



Impacts of indirect feedback on Vietnamese lower-intermediate learners' writing performance

Viet Ha Nguyen





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1. Background

➤ **Errors:**

- + a natural product of learning (Han, 2002)
 - + represent a gap between the interlanguage and the target lang.
- ## ➤ **Corrective feedback** “refers to the responses to a learner’s nontargetlike L2 production” (Li, 2010: p.309)
- 1990s: revitalization of focus-on-form feedback

1. Background

- **Direct feedback:** the correct forms of errors for the students
- **Indirect feedback:** teachers' indication of errors, leaving the students to self-correct them (Ferris & Roberts, 2001)

1. Background

➤ **Treatable errors** “occur in a patterned, rule – governed way” (Ferris, 1999, p.6)

E.g.: S-V agreement, articles and spelling

➤ **Untreatable errors** are “idiosyncratic” and students can hardly refer to any handbook or set of rules to correct these errors (Ferris, 1999)

E.g.: missing words, unnecessary words



2. Research questions

1. Does feedback help lower intermediate students self-correct their errors?
2. Does feedback have impact on students' self-correction ability of different types of errors (treatable and untreatable)?
3. To what extent does feedback have impact on students' performance in a new writing assignment?
4. What are students' preferences towards teachers' feedback?

3. Methodology


3.1 Participants:

- 30 Vietnamese students of lower-intermediate proficiency
- 3 groups: coded, non coded, no feedback

3.2 Design

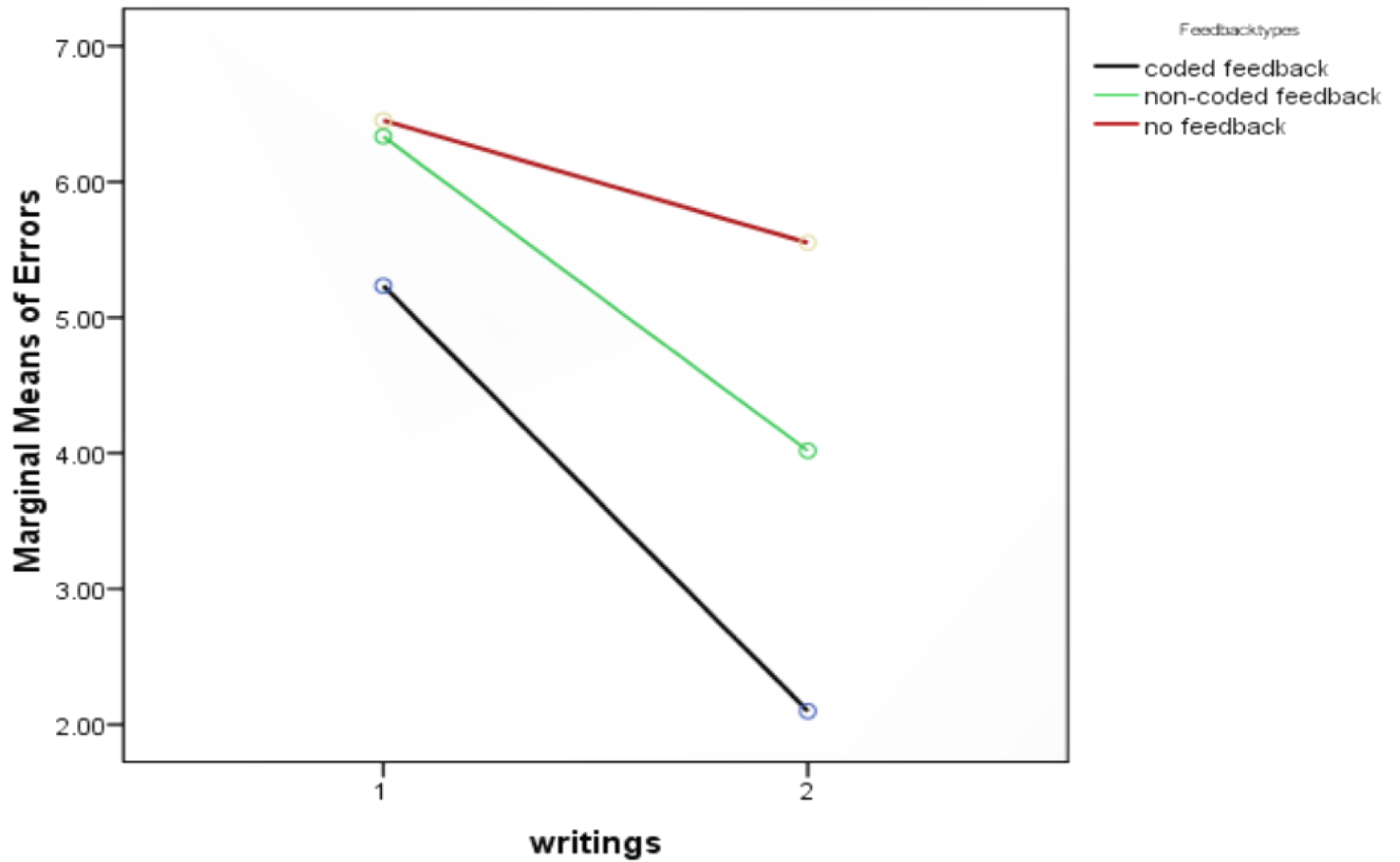
- Grammatical test
- Writing 1, writing 1 revision, writing 2
- Writing diary
- Questionnaire

