความผิดพลาดของอดีตกาลแบบปกติที่ลงท้ายด้วย –ed ที่ระดับ .
043 และ .01 ตามลำดับอีกทั้งกลุ่มนักศึกษาที่มีความสามารถทางภาษาอังกฤษระดับต่ำที่รับ   ข้อมูล
ย้อนกลับแบบ เดียวกันนี้สามารถลด ความประโยคไม่สมบูรณ์ อย่างมีนัยสำคัญ ทางสถิติที่ระดับ .03 มี
เพียงกลุ่มนักศึกษาที่มีความสามารถทางภาษาอังกฤษสูงที่รับ   ข้อมูลย้อนกลับแบบ เดียวกันนี้เท่านั้นที่
ไม่สามารถลดความผิดพลาดของการใช้ประโยคไม่สมบูรณ์ได้อย่างมีนัยสำคัญทางสถิติ   (p=.144)
ผลการวิจัยแสดงให้เห็นว่าการให้ข้อมูลย้อนกลับแบบตรงทั้งสองประเภทมีประสิทธิภาพไม่แตกต่างกัน
อย่างมีนัยสำคัญ ทางสถิติในการลดความผิดพลาดของ การใช้ไวยากรณ์ในเป้าหมายทั้งสองเรื่อง กับ
นักศึกษาที่มีความสามารถทางภาษาอังกฤษทั้งสูงและต่ำ   ผู้วิจัยเสนอแนะ ว่าการให้ข้อมูลย้อ นกลับ
แบบตรงในงานเขียนมีประสิทธิภาพในการลดความผิดพลาดทางไวยากรณ์ของนักศึกษาและ ให้ผู้สอน
เลือกรูปแบบการให้ข้อมูลย้อนกลับที่เหมาะสมกับ   ระดับความสามารถทางภาษาอังกฤษของผู้เรียน
และเหมาะสมกับความซับซ้อนของไวยากรณ์มากที่สุด นอกจากนี้ยังเสนอแนะให้ทำการวิจัยกับกลุ่ม
ตัวอย่างที่มีขนาดใหญ่ขึ้น

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ABSTRACT

This classroom-based study explored the effects of direct corrective feedback(DCF) with written and oral meta-linguistic explanation on written task by Thai EFL university students. Subjects were 25 university students in Languages Communication and Business Program who enrolled in a 13-week course on paragraph writing. Twelve subjects received DCF with written meta-linguistic explanation (WME) and the rest (13) received DCF with oral meta-linguistic explanation (OME). A pre- and post- test and ten weekly narrative paragraph writing tasks were administered. Upon finishing each of the weekly writing tasks, the students received corrective feedback. Their writing ability measured via the pre- and post-tests was statistically analyzed to identify the frequency of correct usage of the targeted grammatical features, e.g., regular past tense–*ed* and fragment. The findings reveal that the students with high English proficiency receiving DCF with WME could make a statistically significant difference in reducing errors of regular past tense *-ed* at the . 043level. In contrast, no statistically- significant difference in reducing error of the same feature was found in the tasks produced by students with low English proficiency ($p = 0.40$). It is also discovered that students with low English proficiency made statistically significant difference in reducing errors of fragment at the .03level, whereas no statistically significant difference was found in the works of students with high English proficiency in reducing the same error ($p = .068$). Furthermore, both high and low English proficiency students who received DCF with OME reduced errors of regular past tense *-ed* at the level .043 and .01, respectively. Moreover, students with low English proficiency who received the same feedback type showed statistically significant difference in reducing the errors of fragment ($p = .03$). However, no statistically significant difference in reducing the errors of

fragment was found in the tasks produced by students with high English proficiency (p=.144). The findings also reveal no significant difference in the effect of the two types of DCF in reducing the two targeted grammatical features in both subjects groups. It is recommended that the provision of DCF on students' writing can be effective in reducing certain grammatical features. Moreover, both types of DCF have equivalent effectiveness in reducing the two focused errors becauseboth feedback types have the same degree of explicitness. In short, EFL writing teachers are advised to choose CF type suitable toeach student's language proficiency and linguistic feature. It is also recommended that future research be conducted with a larger sample size.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

CF:	Corrective Feedback
EFL:	English as a Foreign Language
DCF:	Direct Corrective Feedback
DCF with WME:	Direct Corrective Feedback with Written Meta-linguistic Explanation
DCF with OME:	Direct Corrective Feedback with Oral Meta-linguistic Explanation
L2:	Second Language
SLA:	Second Language Acquisition

LIST OF PAPER

This thesis is based on the following paper:

The Effects of Two Types of Direct Corrective Feedback on EFL University Students' Writing

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หนังสือตอบรับผลงานวิชาการ
เพื่อตีพิมพ์ในวารสารวิเทศศึกษา มหาวิทยาลัยสงขลานครินทร์

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บันทึกข้อความ

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เรื่อง หนังสือยินยอมให้ตีพิมพ์บทความซ้ำ

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1. INTRODUCTION

Writing is a very difficult task to achieve for EFL students. They have to carry out major tasks: to write, as well as to learn English at the same time (Hyland, 2003). They have to put considerable effort and time into producing their written work. However, frequently, their attempt appears useless because their writing tends to be incomprehensible and contains numerous errors (Hongrittipun, 1990). It was not surprising to find that a number of EFL learners never move beyond writing a single sentence or a paragraph (Williams, 2004). Likewise, Thai students who have studied English for more than 10 years are incapable of delivering a simple conversation or writing a short paragraph without serious grammatical errors (Wongsbhindu, 1997).

As a university writing instructor, I have noticed that my students have encountered the same difficulties in writing. Many of them are unable to write a sentence. On a recurring basis, they cannot express their ideas; what they write does not seem to make sense. A lot of them repeat the same errors, despite their having studied sufficient grammar rules. The repetition of the students' errors can upset both teachers and students. Therefore, it is the researcher's interest to explore pedagogical approaches to help the student writers improve grammatical accuracy in English writing. A provision of written corrective feedback (CF) is an alternative to deal with the problems. Considering the literature on written CF, the merit of providing CF on L2 writing has triggered a lively debate (Ferris, 1999, 2002, 2004; Truscott, 1996, 1999). On one hand, some L2 writing researchers were influenced by the process approach and they viewed grammar correction negatively (e.g., Kepner, 1991; Shepperd, 1992; Truscott, 1996, 1999). They asserted that to give feedback on grammar in writing is discouraging and ineffective (Hyland, 2003). Later, debate on this issue became vigorous when John Truscott published his article, *The Case Against Grammar Correction in L2 Writing Classes* (Truscott, 1996). It was argued in the article that error correction overlooked SLA insight and the gradual complex process of SLA. In addition, it was pointed out that L2 teachers were unable to explain and analyze linguistic problems, while L2 students lacked the skills of understanding and making use of the teacher's error corrections (Truscott, 1996).

Moreover, it was claimed that providing feedback in the writing classroom was an ineffective effort in using the time. Consequently, it was contended that negative feedback or error correction should be abolished in L2 writing classes claiming that it was unnecessary, counterproductive and even harmful. These claims aroused researchers and practitioners' interest worldwide which subsequently became a strongly debated issue in several international conferences and published articles (Ellis, 1998; Ferris 1999; Ferris & Hedgcock, 2005; Truscott, 1999).

On the other hand, in response to Truscott's claim, Ferris (1999) argued that it was impossible to neglect error correction. The quality of the correction, however, should be reconsidered. In other words, if the correction was clear and consistent, it would be helpful to the students. She maintained that Truscott's claim was premature because the body of his research evidence was inadequate and inconsistent in methodology and subject characteristics. She added that future research on corrective feedback was needed for L2 writing teachers. Furthermore, Ferris affirmed that research on students' attitudes towards feedback reports that L2 students needed and valued teacher feedback and may be disappointed if the feedback does not occur (Leki, 1991; Radeki & Swales, 1998). She also maintained that students could improve their linguistic accuracy upon receiving feedback that focuses on forms.That is if they were taught the rules of the frequent errors, particularly the rule-governed errors, they could subsequently improve their writing. Thus, L2 teachers should continue giving feedback in a writing class.

In contribution to the debate between Truscott and Ferris, researchers and practitioners in L2 writing and SLA have conducted studies to prove their claims. The effectiveness of CF in improving grammatical accuracy was discovered in several studies (Chandler, 2003; Ferris, 2002; Sheen, 2007). However, this issue has been controversial. A variety of written CF strategies has been investigated, for example, direct, indirect, and meta-linguistic corrective feedback (Sheen et al., 2009). Currently, most researchers tend to approve the effectiveness of CF. However, most of the studies were carried out to determine the CF types that can be more facilitative for L2 learning (e.g. Bitchener&Knoch, 2009, 2010a; Bitchener, Young & Cameron, 2005; Ellis, Sheen, Murakami & Takashima, 2008; Sheen, 2007; Sheen et al., 2009). Considering literature of written CF in Thailand, several studies have been made on

the feedback on the writing (e.g. Chompu, 2005; Kasemwit, 2009; Kaweera, 2007; Kulprasit, 2012). Nevertheless, to the researcher's knowledge, there seems to be no study on the effect of the combination of direct corrective feedback (DCF) with two forms of meta-linguistic feedback: written meta-linguistic explanation, oral meta-linguistic explanation (conferencing).

In this respect, the present study aims to investigate whether high and low English proficiency students produce fewer errors after they receive two types of direct corrective feedback (DCF): the DCF with written meta-linguistic explanation (WME) and the DCF with oral meta-linguistic explanation (OME). In addition, the researcher sought to determine the CFtype which can be the most effective in improving the students' writing.

