

## The Effect of Written Corrective Feedback on the Accurate Use of Grammatical Forms by Japanese Low-Intermediate EFL Learners

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**Abstract :** The purpose of this study is to investigate whether corrective feedback has any significant effect on Japanese low-intermediate EFL learners' performance on a specific set of linguistic features. The subjects are Japanese college students majoring in English. They have studied English for about 7 years, but their inter-language seems to fossilize because non-target like errors is frequently observed in traditional deductive teacher-fronted approach. It has been reported that corrective feedback plays an important role in diminishing or overcoming inter-language fossilization and achieving TL competency. Therefore, it was examined how the corrective feedback (the focus of this study was metalinguistic feedback) and self-correction raised the students' awareness and helped them notice the gaps between their inter-language and the TL.

**Keywords :** written corrective feedback, fossilized error, grammar teaching, language teaching

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