4. Results & Discussions

- **Research question 1**
 - **Research question 2**
 - **Research question 3**
 - **Research question 4**
- 

RQ 1: Does feedback help lower intermediate students self-correct their errors?

- Grammar test score (one way ANOVA): **similar grammar proficiency**
- Quantitative study (repeated measure analysis): the interaction between writings and types of feedback is **SIGNIFICANT** at $p < .05$



RQ 1: Does feedback help lower intermediate students self-correct their errors?

- Post-hoc analysis: **coded FB >>> no FB**
- Different from Ferris & Roberts (2001), Ferris (1997), Fathman and Whalley (1990)
- Possible reason:
 - Participants in the current study: **EFL learners**
 - Participants in the previous studies: **ESL learners** in the US → more exposure to English → better acuteness to errors

RQ 1: Does feedback help lower intermediate students self-correct their errors?

→ Conclusion:

For learners who have little exposure to the target language, more explicit indirect FB is likely to be more beneficial



RQ 2: Does feedback have impact on students' self-correction ability of different types of errors?

- **FB has no impact on students' self-edition of different types of errors ($p>0.05$)**
- **Possible reason:**
 - **Participants might not get used to a quick change in feedback giving practice from direct FB (in the previous 2 semesters) → indirect FB**

RQ 2: Does feedback have impact on students' self-correction ability of different types of errors?

→ **Conclusion:**

- Teachers should be consistent in using feedback
- Students really need time to get used to feedback practice