2. OBJECTIVES

This study focuses on the effects of DCF with WME, and DCF with OME on the accuracy improvement of two targeted grammatical features in high and low proficiency students' written tasks. This study aimed to:

1. investigate the effects of DCF with WME and DCF with OME on the improvement in writing of EFL Thai students with high and low English proficiency

2. compare the effects of the two types of feedback on the improvement in writing of EFL Thai students with high and low English proficiency

3. DEFINITION OF TERMS

The following terms are used in the present study:

1. Direct Corrective Feedback (DCF) refers to the teacher's provision of the correct linguistic form or structure to students written above the linguistic errors (Ferris, 2003). DCF may also include the deletion of an unnecessary word/phrase/morpheme, or insertion within the provision of the correct form of the structure (Bitchener & Knoch, 2009).

Example of the DCF:

The old woman ⟨stoped⟩ her car and ran✓ to him.

stopped

2. Direct Corrective Feedback with Written Meta-Linguistic Explanation (WME) refers to the teacher's provision of grammar and rules on the students' text with an indication of where the error occurs.

Example of the DCF with WME

The provision of a direct correction in a student's text:

After I graduadted✓ from Law school, I ⟨applyed⟩ for a job in many places.

applied

The researcher's WME was attached to the student's text.

If there is a consonant before the –y, change the –y to –i and add -ed.
Example: study-studied, "He studied hard, so he could get a good grade"
However, if there is a vowel before the –y, keep the –y and add -ed.
Example: stay-stayed, "I stayed up late last night"

2. Direct Corrective Feedback with Oral Meta-Linguistic Explanation (OME) refers to the teacher's provision of a mini-lesson where rules and grammar are explained as well as discussed.

Example of theDCF with OME

The provision of a direct correction in a student's text:

⟨In a big town.⟩There was a young man.

In a big town, there was a young man.

An excerpt from the researcher's meta-linguistic explanation (30- minute mini-lesson):

T: "Are there any questions about my correction?"

S: "Yes, I have one". "Why 'In a big town' is incorrect?"

T: "That is a fragment". "It is not a sentence".

S: "So, how do I know if it is a complete sentence, teacher?"

T: "You need to analyze the group of words". "A complete sentence consists of three things, a subject, a verb, and a complete thought". "If one of these is missing, it is a fragment".

S: "Could you clarify more?"

T: "O.K., Take a look at some examples on the white board." "Does the first sentence have all three components of a sentence?...(the discussion continues.)

3. Regular past tense *-ed* refers to any misuses of the regular verb form of past tense.

Example: *One day, somebody <u>knock</u> the door.*

4. Fragment refers to dependent clauses standing alone as sentences or clauses lacking a subject or verb (Ferris, 2002).

Example: *After I graduated from law school.*

5. T- Unit or Terminate Unit, or Minimal Terminable Unit refers to the shortest unit in which a sentence can be reduced and consisting of one independent clause together with whatever dependent clauses are attached to it. For example the sentence "*After he finished law school, he applied to be a lawyer.*"can be described as containing one T-Unit" (Richard & Schmidt, 2002).

4. RESEARCH METHODOLOGY

4.1 Target Population and Subjects

The population of this study consisted of 83 third-year students, ages ranged between 19-23 years old, from Languages, Communication and Business Program, Faculty of Liberal Arts and Management Sciences, Prince of Songkla University, Surat Thani Campus, Thailand. Twenty-five out of 83 (21 female and 4 male) were selected to participate as subjects. Those ranked in high and low level of proficiency indicated by the English proficiency test's scores were selected; those who obtained middle score level were not included. They were homogeneous; all were Thai native speakers who had studied in the country's school system. They were enrolled in a Paragraph Writing Course in the first semester of the 2011 academic year (June to September). They had also completed all the three required English courses, namely, English in Use, English Reading and Writing, and English Reading-Writing Skills. Thus, they presumably possessed knowledge on English grammar as well as writing, and were capable of writing narrative paragraphs. Nevertheless, they had never experienced receiving either DCF with WME or DCF with OME on their writing. As the researcher was acquainted with the students, the decision to provide feedback type was made based on their characteristics. Most of the students in the first group were shy and reserved, so they were given DCF with WME. In contrast, the majority of those in the second group were confident and talkative, so they were given DCF with OME.

4.2 Instruments

Three types of research instrumentswere employed in the present study (1) a proficiency test, (2) a pre and post-test, and (3) 10 writing tasks. All of them were approved by three experts, followed bya validity test.

4.2.1 Proficiency Test

A proficiency test was administered to measure the participant's English proficiency. First, the researcher made a list of common errors found in the students' written work. Ten areas of English grammar were selected to include in the test: (1) subject-verb agreement, (2) prepositions, (3) articles, (4) present simple tense, (5) present progressive tense, (6) past simple tense, (7) adjectives, (8) adverbs, (9) nouns, and (10) pronouns. Then different versions of the TOEFL test (Gear & Gear, 2004; Phillips, 2001, 2004) were adapted to make the proficiency test employed in the present study. Initially, the test consisted of 40 four- alternative multiple- choice test items. Two more grammatical features, conjunctions and modals were added according to the suggestions of the three experts. Thus, the total number of the test was 60, five items for each grammatical feature. (Appendix A)

4.2.2 A Pre and Post- Test

In order to investigate the subjects' accurate improvement after receiving the feedback, an identical pre and post-test was administered before and after the treatment. A set of serial pictures entitled "The Young Lawyer" selected from Heyer (1989) was employed as the pre-and post-test. The series of pictures was employed as stimuli for writinga narrative paragraph. The students could create different stories from their imagination.

Before conducting the experiment, the researcher selected three grammatical features: subject-verb agreement, word choice, and fragment, as the focused features of the present study because they were common errors found in the participants' written work. However, since subject-verb agreement is hardly found in narrative writing and word choice is considered as untreatable error (Ferris, 2002) and is very difficult to give feedback on, especially for EFL students, the researcher decided to change the focused features to regular past tense *-ed* and fragment. Both can generally be found in narrative paragraphs, the essay type of the present study.

In sum, the tests focused on the two targeted linguistic features, regular past tense-*ed* and fragment in narrative paragraphs (see Appendix B).

4.2.3 Writing Tasks

Ten tasks of sequential pictures were used as prompts for writing narrative paragraphs. In each task, the subjects were asked to write an essay based on a set of serial pictures, in the same genre as the pre-and-post-test writing tasks. They were allowed to write different stories from their own imagination and create suitable titles for their paragraphs. In grading the students' narrative paragraphs, the researcher focused on the accuracy of regular past tense –*ed* and fragment. (Appendix C)

4.3 Pilot Study

To ensure the suitability of the instruments, before administering the proficiency test to the research participants, the researcher piloted them with 15 fourth-year Language, Communication and Business Program students. They were considered similar in nature to the research subjects. The reliability coefficient value sought from the pilot scheme was 0.80, a rather high acceptability degree.

With regard to the piloting of the identical pre and-post-test, narrative paragraph writing, the researcher piloted it with the same pilot group to ascertain the appropriateness of the task. It was found that the students understood what they were asked to do in the allotted time.

4.4 Data Collection Procedures

Although students were supposed to the regular 90-minute paragraph writing class twice a week, for the sake of this study, they had one extra class of 90 minutes once a week, for a total of 13 weeks. The following parts are three stages of data collection procedure: the pre-treatment, treatment, and post-treatment.

The first step was the pre-treatment stage in which the subjects were administered a proficiency test, and pre-test, narrative essay writing, respectively. The proficiency test was administered to measure the students' English proficiency, whereas the pre-test was administered to investigate the students' grammatical

accuracy in writing. They then wrote a narrative paragraph describing what was happening in the sequential pictures in 60 minutes. They were informed to write their paragraph in the past simple tense. While writing, they were allowed to ask the teacher about a vocabulary they had not learned before. They were informed that the test results would not affect their grades in the existing Paragraph Writing Course.

In the second step, the treatment stage, students were given ten narrative writing tasks and teacher gave feedback for ten weeks. In administering each writing task, the same procedure was applied; each writing task was carried out in class and the work was returnedat the next meeting.The feedbackin written or oral in Thai was given to the students one week after each writing assignment.

In giving DCF with WME, a tick or a check mark was placed above each correct use of the targeted grammatical feature. The erroneous feature was then circled, and the incorrect use of the targeted grammatical feature was corrected by writing the correct form above each error. After that, a written meta-linguistic explanation of each targeted linguistic feature as well as examples of its uses were given on each student's written task (Bitchener & Knoch, 2009). Students had ten minutes to review the written explanations before starting a new piece of writing. In giving DCF with OME, adhering to Bitchener & Knoch (2009), a tick or a check mark was placed above each correct use of the targeted linguistic feature in students' written tasks and circled, as well as corrected, the targeted errors. Then, a 30- minute mini-lesson concerning the targeted linguistic features was given. The mini-lesson session began with the researcher's asking the participants which errors and correction he or she did not understand or needed more clarification and illustration of rules or examples. Then, meta-linguistic explanation containing rules and uses of the linguistic features was provided. Also, additional examples were presented on the white board. Finally, the teacher led a class discussion, and assigned a new task. The same procedure continued until the 10th assignment. However, the students' writing was not graded during the treatment period. The 10 week period was for the researcher's feedback provision for each student's task. During the interim period, the students were not provided any explicit instructions on the targeted grammatical features, regular past tense *-ed* and fragment to the participants to avoid other interference during the experiment.

The last step was administering the post-test after the 10th writing task to measure the subjects' improvementin the targeted language features upon receiving the treatments, as seen in Table 1.

Table 1

Data CollectionProcedures

Week	Activity	Time Frame
1	Proficiency test	Pre-treatment period
2	Pre-test	Pre-treatment period
3-12	Ten writing tasks	Treatment period
13	Post-test	Post-treatment period

Photocopies of both the pre and post-test were made for the researcher and a native speaker to identify the numbers of errors in the two focused features which were then converted into a percentage.

4.5 Data Analysis

Data collected consisted of proficiency test scores, pre-and post-test writing accuracy scores, and inter-raters. However, the proficiency test scores and inter-rater scores were not included. The collected data were statistically analyzed as follows.

