

Comparing the Effect of Direct Correction versus Metalinguistic Correction Feedback on Young Learners' Accuracy in EFL Writing

Sunday, 28 July 2024 09:00 (30 minutes)

Abstract

Teacher feedback plays a crucial role in fostering learning within EFL classrooms. This study was conducted to investigate the impact of two different types of feedback, direct correction, and metalinguistic correction, on the writing accuracy of young EFL learners. The research involved eleven EFL learners, aged between 13 and 14, from a private center in the Mekong Delta of Vietnam. The participants were divided randomly into two groups, one receiving direct correction and the other group treated with metalinguistic correction. The treatment spanned six sessions over three weeks, with four writing tasks in total. The genre of these writing tasks is telling a story through 3 given pictures with at least 35 words. The initial and final writing tasks served as the pretest and posttest, respectively. The other two writing tasks served as the treatment of the study. During the treatment, students were given corrective feedback in two types, namely direct correction and metalinguistic feedback. This study focused on seven specific linguistic elements (punctuation, capitalization, spelling, singular-plural form, subject-verb agreement, tense, and article usage) when assessing the students' writing before and after the treatment. The findings showed that both types of feedback had improvements in the students' writing accuracy. Interestingly, the results suggested that metalinguistic correction feedback had a more significant impact on enhancing writing accuracy compared to direct correction feedback.

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Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics