

A STUDY TO EVALUATE THE EFFECTIVENESS OF EFFICACY OF TEACHER'S ERROR FEEDBACK ON IMPROVING WRITING ACCURACY AMONG ENGLISH LANGUAGE STUDENTS AND NON-ENGLISH LANGUAGE STUDENTS

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ABSTRACT

The purpose of this study is to examine the efficacy of teachers' error feedback on improving writing accuracy among English language students and non-English language students.

Since writing is a major focus in teaching any English language course, thus English language teachers hope to help students write better. A key issue of interest to both researchers and teachers in second language writing is how teacher's correct student's writing. Corrective feedback is highly effective means for improving learner's acquisition process because it helps learners to match their written work with target language models and thus increase their attention to structures that have not been acquired earlier and eventually it can be the beginning of learning process. Research finding indicate that students favor error feedback from teachers because they believe that they will get benefit from it.

Keywords: *Error Feedback; Teacher's written feedback; Oral feedback; Direct feedback; Indirect feedback; English Language Teaching (ELT); Corrective Feedback (CF).*

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INTRODUCTION

Teacher's written feedback has been considered as a major component of learning English. Its role has been viewed not only as a means to inform students about their errors, but also has been considered as "a means of directing reactions and advice to facilitate improvements. (Hyland and Hyland, 2001) Hyland argues that written feedback which the teachers provide on their student's writing should be more than marks on a page. He argues that whenever teachers provide feedback, they should consider all aspects in their students' writing such as structure, organization, style, content and presentation.

Tootkaboni, A. A., & Khatib, M. (2014) attempted to study the effects of different corrective feedback strategies on enhancing learners' writing accuracy both short and long term. To fulfill the purpose of the study, three classes comprising 67 female students in the context of a public high school in Astara, Iran, were randomly assigned to one of the three conditions; direct feedback with teacher-student 5 minute individual conference; indirect coded feedback and no-feedback. A pre-test ensured that learners are homogeneous regarding their previous grammatical knowledge. The study lasted for 5 weeks. There were immediate and delayed posttests to measure the writing accuracy of learners both short and long term. The results of the short-term test showed the significant superiority of direct feedback in the teacher-student individual conference group over the other groups. In contrast, the learners in the indirect coded feedback group were slightly better than the group that received instruction through direct and teacher-student conference feedback. This suggested that it is beneficial to make use of direct corrective feedback strategies when the short period mastery of the linguistic structures is needed and indirect corrective strategies are proposed when long-term mastery of the grammatical knowledge is the purpose of the educational intervention.

Sheen et al (2009) support corrective feedback and its contribution in writing and learning English. They state that "corrective feedback may enhance learning by helping learners to reduce their errors in their written work.

METHODS AND MATERIALS

The research method adopted for this study was quantitative / objective and was comparative cum descriptive in nature. It was considered to be most suitable method here because it involved the collection of data from a representation of sample of population to access their English language accuracy studying in selected colleges of district Amritsar.

The present study included group of 100 students from 200 students who obtained 70% marks in an objective questionnaire based on grammar. Then those 100 students of professional college were divided into two groups: Control Group and Experimental Group.

The selected topic was first given to control group (i.e. first 50 students) and after three days their evaluated sheets were returned to them and they were asked to revise their mistakes on their own and test was reconducted after a week. Answer sheets were collected and reanalyzed.

The same topic with experimental group (i.e. another set of 50 students) were conducted. Their evaluated sheets were returned after three days and regular six days classes were given to them and after seven days, test was reconducted with them. Answer sheets were collected and reanalyzed.

The same procedure was done with another 100 students of professional college out of 200 students who obtained 70% marks in same objective questionnaire based on grammar and the results were compared and analyzed.

Thus study was focused on selected grammatical categories like subject-verb agreements, tenses and verbs form to avoid complications.

The target population was a group of individuals taken from the general population who shared a common characteristic such as age, sex etc. In this study target population consisted of nursing and professional college students of Amritsar district.