4.5.1 Analysis of Students' Proficiency

The scores made by of the students in the DCF with WME group and those of the DCF with OME group were collected and calculated into percentages. Descriptive statistic, Mean, S.D., Max.and Min. were employed to distinguish a rank of scores. The scores were divided into three groups, high level of proficiency, medium level of proficiency, and low level of proficiency. Students from both the

high and low level of proficiency were selected to be research subjects in this study, while those of medium proficiency were discarded.

4.5.2 Analysis of Students' Writing Accuracy Scores

The students' pre-and post-test scores were analyzed to identify the accuracy on using regular past tense and fragment after receiving the feedback. In doing this, the test scores were calculated using obligatory occasion analysis (Ellis and Barkhuizen, 2005, cited in Bitchener et al, 2005; Bitchener, 2008; Bitchener and Knoch, 2009, 2010). The formula is as follows:

$$\frac{\text{number of the correct form} \times 100}{\text{number of obligatory occasion}} = \text{percentage of accuracy}$$

In marking the use of regular past tense –*ed,* all regular past tense verb forms appearing in the student's writing were counted. Then, the ill-forms of the linguistic forms were counted and further calculated to find out the percentage of accurate use,using the above-cited formula. Similarly, in marking the use of fragment, all T-units appearing in the student's text were counted. The use of fragments were also counted and later converted to percentage using the above formula.

4.5.3 Analysis of Inter-Rater Reliability

The present study had two raters to grade the students' writings to ensure reliability of the scores obtained from the participants. The first rater was the researcher herself, and the second was a native speaking English instructor who was working at Language, Communication and Business Program, Faculty of Liberal Arts and Management Sciences, Prince of Songkla University, Surat Thani Campus, Thailand. The pre- and post- test scores were calculated using obligatory occasion analysis (Ellis and Barkhuizen, 2005, cited in Bitchener et al, 2005; Bitchener, 2008; Bitchener and Knoch, 2009, 2010). The percentage of the correct usage of the

targeted linguistic forms was calculated. The numbers of errors found by the two raters were compared and analyzed using Pearson's correlation coefficient in the SPSS Program for Windows 11.5. The Wilcoxon matched-pairs signed-rank test was employed to identify the variances in proficiency levels between the two groups. The correlation coefficient value sought from this was 0.79, a rather strong relationship. The results indicated that the marking of the two inter-raters in the present study were positively related.

4.5.4 Analysis of Research Question 1:What are the Effects of DCF with WME and DCF with OME on the Improvement in Writing of EFL Thai Students with High and Low English Proficiency?

To answer the first research question, the researcher marked each student's writing, focusing on two targeted errors, regular past tense *-ed* and fragment. Then the raw scores were converted to percentages. Each category of error was analyzed by using the obligatory occasion analysis. Then the raw scores from the researcher and the native speaker were inter-rated. In order to perform the nonparametric tests, the pre-and post-test scores were ranked. The results of each test comprised of scores of the students with high and low English proficiency in the DCF with WME and DCF with OME groups. To compare the results between different English proficiency groups, the Wilcoxon matched-pairssigned rank test was performed.

4.5.5 Analysis of Research Question 2: What are the Differences between the Two Types of Feedback on the Improvement in Writing of EFL Thai Students with High and Low English Proficiency?

To answer research question 2, scores on writing accuracy of the two feedback groups were compared. The difference in scores of the pre- and post-test on each error of students with high and low English proficiency in the DCF with WME and DCF with OME group were compared to determine whether the students in each group gained greater improvement than the other group using the Mann-Whitney U test.

5. FINDINGS AND DISCUSSION

The present study aimed to investigate whether DCF with WME and DCF with OME have any effect on the learners' performance of the two targeted grammatical errors, regular past tense –*ed* and fragment. Further, the percentages of accuracy scores between groups were compared.

5.1 Effects of DCF with WME

The first research question concerned the effectiveness of the DCFwith WME and the DCF with OME on the error reduction in regular past tense –*ed* and fragment of students with high and low English proficiency. A nonparametric statistical test, the Wilcoxon matched-pairs signed-rank test, was performed to identify the effect.Table 2 displays the descriptive statistics for the total mean scores derived from the pre-test and post-test of the students in the DCF with WME group.

Table 2

The Effects of DCF with WME on the Two Targeted Grammatical Errors

Groups	Regular past tense –ed						Fragment					
	Pre-test		Post-test		Z-test	p-value	Pre-test		Post-test		Z-test	p-value
	$\bar{x}$	SD	$\bar{x}$	SD			$\bar{x}$	SD	$\bar{x}$	SD		
High (n=5)	73.19	24.61	94.01	5.11	2.02	.043*	89.62	6.56	96.20	3.58	1.82	.068
Low (n=7)	57.78	21.31	65.67	9.97	0.84	.40	76.36	8.13	89.15	4.68	2.19*	.03*

* Significant at.05

** Significant at.01

Table 2shows that students with high English proficiency measurably improvedthe use of regular past tense –ed at a significant level (p=.043). However, no significant improvement on this grammatical feature was found in the low English proficiency group; (p=.40). It could be interpreted that students with high English proficiency could make better use of the feedback than students with low English proficiency. On the other hand, the statistical test shows that students with high English proficiency gained no significant improvement on fragment, whereas those with low English proficiency gained significant improvement (p=.03). It can be interpreted that the students with high English proficiency might have mastered how to correct errors on fragment prior to the treatment received, so the feedback had no effect on their use of the language feature. Moreover, it can probably be inferred that the errors of regular past tense –ed consist of more complicated rules than those of fragment. In other words, errors of regular past tense -ed were more difficult to defossilize than those of fragment. Consequently, the students with low English proficiency significantly reduced errors of fragment while no significant difference was found on the reduction of errors of regular past tense.

Table 3and Table 4 below show the students in DCF with WME' using the two targeted grammatical features.

Table 3

Average Occurrences of Regular Past Tense *–ed* in DCF with WME Group

| Groups | Regular past tense *–ed* | | | | | |
	Pre-test Average Occurrences	Correct	Incorrect	Post-test Average Occurrences	Correct	Incorrect
High (n=5)	14.8	10.83	3.97	20.00	18.80	1.20
Low (n=7)	9.00	5.20	3.80	11.00	7.22	3.78

Table 3 shows that in the pre-test, the students with high English proficiency on average wrote 14.8 regular past tense verbs. They had 10.83 correct verb forms, whereas 3.97 were incorrect. In the post-test, they wrote 20 regular past tense verbs and made18.80 correct verbs with 1.20 verbs incorrect. When considering the students with low English proficiency, on average they wrote 9 regular past tense verbs with 5.20 correct, and 3.80 incorrect verbs in the pre-test, while in the post-test, students produced 11 regular past tense verbs; 7.22 verbs were correct, while 3.78 were incorrect.

Table 4

Average Occurrences of Fragment in DCF with WME Group

| Groups | Fragment | | | | | |
	Pre-test Average Occurrences	Correct	Incorrect	Post-test Average Occurrences	Correct	Incorrect
High (n=5)	18.20	16.31	1.89	30.00	28.86	1.14
Low (n=7)	12.00	9.16	2.84	20.00	17.83	2.17

Table 4 shows that in the pre-test, on average, the students with high English proficiency wrote 18.20 T-units. They produced 16.31 correct, and 1.89 incorrect, whereas in the post-test, they produced 30 T-units, 28.86 of which were correct and1.14 incorrect. On the other hand, in the pre-test, on average students with low English proficiency wrote 12 T-units, and had 9.16 correct, 2.84 incorrect. However, in the post-test of 20 T-units, they produced 17.83 correct and 2.17 incorrect.

In addition, a nonparametric statistical test, the Wilcoxon matched-pairs signed-rank test, was also performed to identify the effect of DCF with OME on the error reduction in regular past tense –*ed* and fragment of the students with high and low English proficiency. Table 5 shows the descriptive statistics for the mean oftotal scores derived from the pre-test and post-test scores.

5.2 Effects of DCF with OME

Table 5 demonstrates the descriptive statistics for the total mean scores derived from the pre-test and post-test of the students in DCF with OME group.

Table 5

The Effects of DCF with OME on the Two Targeted Grammatical Errors

Groups	Regular past tense -*ed*						Fragment					
	Pre-test		Post-test		Z-test	p-value	Pre-test		Post-test		Z-test	p-value
	$\overline{x}$	SD	$\overline{x}$	SD			$\overline{x}$	SD	$\overline{x}$	SD		
High (n=5)	81.00	4.24	88.92	5.43	2.20*	.043*	94.47	3.73	98.75	2.80	1.46	.144
Low (n=8)	53.66	29.06	79.78	11.12	2.52*	.01**	81.57	11.37	97.33	3.93	2.24*	.03*

* Significant at.05

** Significant at.01

Table 5 shows that students with both high and low English proficiency were found to be able to significantly reduce errors in regular past tense-*ed* (p=.043 and .01). Additionally, students with low English proficiency could significantly reduce errors in fragment (p=.03). Nevertheless, students with high English proficiency were found to have insignificant difference in improving errors of fragment (p=.144). This implies that they might have had background knowledge about this linguistic form prior to receiving the feedback that they produced a relatively similar number of errors in both linguistic forms in the pre and post-test. The findings were consistent with Bitcherner & Knoch (2010): it is unnecessary to provide DCF with OME on fragment to the advanced students, as they already had some knowledge from written CF.

However, when inspecting the details, it was shown that all students gained improvement in the two focused features. It could be that some students' scores might be too low and brought down the overall scores. Additionally, the size of the research sample might have affected the results of the study.

Table 6 and Table 7 below show the scores of DCF with OME group in using the two targeted grammatical features.

Table 6

Average Occurrences of Regular Past Tense -*ed* in DCF with OME Group

| Groups | Regular past tense –*ed* | | | | | |
	Pre-test Average Occurrences	Correct	Incorrect	Post-test Average Occurrences	Correct	Incorrect
High (n=5)	16.00	12.96	3.04	21.00	18.67	2.33
Low (n=8)	9.00	4.83	4.17	13.00	10.37	2.63

Table 6 shows that in the pre-test, the students with high English proficiency wrote an average of 16 regular past tense verbs and had 12.96 correct, and

3.04 incorrect. In the post-test, they produced 21 regular past tense verbs with 18.67 correct verbs, and 2.33 incorrect. In average, students with low English proficiency wrote an average of 9 regular past tense verbs in the pre-test with 4.83 correct and 4.17 incorrect. In the post-test, they produced 13 regular past tense verbs with 10.37correct and 2.63 incorrect.