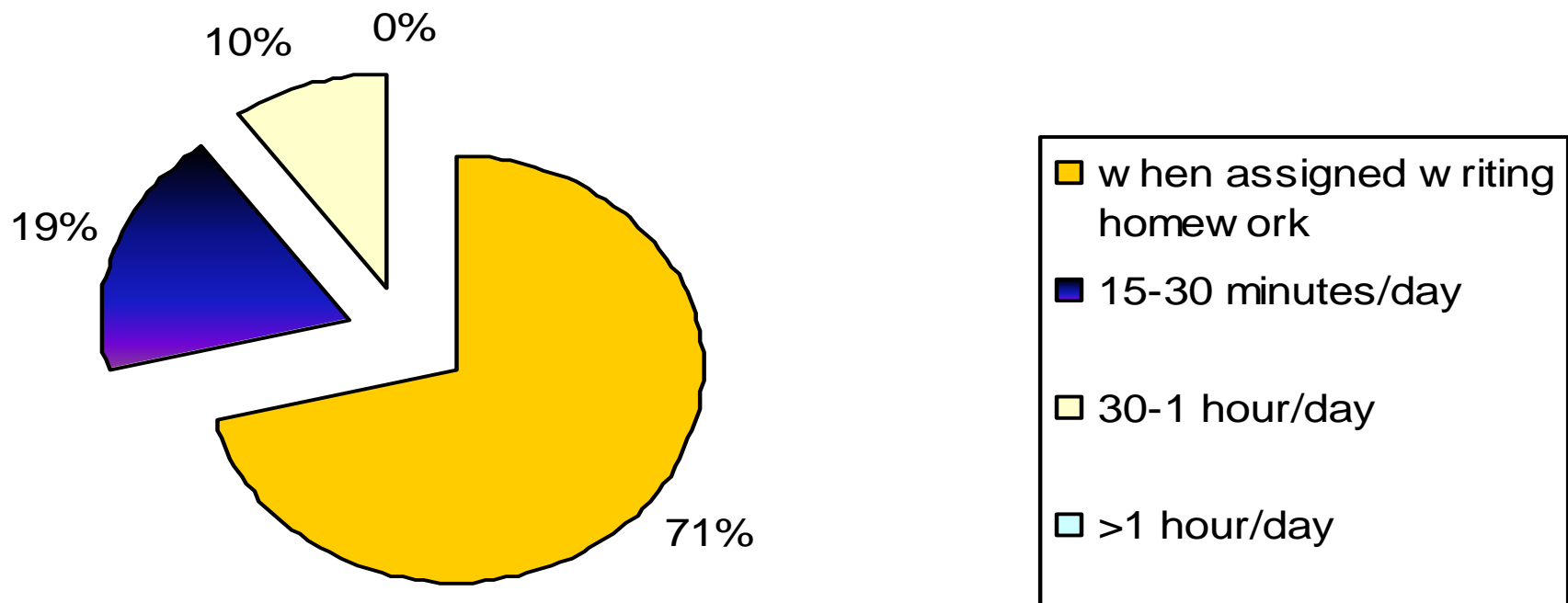


RQ3: To what extent does feedback have impact on students' performance in a new writing assignment?

- **Feedback has no impact on students' performance in the subsequent assignment**
- **Concur with Kepner, 1990; Semke, 1984; Sheppard, 1992, Truscott & Hsu, 2008.**
- **support Truscott (1996)???**

RQ3: To what extent does feedback have impact on students' performance in a new writing assignment?

Writing practice outside classroom



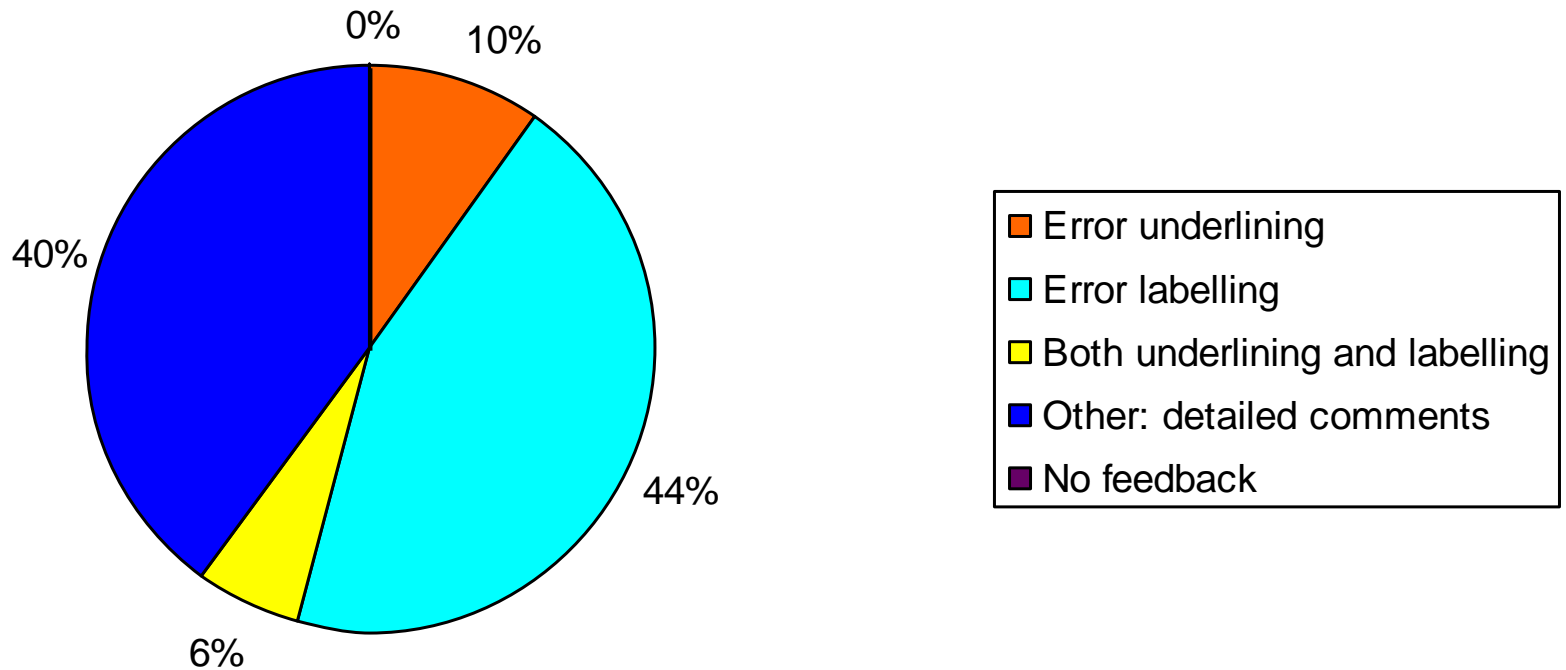
RQ3: To what extent does feedback have impact on students' performance in a new writing assignment?