Students of nursing colleges and professional colleges took part in the study. Each was having 11 years of formal English education. The selection test was based on an objective questionnaire on grammar. Out of total students, few students were selected for this study. The selected students were those who obtained between 14-15 (i.e. 70 % marks) out of 20 in objective questionnaire.

Random or probability sampling was selected for this study. In this type of sampling, each individual from the population had an equivalent shot of being chosen as a subject.

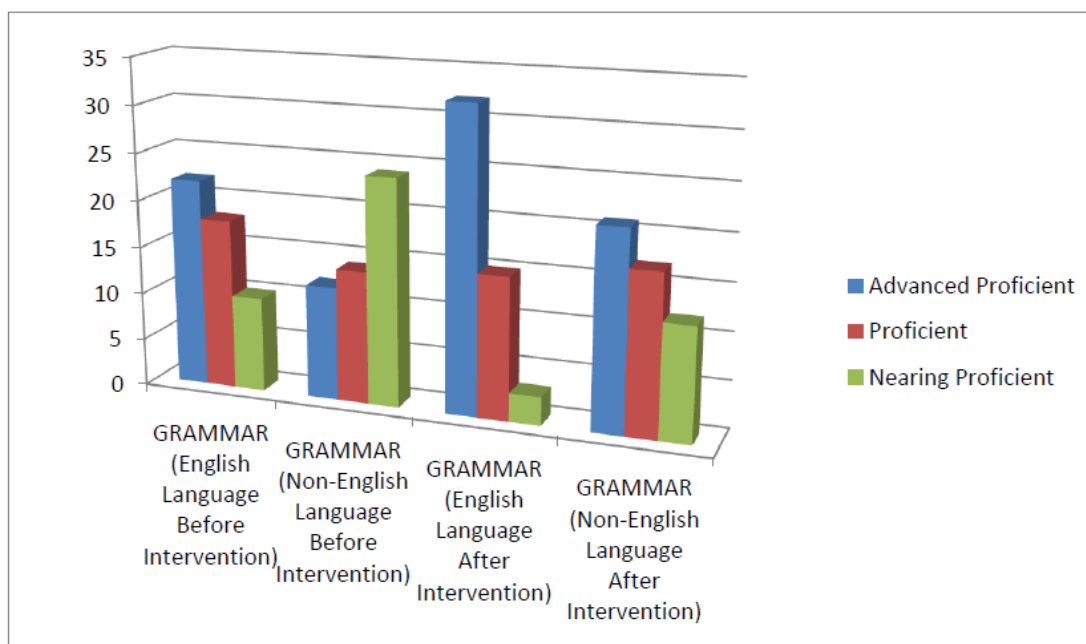


FIGURE 1: Distribution of sample on the basis of Suitability of Grammar of English & Non-English Language Students before and after Teacher Error Feedback