Table 7

Average Occurrences of Fragment in DCF with OME Group

Groups	Fragment					
	Pre-test Average Occurrences	Correct	Incorrect	Post-test Average Occurrences	Correct	Incorrect
High (n=5)	24.00	22.67	1.33	29.00	28.64	0.36
Low (n=8)	6.00	4.89	1.11	12.00	11.68	0.32

Table 7 shows that, the students with high English proficiency produced anaverage of 24 T-units with 22.67 correct and 1.33 incorrectin the pre-test. In the post-test, they wrote 29 T-units and produced 28.64 correct, while 0.36 were incorrect. Regarding students with low English proficiency, in the pre-test, they wrote 6 T-units on average with 4.89 correct and 1.11 incorrect. In the post-test, on the other hand, they produced 12 T-units with 11.68 correct and 0.32 incorrect.

5.3 DCF with WME versus DCF with OME

Research question 2 aimed to investigate whether there was any difference in the effect of DCF with WME and DCF with OME.The comparison was based on the difference in scores of pre and post-test of the two groups of students with high and low level of English proficiency through Mann-Whitney U test. Errors of regular past tense-*ed* and fragment were the main focus.

Table 8 and 9 below show results from the two-independent sample tests: Mann Whitney U, performed to compare the effect of the two feedback types.

Table 8

Comparison on the Use of Regular Past Tense -*ed* by DCF with WME and DCF with OME Group

| Levels of proficiency | Regular past tense –*ed* | | | | | | Mann Whitney U | p-value |
| | DCF with WME | | | DCF with OME | | | | |
	$\bar{x}$	SD	N	$\bar{x}$	SD.	N		
High	7.89	22.69	7	26.12	20.05	8	15.00	.066
Low	19.31	22.51	5	7.92	3.61	5	7.00	.125

* Significant at.05
** Significant at.01

In regard to the regular past tense –*ed*, it was found that students with high English proficiency in DCF with WME group gained 7.89. Those in DCF with OME group improved their performance, to almost 20%, $\bar{x}$ being 26.12. However, no statistically significant difference was found both in the students with high English proficiency in DCF with WME group and those in DCF with OME group in the linguistic form (p=.066). Likewise, no statistically significant difference was found in both of students with low English proficiency in the two groups (p=.125).

Table 9
Comparison on the Use of Fragment by DCF with WME Group and DCF with OME Group

| Levels of proficiency | Fragment | | | | | | Mann Whitney U | p-value |
| | DCF withWME | | | DCF withOME | | | | |
	$\bar{x}$	SD	N	$\bar{x}$	SD.	N		
High	12.80	8.64	7	15.76	13.75	8	26.00	.408
Low	6.58	5.78	5	4.28	5.09	5	10.50	.337

* Significant at .05
** Significant at .01

Considering fragment, it was found that the students with high English proficiency in DCF with WME group gained 12.80. In DCF with OME group, the subjects improved 2.96 percent, $\bar{x}$ being 15.76. However, no statistically significant difference was found between the students with high English proficiency in DCF with WME group and those in DCF with OME group in the linguistic form (p=.408). Likewise, there was no statistically significant difference in the students with low English proficiency in the two groups (p=.337).

To recapitulate, the results from Table 8 and 9 show no statistically significant difference between DCF with WME and that with OME on the improvement in both targeted linguistic forms. Therefore, it can be concluded that the two types of DCF had similar effect on reduction of errors in regular past tense *-ed* and fragmentin the students' writing.It can also be inferred that the explicitness of the two DCF types could facilitate the students' acquisition of these grammatical features. This result is in line with that of Sheen (2010). However, the provision of feedback in the present study differs from that given by Sheen. While Sheen made a comparison between oral feedback and written feedback, the current study compared the combination of written feedback with WME and OME. Another factor which strengthened CF to assist acquisition was that the meta-linguistic explanation contained the provision of the correct usage.

Sheen (2010)'s findings were based on Schmidt's (1995, 2001) identification of two terms relating to awareness; noticing and understanding. To interpret, the CF with meta-linguistic explanation could promote noticing and understanding. The two modes of feedback given to the students in this study contained both positive and negative evidence. They were also an explicit and input-providing type. The direct feedback was salient enough to facilitate the students' interlanguage development. Sheen (2010) pointed out that the degree of explicitness of meta-linguistic feedback is the key factor that facilitates the effectiveness of the feedback. Therefore, it could possibly be inferred that both WME and OME had the same degree of explicitness that helps the students to acquire the target language features. The explicitness of the two meta-linguistic explanation types is salient enough for the students to notice their corrective force and enable them to acquire the

grammatical features. The findings indicate that these explicit CF types could lead to the learners' improvement on certain linguistic features.

The effect of feedback on each group varied due to the subjects' difference in language proficiency. Results obtained indicated that students with high English proficiency who received DCF with WME succeeded in improving the accuracy of regular past tense-*ed*. On the other hand, the students with low English proficiency and the entire group failed to improve this linguistic form. This could imply that the students with high English proficiency were able to make better use of the explicit comment than those who had low English proficiency. Interestingly, no significant improvement in reduction of errors of fragment was found in the students with high English proficiency in DCF with WME and DCF with OME. It could be interpreted that they had less problems with this linguistic form prior to this study that they made similar scores in both pre and post-test.

The findings of the present study are consistent with those of Hyland (2003); i.e., most students who received teacher's repeated feedback could eventually improve their performance. The finding can be an additional piece of evidence to support the merits of CF in helping student writers in improving their grammatical accuracy. On the other hand, it counters those who contended that corrective feedback was ineffective, harmful, and should be abolished in class (Semke, 1984, Kepner, 1991, Sheppard, 1992, Truscott, 1996, 1999). To reiterate, results of the present study indicated that both types of theDCF,to a certain degree, could promote EFL students' acquisition.

6. CONCLUDING REMARKS

The findings of the present study showed that the combination of DCF with either WME or OME was virtually as effective in facilitating the learning of the two targeted linguistic features, regular past tense –*ed* and fragment among the students with high and low English proficiency. In particular, the two modes of DCF had similar effects on promoting grammatical accuracy improvement.

The present study, thus, leads tothe following recommendations for EFL instructors and for further studies.

Recommendations for Classroom Implications

It is recommended that EFL instructors be confident to give CF to their students; findings from the present study re-confirmed its positive effects. However, it is advisable that instructors provide not only negative feedback but also other forms of positive feedback, e.g.praise, as it was practicedin the present study. It was found that such motivational strategy enhanced the student writers' writing skills as well as their positive attitude toward writing. Additionally, a task type was found to promote the positive outcome in the study. From informal interviews, some students in this course reported that the sequential pictures which were used as writing prompts were very interesting. To them, the activity was challenging and it encouraged them to make use of their imagination in their writing. Therefore, it is advisable that teachers choose the task type which is interesting, so that students are motivated to practice and improve their writing.

Moreover, instructors are advised to consider students' different levels of language proficiency. Teachers should use various types of feedback and make the best use of the one which is the most appropriate to the target learners. In the present study, the results work well with the subjects in each group because an appropriate feedback type was used. Teachers are also recommended to consider students' characteristics or learning styles before choosing the provision of feedback type.

The findings from the study further reveal that regular past tense was more problematic than fragment. EFL teachers are also recommended that this linguistic feature cannot be neglected in their classes.

Lastly, though givingthe two types of combination of DCF is found helpful for the students' learning, the practiceis rather time-consuming. It is, thus, recommended that the two types of DCF be applied with a small class. It is also recommended to further seek ways to make these two feedback techniques less time-consuming.

Recommendations for Further Studies

Since the present study mainly focused on the merits of DCF with the accuracy of two linguistic features, e.g., regular past tense *-ed*, and fragment in an EFL context, it is advisable that further studies investigate other grammatical forms. In addition, as the present study had a fairly small number of research subjects, further studies are recommended to include a larger sample size.. It is also suggested that an investigation be conducted on an in-depth analysis on the writing scores in the treatment period to gain clearer results on the students' interlanguage development. Lastly, a semi-structured researcher-participant interview is encouraged in order to obtain a broader scope of information.

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APPENDIX A

Name_____**Student ID.**
No._____**Section**_____

English Proficiency Test

<u>คำชี้แจง</u>

1. ข้อสอบชุดนี้จัดทำขึ้นเพื่อวัดความรู้ความสามารถด้านไวยากรณ์ภาษาอังกฤษ

2. ข้อสอบเป็นแบบปรนัย จำนวน 60 ข้อ (6 หน้า)

3. จงเลือกตัวเลือกที่ถูกต้องที่สุดและทำในกระดาษคำตอบ

4. เวลาในการทำข้อสอบจำนวน 1 ชั่วโมง 30 นาที

Directions: Choose the best answer for each item.

1. The doors to the room _____ by the owner every day.

   A. lock   B. are locked   C. be locked   D. locked

2. Two_____ arrested the thief last night.

   A. policeman   B. polices   C. police officer   D. policemen

3. There is a _____movie at the cinema tonight.

   A. very interesting Korean   B. Korean very interesting

   C. interesting very Korean   D. very Korean interesting

4. She is a_____artist.

   A. well   B. better   C. good   D. best

5. I made a firm promise to my friend_____ I vowed to keep it.

   A. and   B. yet   C. but   D. in spite of

6. The secret is between you and_____.

   A. I   B. me   C. we   D. us

7. Peter talked to each _____ in the class.

   A. person   B. people   C. persons   D. peoples

8. The weather this year is even _____ than last year.

   A. badder   B. more bad   C. worse   D. more worse

9. I am working on _____ difficult task, and I need help with it.

   A. no article   B. a   C. the   D. some

10. Steven _____ up late yesterday.

   A. wakes   B. will wake   C. is waking   D. woke

11. _____ product must be checked before delivery.

