

ESL Students' Engagement with Written Corrective Feedback

Authors : Khaled Karim

Abstract : Although a large number of studies have examined the effectiveness of written corrective feedback (WCF) in L2 writing, very few studies have investigated students' attitudes towards the feedback and their perspectives regarding the usefulness of different types of feedback. Using prompted stimulated recall interviews, this study investigated ESL students' perceptions and attitudes towards the CF they received as well as their preferences and reactions to the corrections. 24 ESL students first received direct (e.g., providing target forms after crossing out erroneous forms) and indirect (e.g., underlining and underline+metalinguistic) CF on four written tasks and then participated in an interview with the researcher. The analysis revealed that both direct and indirect CF were judged to be useful strategies for correction but in different ways. Underline only CF helped them think about the nature and type of the errors they made while metalinguistic CF was useful as it provided clues about the nature and type of the errors. Most participants indicated that indirect correction needed sufficient prior knowledge of the form to be effective. The majority of the students found the combination of underlining with metalinguistic information as the most effective method of providing feedback. Detailed findings will be presented, and pedagogical implications of the study will be discussed.

Keywords : ESL writing, error correction, feedback, written corrective feedback

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