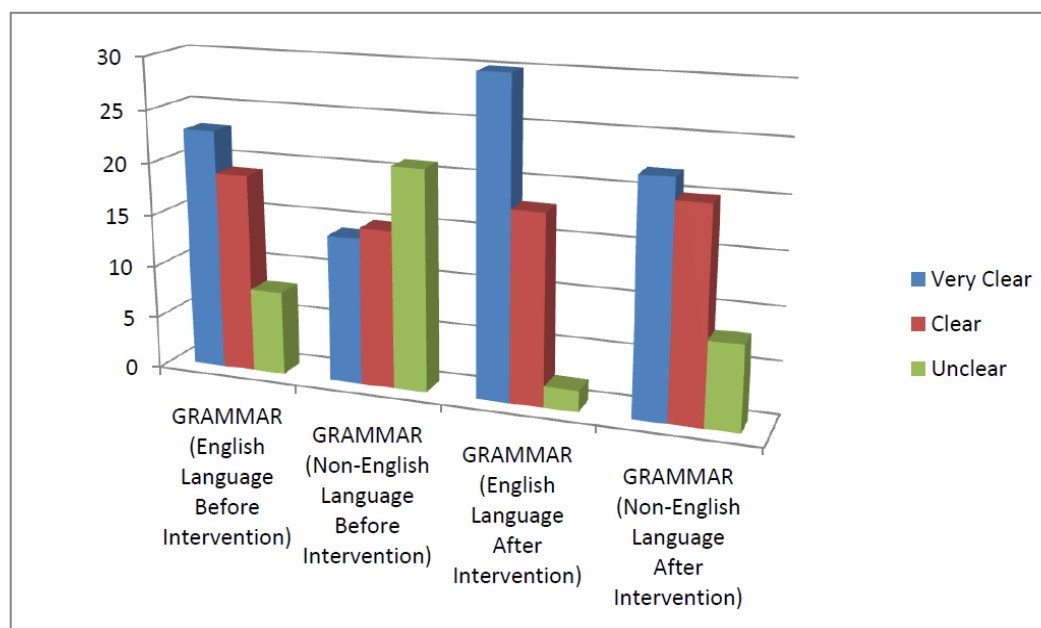


FIGURE 2: Distribution of sample on the basis of Clarity of Grammar of English & Non-English Language Students before and after Teacher Error Feedback

RESULTS AND DISCUSSIONS

This study examined how effective comprehensive feedback (direct & indirect) is in developing learners' writing accuracy, structural complexity and lexical diversity of English language. The objectives of the current research were achieved by gathering quantitative data (quasi experiment) and qualitative data (students' interviews and case narratives) from the English and non-English language students of various colleges of Amritsar.

The qualitative analysis showed that most of the students who had direct corrections on their errors reported that they copied the correct forms from their teachers' corrections and used them in the revised texts. These results add to the findings of earlier research, which has revealed significant effects of direct written corrective feedback on revision texts.

With regard to grammatical accuracy, both direct and indirect feedback significantly improved learners' grammatical accuracy as compared with the control group, and similar findings were found with the non-grammatical errors.

With respect to transfer effects of written corrective feedback on new texts during the immediate post-test stage, the evidence is compelling, because there were statistically significant differences in accuracy improvements between the experimental groups and the control group. Both direct and indirect corrective feedback reached statistical significance on the immediate post-test stage. The effects also differed depending on whether the errors were grammatical or non-grammatical. However, both direct and indirect corrective feedback significantly affected grammatical and non-grammatical accuracy.

The indirect corrective feedback was statistically more significant than direct feedback on both types of error categories. The results showed no reduction in structural complexity and lexical diversity in new texts on the immediate post-test stage. For delayed transfer effect, there were differences in effect between the feedback groups. In treating the grammatical errors, indirect feedback outperformed direct feedback. No significant gain found in the direct feedback with regard to its effects on grammatical errors in week 8. By contrast, indirect feedback significantly affected grammatical accuracy on the delayed post-test stage when learners produced new texts with less non-grammatical errors.

CONCLUSION

The characteristics of the content validity of the whole questionnaire were clarity 85.19%, relevancy 80.18%, simplicity 84.90%, and consistency of each question with the questions' set 90.56%.

Overall mean Scores are higher than 50% of maximum possible score. Overall questions are related with each other. We believe that this questionnaire which is adjusted and appropriate for our community, valid and reliable, and sufficiently estimates much of the variance of the efficacy of teachers error feedback on improving writing accuracy of English language and non-English language students of district Punjab, can be used as a standard tool in further studies.

The findings demonstrated that students preferred comprehensive to focused corrections. Although many learners preferred direct feedback, other students expressed strong desire for more self-editing practices. The students believed that written corrective feedback as a learning tool that helps them to know about their errors, correct their errors and learn more about their errors in order to avoid making them in future. Besides, written feedback corrections simply motivated them to scrutinize more carefully what they write using the language accuracy knowledge they have already learned.

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