   A. Every   B. Some   C. All   D. Many

12. Jane looked _____ the new words in her dictionary.

   A. on   B. at   C. up   D. in

13. If I could speak Spanish, I_____ next year studying in Spain

   A. will spent   B. would have spent   C. had spent   D. would spend

14. He had seen _____ foreign films when he studied abroad.

   A. much   B. many   C. any   D. a little

15. It was my mistake and not_____.

   A. you   B. your   C. yours   D. yourself

16. We took a balloon ride over _____ African continent.

   A. the   B. an   C. a   D. no article

17. Please come_____ when you come to Thailand.

   A. in   B. on   C. at   D. over

18. The professor cannot _____ the paper until tomorrow.

   A. be return   B. returns   C. return   D. returned

19. My neighbor's dog always barks _____ night.

   A. at   B. to   C. on   D. in

20. They lent me_____ newspapers.

    A. theirs   B. their   C. them   D. themselves

21. Fungi cause _____ plant diseases than other parasites do.

    A. most serious   B. seriousest   C. more serious   D. seriouser

22. The sky train _____at the station in a few minutes.

    A. arrived   B. has arrived   C. arrives   D. is arriving

23. Each of the students_____going to the library.

    A. are   B. is   C. have   D. has

24. The students must _____the exam.

    A. take   B. to take   C. taken   D. takes

25. The customer became increasingly impatient as she stood in_____ unmoving line.

    A. a   B. an   C. the   D. no article

26. The VIP guests _____ at a large table.

    A. are seated   B. seat   C. will be seat   D. be seated

27. In India, the monsoon season _____ begins in April.

    A. generalize   B. general

    C. generalized   D. generally

28. Jim works _____ at the gym.

    A. in   B. at   C. out   D. on

29. I didn't get home until well after midnight last night; otherwise, I _____ your call.

A. returned   B. had returnedC. would returned D. would have returned

30. Trees fell_____ the violent storm.

A. during   B. between   C. in   D. under

31. She received _____from her boyfriend two weeks ago.

   A. anymessages   B. much message   C. a few messages   D. a little message

32. The floor looks   _____.

   A. cleaning   B. clean   C. cleaned   D. cleans

33. She tries to keep a _____ schedule.

   A. regular sleep   B. regular sleepy

   C. sleep regular   D. sleepy regular

34. If energy _____ inexpensive and unlimited, many things in the world would be different.

   A. is   B. will be   C. would be   D. were

35. _____ are going to taking the early bus today.

   A. He and me   B. He and I   C. Him and I   D. Him and me

36. The supplies _____ the camping trip needs to be packed.

   A. for   B. of   C. on   D. in

37. Mary _____ from OxfordUniversity since 2009.

   A. was graduated B. is graduating   C. does graduate   D. has graduated

38. The students had to study many hours daily during the_____

   A. intensively English program   B. program English intensively

   C. intensive English program   D. program English intensive

39. Paul really wanted to be successful; _____he did not know how to accomplish this.

   A. since   B. and   C. due to   D. yet

40. Either Mac _____ Sam has the book.

   A. and   B. or   C. nor   D. but also

41. Half of the students in this class _____on the campus.

    A. live   B. lives   C. to live   D. living

42. The children went _____ the museum.

    A. in   B. into   C. on   D. back

43. This novel _____ by an unknown writer.

    A. be written   B. writes   C. wrote   D. was written

44. _____the tests were checked last week.

    A. Many   B. Every   C.All   D. Both

45. It seems that the sun set _____ than ever today.

    A. fast   B. faster   C. fastest   D. more fast

46. The directions must be followed exactly; _____, the outcome will be very bad.

    A. until   B. thus   C. otherwise   D. therefore

47. Do you think there would be less conflict in the world if all people _____ the same language?

    A. speak   B. will speak   C. had spoken   D. spoke

48. The movie was _____ and boring.

    A. too long   B. long too   C. longer much   D. very much

49. Water _____ at 212 degree Fahrenheit.

    A. will boil   B. boils   C. boiled   D. is boiling

50. What my advisor told me yesterday _____very helpful.

    A. is   B.are   C. was   D. were

51. There are many boxes in the room, and each box contains a dozen _____.

    A. dishes   B. dish   C. dishs   D. of dishes

52. When do you think the company might _____ its decision?

    A. announcing   B. be announce   C. to announce   D. announce

53. The competition was called _____ because of the flood.

    A. off   B. on   C. in   D. at

54. Kate is _____ her sister.

    A. as beautiful   B. as beautiful as   C. same beautiful   D. most beautiful

55. Our _____ guests are talking in the yard right now.

    A. familiarly   B. familiarize   C. familiar   D. familiarity

56. The recipe calls for a tomato, eggs and _____ vanilla.

    A. any   B. an   C. the   D. no article

57. The books must be returned tomorrow if you don't want to_____.

    A. are fined   B. be fined   C. fine   D. fined

58. There are different kinds of _____ in the store.

    A. watches   B. watchs   C. watch   D. a watch

59. He was angry because his car would not _____ this morning.

    A. started   B. starts   C. to start   D. start

60. The flowers on the plum tree in the garden_____ started to bloom.

    A. has   B. have   C. was   D. were
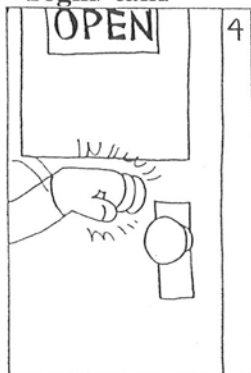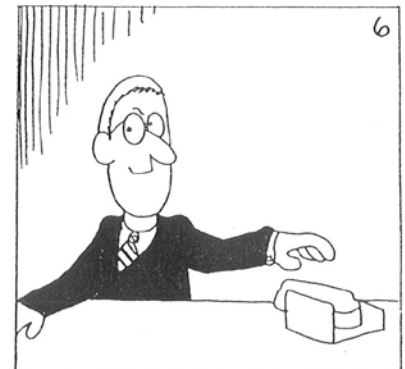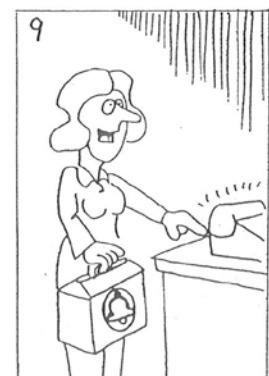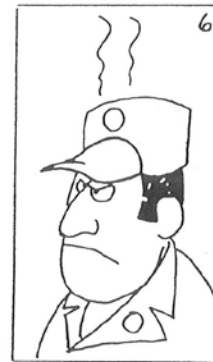
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APPENDIX B

Name_____StudentID.No._____
Section_____

_____

Pre-test

Look at the following series pictures. Then write anarrative paragraph in your own words. Use the pictures and keywords to help you. You have 60 minutes to write at least 80 words to tell the story.

finish / law school

open/ the office

no client

somebody /knock/ the door
begin/ talk/

happy

pick up/ the phone

come in/
company /pretend/ client

hang up/
phone

telephone company

APPENDIX C

Name_____Student ID. No._____
Section_____

Look at the following series pictures. Then write anarrative paragraph in your own words. Use the pictures and keywords to help you. You have 60 minutes to write at least 80 words to tell the story.

soldier / far away

get letter/ girl friend

sorry/new boy friend

have nice picture/send back

give/new boyfriend

mad

ask friends/pictures/women/ put/box

send/box/girl friend/put/letter

take picture/can't remember which one

APPENDIX D

Pre-test

One Day with a Humorous Man

A funny situation on the first work of a man. The man received government scholarship to study at Australia. After he graduated law school, he came back to Thailand. He wanted to be a lawyer. He decided to open office. The first day with work, he was in his room since the morning but no client. Suddenly, there was beautiful woman knock the door. When he heard, he was happied. Then, he pretended to pick the phone up and talk with someone. After the beautiful woman came into his company, she saw the man was talking the phone. He seem busy. Next, he hanged the phone up because he think the beautiful woman was client and talk a few minutes. Finally, she wasn't client but she was mechanic. In short, it is only a funny situation on the first work of a man.

APPENDIX E

Post-test

One Day with a Humorous Man

The first day of work was a bad day. There was a perfect man. He was a lawyer. He went to the USA since he was a child. After he finished from a law school, he came back to Thailand. He opened a company. One day, he went to work. It was first time. He sat in an office for a long time but no client. So, he watched a movie. A few minutes later, there was somebody knocked the door. He was happy and turned off a television quickly. Then he picked up the phone and began to talk to client. He pretended. Next, the woman came in the office. She saw the man was talking the phone. The woman asked "Are you busy?" The woman answered, "No, thank you", "I come from a telephone company", "I come to fix the phone. An officer called me and told the phone cannot use". In short, the man came back home in the evening. He thought the first day of work was a bad day.

APPENDIX F

Pre-test

The First Work

It was clear that I was unhappy with the first work. I'm finish lawyer study from law university, so I was interesting open the office. Next week, I had no client. Other day somebody knock the door. I'm very happy with customer. So, I picked up the telephone begin talk pretend client. Next, customer come in the company. I stop talk pretend client and hang up the telephone. Finally, I know later she come from a telephone company not a customer. In conclusion, I seem wasn't in a very happy and very good mood.

APPENDIX G

Post-test

The First Work

Jack was difficult in the first work. He finished lawyer school. He opened the office. He is very unhappy because he no client. On Monday afternoon, somebody knock knocked the door. He is very happy because somebody is the first client. He picked up the telephone and began talk pretend client. Somebody came in the company. He hanged up the telephone. He said "Good afternoon Sir?" Somebody said " Good afternoon, may I help you? I came from telephone company. I restore the telephone. He said "Sorry, I think you are the first client" He was difficult in the first work because he had ho client in the company.