→ Conclusion

- Success in revision task does not determine better performance in a new writing task**
- “revision is not a predictor, even a very weak predictor, of learning” (Truscott & Hsu, 2008, p.299)**
- Further studies should include an independent, new writing task**

RQ4: What are students' preferences towards teachers' feedback?

The most beneficial writing feedback

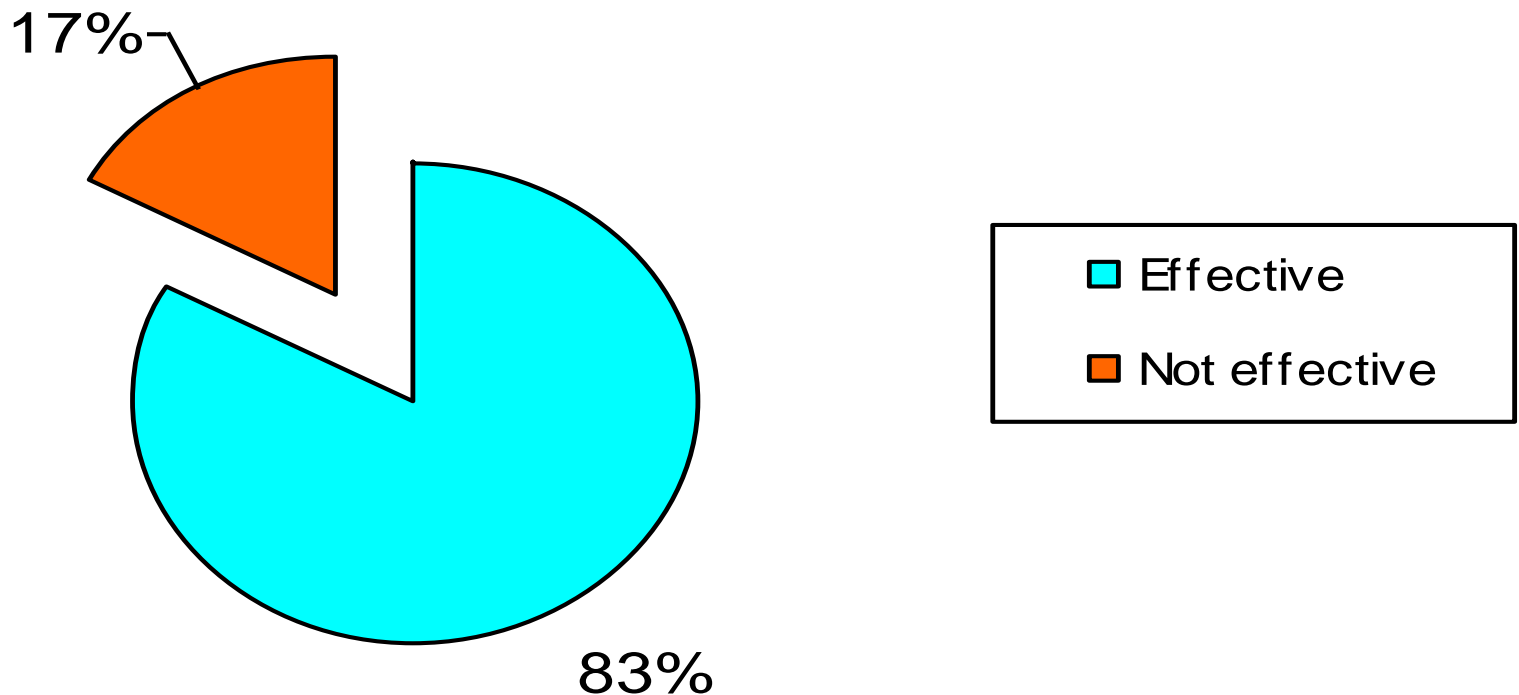


RQ4: What are students' preferences towards teachers' feedback?

- **All students welcome FB → against Truscott (1996)**
- **The most effective type of FB: coded FB**
- **Reasons:**
 - **Students' limited ability in detecting errors (low marks in the grammar test)**
 - **“Codes address errors clearly” ~~ labeling “helps students to acquire linguistic structure and reduce errors over time” (Ferris, 2004, p.21)**

RQ4: What are students' preferences towards teachers' feedback?

Is writing diary effective?



RQ4: What are students' preferences towards teachers' feedback?

➤ Writing diary

- **self-reflect their writings (Ferris and Helt, 2000)**
- **record “error logs” (Ferris, 2002) → useful for students to monitor their errors and keep track of progress**

RQ4: What are students' preferences towards teachers' feedback?

→ Conclusion

- **Feedback is beneficial and should be provided**
- **Writing diary should be widely applied in EFL writing classes**

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Thank you for your attention



Q & A