APPENDIX H

Pre-test

A Funny Experience

When I think of my first day in work, I'm going to laugh. I think it's my funny experience. I graduated from law school with excellent grade. I was very proud of it. I wanted to have a good job. I think employer was better than employee. So, I decided to open the office. I was excited. After that I was in my office all day. I waited for client until evening. There was no client. I decided to back home. Immediately, someone knocked the door. I was very happy. God gave a client to me. To make belief in my company, I picked up the phone and pretend to talk with client. When someone came in my company, I hang up the phone. Then I said to her "Hello, madam. Welcome to law office. May I help you?" When I heard her answer, I was ashamed. She said, "I'm sorry. I'm telephone officer. Your telephone uninstalled. I'm going to connect a line of your phone. I can't forget this memorable experience.

APPENDIX I

Pre-test

A Funny Experience

The story of John's lose face was very funny. John graduated from law school. He would like to be a lawyer, so he opened the law office. He was very proud of himself and he thought there would have many clients. One week ago, there was no client. He was sad and bored. Immediately, somebody knocked the door. He became happy and he thought this was his first client. He would show the client that he was busy. Therefore, he picked the phone up and pretended to talk with a client. He saw the client come in the company. The client was a woman. She stood in front of him . So, he hang up the phone and said, "Hello, I'm sorry. I am very busy. I talked with the client. How may I help you, my client? She answered, "That's all right. I can wait you. I'm not your client. I am from the telephone company. I will connect your telephone line. I don't know why you can use the phone because it doesn't connect line'' John was ashamed. I always laugh when I thought of John's story.

APPENDIX J

Pre-test

The Pretend

First time of my work was memorable. I opened office after finish law school. I waited since in the morning. But no client. Somebody knocked the door. I felt very happy because I thought that was customer. When she came in the company. I pretended pick up the telephone company because I wanted to show her not busy. When I hang up the telephone, she tell me about today broken phone. I felt very shy and smile. Because she knew everything.So first time of my work. It made me felt shy.

APPENDIX K

The Pretend

Tom is a man. He was a lawyer and he was graduated law. Next, he open the office but no client. Somebody knocked on the door. He very happy. He pick the phone begin talked pretend client but no client. He invited our customers come in company. After that, he hung up the phone. His customers know that pretend. In short, He assumed that all customers but he on client. He was embarrassed when the woman know that pretend.

The Effects of Two Types of Direct Corrective Feedback on EFL University Students' Writing

Piyanut Kaewkasi[1], Prachamon Aksornjarung[2]

Abstract

The present study investigated the effects of two types of direct corrective feedback (DCF) on writing by a group of Thai EFL learners. Twenty-five university students majoring in Languages, Communication, and Business at Prince of Songkla University, Surat Thani Campus participated in the pre, post- test designed investigation. The subjects were given a pre-test prior to attending a 13-week course on Paragraph Writing during which they were assigned to write a weekly narrative paragraph. Upon finishing each task, twelve of them received DCF with written meta-linguistic explanation (WME) and the rest received the DCF with oral meta-linguistic explanation (OME). A post- test was administered after the last session of the treatment. Scores of the pre and post tests were statistically analyzed to identify the percentage of correct usage of the two targeted grammatical features: regular past tense *–ed,* and fragment. Then the percentages of accurate scores between groups were compared. The results showed that the DCF with WME was as effective as the DCF with OME in reducing the errors of the two targeted linguistic forms.

Key words: Direct corrective feedback, Written corrective feedback, Grammatical accuracy, Student's writing

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[2]

ผลการให้ข้อมูลย้อนกลับแบบตรงสองประเภทในการเขียนของนักศึกษา
มหาวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

ปิยนุช แก้วกสิ[3], ปรัชมน อักษรจรุง[4]

บทคัดย่อ

การวิจัยนี้ศึกษาผลของการให้ข้อมูลย้อนกลับแบบตรงสองประเภทที่มีต่อการเขียนของผู้เรียนชาวไทย ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างเป็นนักศึกษาหลักสูตรภาษา การสื่อสารและธุรกิจจำนวน 25 คนซึ่งได้เข้าร่วมในการศึกษาแบบมีการทดสอบก่อนและหลังเรียน กลุ่มตัวอย่างเข้ารับการทดสอบก่อนเรียนการเขียนอนุเฉทเป็นระยะเวลา 13 สัปดาห์ ในระหว่างการเรียนนักศึกษาได้รับมอบหมายให้เขียนอนุเฉทเป็นรายสัปดาห์ โดยกลุ่มตัวอย่างจำนวน 12 คนได้รับข้อมูลย้อนกลับแบบตรงกับการให้คำอธิบายการใช้ภาษาแบบเขียน (Direct corrective feedback with written meta-linguistic explanation) และกลุ่มตัวอย่าง 13 คนได้รับข้อมูลย้อนกลับแบบตรงกับการให้คำอธิบายการใช้ภาษาแบบวาจา (Direct corrective feedback with oral meta-linguistic explanation) หลังการเขียนงานแต่ละชิ้น มีการทดสอบหลังเรียนหลังการสอนครั้งสุดท้าย แล้วนำคะแนนที่ได้ก่อนและหลังเรียนมาวิเคราะห์ทางสถิติเพื่อหาร้อยละของความถูกต้องของการใช้ไวยากรณ์ในเรื่อง อดีตกาลแบบปกติที่ลงท้ายด้วย -*ed* (regular past tense- –*ed*) และประโยคไม่สมบูรณ์ (fragment) จากนั้นจึงนำคะแนนความถูกต้องที่เป็นร้อยละไปเปรียบเทียบระหว่างกลุ่ม ผลการวิจัยแสดงให้เห็นว่าการให้ข้อมูลย้อนกลับแบบตรงกับการให้คำอธิบายการใช้ภาษาแบบเขียนให้ผลเท่ากับการให้ข้อมูลย้อนกลับแบบตรงกับการให้คำอธิบายการใช้ภาษาแบบวาจาในการลดข้อผิดพลาดของไวยากรณ์ที่เป็นเป้าหมายทั้งสองเรื่อง

คำสำคัญ: การให้ข้อมูลย้อนกลับแบบตรง การให้ข้อมูลย้อนกลับในงานเขียน ความถูกต้องทาง
ไวยากรณ์ การเขียนของนักศึกษา

[3] นักศึกษาปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษานานาชาติ คณะศิลปศาสตร์
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Introduction

Since Truscott claimed that written corrective feedback is futile, harmful, and should be abandoned in L2 writing classes, the role of DCF in improving the accuracy of ESL/EFL students' writing has been a matter of considerable controversy (See Truscott, 1996; 1999). Many researchers have conducted studies to shed light on whether DCF promotes mastery over the use of certain linguistic features. However, the findings are still inconclusive. Therefore, it is essential to carry out further research to determine whether some types of CF have greater merit than the others. The present study investigated the effect of combinations of DCF with written meta-linguistic explanation and DCF with oral meta-linguistic explanation in an EFL Thai context.

Background

The question regarding the merits of corrective feedback (CF) in the language classroom has been debated for almost two decades (Bitchener, 2008). The issue was ignited by John Truscott when he published his article 'The Case against Grammar Correction in L2 Writing Classes' in *Language Learning* in 1996. He proposed that grammar correction has no place in writing and should be abandoned because of its ineffectiveness and harm (Truscott, 1996, 1999). Similarly, certain previous studies showed that corrections are not helpful (Semke, 1984; Kepner, 1991; Sheppard, 1992). Nevertheless, Ferris (1999) contradicted this notion. She pointed out that the research evidence was limited in terms of the number of studies that prove the efficacy of corrective feedback, as well as the drawbacks of research design. The debate between Truscott and Ferris aroused practitioners' interest.

A range of studies has investigated the effect of different types of corrective feedback. One feature arising among the issues is the necessity to compare between focused and unfocused CF. Ellis et al. (2008) investigated the effect of providing focused and unfocused CF in Japanese students' use of English definite and indefinite article to denote first and anaphoric reference in written narratives. The focused group received correction of only article errors on three written narratives while the unfocused group received correction for article errors altogether with other errors. No difference was found in the effect of the two feedback types. Conversely, Sheen (2007) studied the effect of written CF on the acquisition of English articles by investigating whether direct focused CF, or direct unfocused CF or writing practice alone produced a different effect on the accuracy of grammatical features of adult ESL learners. The results showed that written CF targeting a single linguistic feature improved learners' accuracy. Similarly, Sheen et al. (2009) found that students who received focused CF outperformed those who received unfocused CF.

Another issue which emerged is to compare the effects between different types of CF. Bitchener (2005) for instance, investigated the effect of different types of combination of CF with ESL advanced learners. The feedback provided included DCF plus oral meta-linguistic explanation in the form of one-on-one conferences, DCF, and no CF. It was shown that the group that received DCF plus oral meta-linguistic explanation outperformed both group two and group three for the past simple tense and definite article, but no such effect was found for prepositions. Consequently, the researcher suggested that meta-linguistic explanation may have a greater effect in improving linguistic accuracy.

In order to continue on-going study on the efficacy of the CF, Bitchener (2008) investigated the efficacy of other CF combinations. In the study, the DCF was given to

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75 low intermediate international ESL students in Auckland, New Zealand in a 2-month study. The participants were divided into 4 groups: DCF with written and oral meta-linguistic explanation in the form of 30 minute mini- lesson; DCF with written metal-linguistic explanation; DCF alone; the control group received no CF. Each types of feedback targeted two functional uses of the English articles system. The research findings revealed that students who received DCF with written and oral meta-linguistic explanation outperformed those who received no CF. Furthermore, the addition of written and oral meta-linguistic explanation to DCF significantly assisted learners to improve their writing accuracy. In addition, it indicated that oral meta-linguistic explanation in the form of a clearly focused mini-lesson (30 minutes) might be as effective as the more time consuming individual conferences that were included as oral meta-linguistic explanation in Bitchener (2005).

To extend the study, Bitchener and Knoch (2008) investigated the effectiveness of written CF on ESL writing over a two-month period. The study reported a two-month experiment with 144 international and migrant ESL students on the effects of different types of CF (DCF with written and oral meta-linguistic explanation (a 30 minute mini-lesson), DCF with written meta-linguistic explanation, DCF only, and no DCF) on the acquisition of two functional uses of the English articles system in new pieces of writing over time. In the pre-test-immediate post-test-delayed post-test designed study, students were required to describe what was happening in a given picture in each of the three tests. The results indicated that students who received written DCF significantly improved their accuracy in using the English articles system and the level of accuracy had been retained when writing new pieces of writing seven weeks later in the delayed post-test.

Bitchener and Knoch (2010) explored the extent to which CF could facilitate advanced ESL learners in acquisition of two functional uses of the English articles system and also discovered the extent to which there may be differential effects for different types of feedback. The participants were 63 advanced ESL learners at a university in the USA. They were formed into a control group (no CF provided) and 3 treatment groups (written meta-linguistic explanation, indirect circling of errors, and written meta-linguistic explanation with oral form-focused instruction (15 minute full class discussion of the written meta-linguistic explanation). The findings revealed that students who received written meta-linguistic explanation and students who received both written meta-linguistic explanation and an oral form-focused review could retain their accuracy gained across the 10 week period, while those who received indirect feedback in the form of circling errors could not retain the gains achieved in the immediate post-test. In addition, it found no difference between the 3 treatment groups on the immediate post-test. In short, the study suggested that the provision of clear, simple meta-linguistic explanation was beneficial for long term accuracy.

Another study worth reviewing here is Sheen (2010). The study investigated the differential effects of oral and written CF on learners' accuracy improvement of English articles in an ESL classroom. The study employed a pre-test, treatment, post-test, and delayed post-test design with 177 intermediate ESL adult learners. Five groups (oral recast, oral meta-linguistic, written direct correction, written direct meta-linguistic, and none feedback control group) were formed to participate in the study. The findings revealed that the written direct group outperformed the oral recast group or the control group in terms of total test scores. Nevertheless, there was no significant difference between the recast and the control group in the immediate and delayed post-tests. Further, it was found that there were no significant differences among all groups' scores

on the pre-test, whilst there were significant group differences in both the immediate post-test and the delayed post-test. Moreover, the results indicated that in both post-tests, the oral meta-linguistic group and the written meta-linguistic group outperformed the control group. In addition, in the delayed post-test, both treatment groups outperformed the control group. Additionally, the findings in the study indicated that both oral and written meta-linguistic feedbacks were equally effective in promoting acquisition. Thus, the study suggested that the crucial factor for the effectiveness of DCF was how noticeable the feedback was.

In sum, all of the studies reviewed above report similar results of the effectiveness of meta-linguistic feedback, indicating that the addition of meta-linguistic explanation is helpful in the reduction of error rates in students' writing.

Research Questions
2.1 What are the effects of the DCF with written meta-linguistic explanation and DCF with oral meta-linguistic explanation on the performance of English writing tasks of high and low proficiency EFL learners on two targeted grammatical features?
2.2 What are the differences in performance between the two groups who experienced the two different types of DCF?

Methodology
1. Participants
Eighty-three third-year EFL Thai learners aged 19-23 participated in this study. The participants were majoring in Languages, Communication and Business, enrolled in a paragraph writing course in the first semester of the 2011 academic year at Prince of Songkla University, Surat Thani Campus, Thailand. 25 were selected from the population of 83. Based on the results from a proficiency test, 12 were assigned to the DCF with WME group (5 high proficiency, and 7 low proficiency). The other 13 were assigned to the DCF with OME group (5 had high proficiency, and 8 had low proficiency). The students in group 1 were treated with the DCF with WME and group 2 was given the DCF with OME.

2. Research Instruments
Three sets of instruments were administered to the research participants: English proficiency test, identical pre-and post-tests and writing tasks.

A 60-item proficiency test consisting of 4 multiple choice test items was administered to identify students' English proficiency level. The test items were adapted from different versions of the TOEFL test, aimed particularly to measure the subjects' awareness and knowledge of 12 grammatical features. The same instrument was a pre-and post-test consisting of a set of pictures (displayed in serial sequence). The pictures were selected from Picture Stories for Beginning Communication (Heyer, 1989). The last instrument was 10 writing tasks.

3. Data Collection and Data Analysis
Before the first session of the 13-week-writing course, the students were given the proficiency test. Next, the pre-test was administered, one week later. Both tests were rated by a native speaker and the researcher. A writing task was given to the students every week for ten weeks. Feedback on each writing was given to the students one week after each assignment. The DCF with WME group was given a written meta-linguistic

explanation, attached to the students' writing. In the following class, the students had 10 minutes to review the written explanations before doing a new piece of writing assignment. The DCF with OME group, on the other hand, after spending 10 minutes to look at the teacher feedback, received a 30-minute mini-lesson consisting of spoken meta-linguistic feedback for the whole class before doing a new piece of writing. The post-test was administered after the tenth writing task.

Upon finishing the course, a post-test was administered. Like the pre-test and post-test, the writing was rated by two raters, a native speaker and the researcher. The scores sought from the two raters consisted of scores for correct use of the linguistic forms in question. The raw scores were converted into percentages. The Statistical Package for the Social Science (SPSS) Program was employed to identify the difference between the mean scores of the two groups.

Then the students' scores from the pre-and post-test were collected to analyze writing accuracy on the targeted errors—regular past tense *-ed* and fragment, after receiving the feedback. In doing this, test scores from the pre- and post- tests were calculated in percentages of accuracy. After that, writing accuracy scores sought from the two feedback groups were compared. The differences in scores of the pre- and post-test on each error category (both in high and low level of proficiency in the DCF with WME and the DCF with OME group) were compared to determine whether the students in either group gained a greater improvement than the other group.

Findings

Statistical analyses were performed to answer the following research questions.

1. What are the effects of DCF with written meta-linguistic explanation and DCF with oral meta-linguistic explanation on the performance of English writing tasks of high and low proficiency EFL learners on two targeted grammatical features?

To answer the research question, a series of the tests were performed to identify the effect of the DCF with WME and the DCF with OME on the grammatical features in question. Performance by the high proficiency students, the low proficiency students and the whole group in each feedback type group was compared. Four tables (Tables 1 to 4 below) showed the improvement achieved by the DCF with WME group and the DCF with OME group on the regular past tense *-ed* and fragment. Tables 1 to 2 showed results from the two-independent sample tests: Mann Whitney U, performed to find out the different effects between means of the DCF with WME and the DCF with OME.

Table 1: The use of past tense verbs by the DCF with WME group

Levels of proficiency	Regular past tense *-ed*					
	Pre-test		Post-test		Wilcoxon matched-pairs signed rank test	p-value
	$\bar{x}$	SD	$\bar{x}$	SD.		
High (*n*=5)	73.19	24.61	94.01	5.11	2.023*	.043*
Low (*n*=7)	57.78	21.31	65.67	9.97	0.845	.40
The whole (*n*=12)	64.20	23.04	77.48	16.64	1.804	.07

* Significant at .05
** Significant at .01

Table 1 showed the mean ($\bar{x}$) of the DCF with WME group subjects' mean scores on accuracy of the use of past tense verbs. It was found that the high proficiency students in this group scored 73.19 in the pre-test. Results from the statistical tests,

showed significant difference between the mean scores of the pre-and post-test (p=.043), indicating that the high proficiency students in the DCF with WME group gained significant improvement on the accuracy of regular past tense *-ed,*.

Different findings were found in the low proficiency students receiving the DCF with WME. Their mean score was 57.78 in the pre-test, and 65.67 in the post-test. No statistically significant improvement (p=.40) was found. Regarding the whole group, it was found that the mean score in the pre-test and post-test were 64.20, and 77.48, respectively. Similar to the results of each subject group, no statistically significant improvement on the targeted feature (p=.07) was found.

Table 2: The occurrence of fragment found in the DCF with WME group writing

Levels of proficiency	Fragment					
	Pre-test		Post-test		Wilcoxon matched-pairs signed rank test	p-value
	$\bar{x}$	SD	$\bar{x}$	SD.		
High (*n*=5)	89.62	6.56	96.20	3.58	1.836	.068
Low (*n*=7)	76.36	8.13	89.15	4.68	2.197*	.03*
The whole (*n*=12)	81.88	9.92	92.09	5.46	2.756**	.01**

* Significant at .05
** Significant at .01

Table 2 showed the $\bar{x}$ of the subjects' mean score on fragment in the DCF with WME group. It was found that the high proficiency students gained 89.62 in the pre-test. Regarding the post-test, the students performed 6.58 % better, $\bar{x}$ being 96.20. Results from the statistical tests, however, showed no significant difference between the mean scores of the pre-and post-test (p=.68).

In contrast, the low proficiency learners gained 76.36 in the pre-test, and 89.15 in the post-test. The Wilcoxon Matched-Pairs Signed Rank Test showed a statistically significant difference on the accuracy of fragment at .03. Considering the whole group, they gained 81.88 in the pre-test, and 92.09 in the post-test. Statistically, the scores were significantly different at .01.

An analysis of the Wilcoxon matched-pairs signed rank test in Table 1 and 2 indicated that the whole group receiving the DCF with WME gained no statistically significant difference in regular past tense *-ed*, at .043, .40, and .07, respectively. Likewise, the high proficiency students gained no statistically significant difference in fragment (p=.068). However, the low proficiency students receiving the DCF with WME and the whole group receiving the DCF with WME, showed statistically significant difference in fragment at .03 and .01, respectively.

It can be inferred that the DCF with WME could help to reduce errors of regular past tense *-ed* only in high proficiency learners, but could not help the low proficiency learners in this study. Moreover, this type of feedback was ineffective with the whole group, as well. In addition, no significant improvement in fragment was found in the high proficiency learners receiving the DCF with WME. Nonetheless, the DCF with WME had merits in reducing fragment errors among the low proficiency students and in the whole group.

Table 3: The use of past tense verbs by the DCF with OME group writing

Levels of proficiency	Regular past tense *–ed*					
	Pre-test		Post-test		Wilcoxon matched-pairs signed rank test	p-value
	$\bar{x}$	SD	$\bar{x}$	SD.		

High (*n*=5)	81.00	4.24	88.92	5.43	2.203*	.043*
Low (*n*=8)	53.66	29.06	79.78	11.12	2.521**	.01**
The whole (*n*=13)	64.17	26.27	83.30	10.17	3.180**	.01**

* Significant at .05
** Significant at .01

Table 3 showed the $\bar{x}$ of the subjects' scores on accuracy of the use of past tense verb in the DCF with OME group. It was found that the high proficiency students gained 81.00 in the pre-test. In the post-test, the subjects performed 7.92 % better, $\bar{x}$ being 88.92. Results from the statistical tests, showed significant difference between the mean scores of the pre-and post-test (p=0.05).

Likewise, the low proficiency students gained 53.66 in the pre-test, and 79.78 in the post-test. This indicates statistically significant improvement on this linguistic form at .01. Furthermore, the whole group gains of 64.17 in the pre-test and 83.30 in the post-test revealed statistically significant improvement on the targeted feature at.01.

Table 4: The occurrence of fragment found in the DCF with OME group

Levels of proficiency	Fragment					
	Pre-test		Post-test		Wilcoxon matched-pairs signed rank test	Sig
	$\bar{x}$	SD	$\bar{x}$	SD.		
High (*n*=5)	94.47	3.73	98.75	2.80	1.461	.144
Low (*n*=8)	81.57	11.37	97.33	3.93	2.240*	.03*
The whole (*n*=13)	86.53	11.08	97.88	3.48	2.589**	.01**

* Significant at .05
** Significant at .01

Table 4 showed the $\bar{x}$ of the OME group's percentage of correct use of fragment. It was found that the high proficiency students gained 94.47 in the pre-test. For the post-test, the subjects performed 4.28 % better, $\bar{x}$ being 98.75 in the post-test. Results from the statistical test showed no significant difference between the mean scores of the pre-and post-test (p=.144).

However, the low proficiency students gained 81.57 in the pre-test, and 97.33 in the post-test. This indicates that they gained statistically significant more accuracy on this category at .03. Additionally, the whole group gained 86.53 in the pre-test, and 97.88 in the post-test. The results showed statistically significant improvement between the mean scores of the pre-and post-test on this linguistic form at .01.

An analysis of the Wilcoxon Matched-Pairs Signed Rank Test in Table 3 and 4 revealed that the whole group receiving the DCF with OME gained statistically significant improvement on regular past tense -ed at .043, .01, and .01 respectively. Furthermore, the low proficiency students and the whole group gained statistically significant improvement on fragment (p=.03 and .01 respectively). Nevertheless, the high proficiency students in the DCF with OME group gained no statistically significant difference on fragment (p=.144).

In sum, the DCF with OME was effective in reducing regular past tense *-ed* errors for all of the subjects in this group. Additionally, this type of feedback was beneficial for the low English proficiency and the whole group in reducing fragment errors. However, such feedback was ineffective to facilitate the high proficiency students' improvement of fragment.

In order to answer research 2, the analysis of the subjects' mean scores were compared between the two feedback groups to find out the different effect between the

DCF with WME and the DCF with OME on each linguistic feature in question. In doing this, the Two-Independent Sample Tests: Mann Whitney U was performed.

2. What are the differences in performance between the two types of DCF?

Table 5: Comparison of the use of regular past verbs by the DCF with WME and the DCF with OME group

| Levels of proficiency | Regular past tense –ed | | | | | | | |
| | The DCF with WME | | | The DCF with OME | | | | |
	$\overline{x}$	SD	N	$\overline{x}$	SD.	N	Mann Whitney U	p-value
High	7.89	22.69	7	26.12	20.05	8	15.00	.066
Low	19.31	22.51	5	7.92	3.61	5	7.00	.125
The whole	12.65	22.36	12	19.12	18.00	13	64.00	.223

* Significant at.05
** Significant at.01

Regarding the regular past tense -*ed*, it was found that the high proficiency students in the DCF with WME group gained 7.89. In the DCF with OME group, the subjects in this group performed almost 20% better, $\overline{x}$ being 26.12. However, no statistically significant difference was found between the high proficiency students in the DCF with WME group and those in the DCF with OME group in the linguistic form (p=.066).

In the same manner, there was no statistically significant difference between the low proficiency students in the two groups (p=.125). Likewise, no statistically significant difference was found in the whole group between the DCF with the DCF with WME group and the DCF with OME group (p=.223).

Table 6: Comparison of the use of fragment by the DCF with the DCF with WME group and the DCF with OME group

| Levels of proficiency | Fragment | | | | | | | |
| | WME | | | OME | | | | |
	$\overline{x}$	SD	N	$\overline{x}$	SD.	N	Mann Whitney U	p-value
High	12.80	8.64	7	15.76	13.75	8	26.00	.408
Low	6.58	5.78	5	4.28	5.09	5	10.50	.337
The whole	10.21	7.95	12	11.35	12.36	13	77.50	.489

* Significant at .05
** Significant at .01

Regarding fragment, it was found that the high proficiency students in the DCF with WME group gained 12.80. In the DCF with OME group, the subjects in this group performed 2.96 % better, $\overline{x}$ being 15.76. However, no statistically significant difference was found between the high proficiency students in the DCF with WME group and those in the DCF with OME group in the linguistic form (p=.408).

Likewise, there was no statistically significant difference between that the low proficiency students in the two groups (p=.337). In addition, there was no statistically significant difference in the whole group between the DCF with WME group and the DCF with OME group (p=.489).

The results in Table 5 and 6 showed that there was no statistically significant difference between the DCF with WME and the DCF with OME on the improvement of both targeted linguistic forms. Thus, it can be concluded that the DCF with WME and

the DCF with OME had the equal effect in reducing errors of regular past tense *-ed* and fragment on the students' writing in the present study.

Discussions

Findings in Tables 1-4 showed that the DCF with WME could significantly reduce errors in the regular past tense *–ed* only in the high English proficiency group. In contrast, the DCF with OME was found to significantly facilitate the acquisition of the same linguistic feature in both high and low English proficiency and the whole group of the students. This indicated that the DCF with OME had a greater effect in promoting the acquisition of regular past tense *–ed*. It is congruent with the previous scholars who maintained that a combination of DCF with conferencing is more effective than written DCF, as it supplies the learners with an opportunity for discussion, negotiation, and clarification (Ferris, 2002; Ferris & Hedgcock, 1989, cited in Bitchener et al, 2005).

In addition, the results showed that the high proficiency students in both the DCF with WME and the DCF with OME gained no significant improvement on fragment (p=.068 and .144 respectively). The reason proposed for this was that the high proficiency students might have already mastered the linguistic form, so they produced a relatively similar number in both the pre-and post-test. Therefore, the feedback given neither written nor oral had effect to them.

Moreover, a significant improvement on the accuracy of fragment was found in the low proficiency students and the whole group of the students receiving the DCF with WME (p=.03 and .01 respectively). However, no significant improvement on the accuracy of regular past tense was found in the low English proficiency and the whole group. It can be assumed that fragment avoidance consisted of a few simple rules which are easier for the low proficiency students to acquire. Conversely, the use of past tense consisted of more complicated rules. Therefore, the low proficiency group failed to reach accuracy on this linguistic feature. In other words, the errors of fragment were more treatable than the errors of the regular past tense. Findings in the present study also added to the literature in that identifying fragment requires only a few rules compared to regular past tense *-ed*. Thus, it is easier to understand and master the rules. More complicated rules like past tense verbs, in contrast, were more difficult to acquire than the less complicated ones (see DeKeyser & Sokalski, 1996, cited in DeKeyser, 2009).

All in all, the findings demonstrated that the DCF with WME was as effective as the DCF with OME in promoting the acquisition of the regular past tense *-ed* and fragment. This supports DeKeyser (2009) that based on Schmidt's noticing theory, the two kinds of the DCF had equal merits, because both of them were effective in facilitating the students' noticing and understanding the meta-linguistic information. This was also in line with Sheen (2010b), who indicated that the oral CF was as effective as the written CF in the acquisition of English articles. Further explanation could be that, both of them provided direct explicit feedback which facilitated the learners' interlanguage development. According to Sheen (2010b) the explicitness of meta-linguistic information is the key factor that helped to promote the learners' acquisition.

Conclusion

The main purpose of this study was to investigate the effects of two modalities of DCF on Thai EFL learners' accuracy in writing with reference to on two targeted linguistic features. The study sought to find out whether the provision of DCF facilitates the high and low English proficiency students' grammatical accuracy improvement, and,

which type is more helpful for writing improvement. When considering each group and each linguistic feature, it was found that the DCF with WME could help only the high proficiency students to improve error of regular past tense, while the DCF with OME had merits in facilitating both the high and low proficiency language learners to gain improvement on the same error. Interestingly, when considering the effect of the DCF with WME and the DCF with OME on the improvement of the error of fragment, the results showed that both types of DCF did not help to improve the accuracy of such kind of error among the high proficiency students in their group. Furthermore, it reveals that both DCF had impact on the accuracy improvement in both the low proficiency students and the whole group of the students in their group. Additionally, the findings indicate that the DCF with WME and the DCF with OME had equivalent effectiveness in improving the accuracy of the two linguistic features.

Apart from the positive findings of the study, further research is encouraged to (1) investigate the effect of DCF in a larger sample size and (2) to include a controlled group to determine if there is any differential effect between the students who receive DCF and those who receive no DCF.

From a pedagogical point of view, the findings from this study reveal that the explicitness of the feedback which includes explanation of grammatical rules is beneficial for students to improve their linguistic accuracy. Nevertheless, as "one size cannot fit all", teachers should make decisions when choosing the type of feedback which best suits their students.

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