



การศึกษาการให้ข้อมูลย้อนกลับที่มีต่อความถูกต้องทางไวยากรณ์ใน
การเขียนอนุเขตภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 6

THE STUDY OF WRITTEN CORRECTIVE FEEDBACK ON GRAMMATICAL ACCURACY IN
THE ENGLISH PARAGRAPH WRITING OF GRADE 12 STUDENTS

นายศรายุทธ สมโนนชัย *

Sarayuth Sommanochai

อาจารย์ พันตรี ดร. ราชน พีรี **

Major Ra-shane Meesri, Ph.D.

บทคัดย่อ

งานวิจัยนี้เป็นงานวิจัยประเภทกึ่งทดลอง มีวัตถุประสงค์เพื่อ 1) ศึกษาการให้ข้อมูลย้อนกลับด้วยวิธีใดสามารถช่วย
พัฒนาความถูกต้องทางไวยากรณ์ในการเขียนอนุเขตภาษาอังกฤษมากที่สุด 2) เพื่อหาความชี้ชอบของนักเรียนที่มีต่อการ
ให้ข้อมูลย้อนกลับเพื่อพัฒนาความถูกต้องทางไวยากรณ์ในการเขียนอนุเขตภาษาอังกฤษ งานวิจัยนี้มีกลุ่มตัวอย่างที่เลือก
ด้วยวิธีการเจาะจง (Purposive Sampling) จำนวน 15 คน ซึ่งเป็นนักเรียนที่ลงทะเบียนเรียนรายวิชา การเขียน
ภาษาอังกฤษ ซึ่งเป็นรายวิชาในการศึกษาภาคฤดูร้อน ประจำปีการศึกษา 2560 ของโรงเรียนไตรมิตรวิทยาลัย ห้องนักเรียน
ตัวอย่างดังกล่าวมาจากการของนักเรียนในแผนการเรียนที่แตกต่างกัน เครื่องมือที่ใช้ในงานวิจัยประกอบด้วย แบบสอบถาม
วิเคราะห์ความต้องการของผู้เรียน แผนการจัดการเรียนรู้และเอกสารประกอบการสอน เครื่องมือที่ใช้ในการเก็บรวมรวม
ข้อมูลประกอบด้วย 1) แบบทดสอบพร้อมตารางเปรียบเทียบความผิดพลาดทางไวยากรณ์ และ 2) คำถามสัมภาษณ์เชิงลึก
สถิติที่ใช้ในการวิเคราะห์ข้อมูลประกอบด้วย การวิเคราะห์ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard
Deviation)

ผลการวิจัยพบว่า 1) วิธีการให้ข้อมูลย้อนกลับที่มีประสิทธิภาพมากที่สุดในการช่วยพัฒนาความถูกต้องทาง
ไวยากรณ์ของนักเรียน ได้แก่ การให้ข้อมูลย้อนกลับทางตรง เปรียบเทียบจากงานเขียนฉบับร่างครั้งแรกและฉบับร่างครั้ง
สุดท้าย พบร่วมกัน คคะแนนเฉลี่ยของความผิดพลาดทางไวยากรณ์หลังจากการให้ข้อมูลย้อนกลับอยู่ที่ 3.01 ซึ่งต่ำกว่าค่าเฉลี่ย
ของความผิดพลาดทางไวยากรณ์ก่อนการทดลองที่ 16.66 และ 2) ผลของการสัมภาษณ์เชิงลึกระบุให้เห็นว่า การให้ข้อมูล
ย้อนกลับแบบทางตรงเป็นประเภทที่นักเรียนที่มีผลของการเขียนที่ต่ำชื่ชอบมากที่สุด สำหรับนักเรียนที่มี
ผลของการเขียนที่สูงชื่ชอบการให้ข้อมูลย้อนกลับเชิงอภิภาษาด้วยสัญลักษณ์ความผิดพลาดทางไวยากรณ์

* Master's Degree Student, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: mr.tongsarayuth@gmail.com

** Advisor and Lecturer, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: rashanemeesri@gmail.com

ISSN 1905-4491

Abstract

This research is quasi-experimental research. The purposes of this study were to: 1) study which type of written corrective feedbacks helps enhance students to most improve their grammatical accuracy in paragraph writing, 2) explore students' preferences towards written corrective feedback to improve their grammatical accuracy in paragraph writing. The participants were selected by using the purposive sampling method, and totalled 15 students enrolled in English Writing, a summer course at Traimitwitthayalai School in the academic year of 2017. The students were from different programs. The research instruments were a needs analysis questionnaire, instructional instruments including unit plans and handouts, and data collection instruments consisting of: 1) a test with a comparison table of the errors; 2) in-depth interview questions. The data were analyzed with means and standard deviation.

The results showed that 1) the most effective type of written corrective feedback to help improve students' grammatical accuracy is written direct corrective feedback. Compared with the first draft and final draft, the mean score of errors after given treatment (Mean = 3.01) was lower than before the experiment (Mean = 16.66); and 2) the result of the in-depth interview questions indicated that direct written corrective feedback is the most preferred for students with low performance in writing, and metalinguistic corrective feedback with error codes is expressed to be the most favorite for students of high performance in writing.

คำสำคัญ: การให้ข้อมูลย้อนกลับ / การเขียน / ความถูกต้องทางไวยากรณ์

KEYWORDS: WRITTEN CORRECTIVE FEEDBACK / WRITING / GRAMMATICAL ACCURACY

Introduction

Writing is one of the important parts for communication. According to Chen (2007) English writing is a very important skill which is widely used as a device to facilitate and present students' educational knowledge and occupational opportunities. However, among four English skills, writing is considered to be the most difficult skill for EFL learners to master. As a complex language skill, writing presents a challenging task that requires several elements for writers to master such as organization, spelling, audience, vocabulary, punctuation, and mechanics. (Chatranonth, 2007). Moreover, writing is a complex process and difficult task even in the first language because effective writing production requires several components including contents, organization, and language competence (Richards & Renandya, 2002).

As Tribble (1996:16) stated effective writing requires a number of unique elements namely: 1) a high degree of organization and the development of ideas. 2) a high degree of accuracy required to avoid ambiguity of meaning. 3) a high degree of complex grammatical tools for emphasis. 4) a careful choice of words/ lexis, grammatical patterns, sentence structures in order to create a style appropriate for the topic as well as the readers. According to Chatranonth (2007), in Thai EFL context, writing is one of the most difficult skills among Thai students. Among EFL classroom in Thailand, students have a few opportunities to develop and learn writing skill as most of required examinations only focus on grammar, vocabulary and reading for comprehension. Consequently, Thai students still need an

improvement in the writing section, particularly in the grammatical accuracy problem which is found to be one of the biggest problems in students' writing in Thailand (Siengsawang, 2006). Moreover, writing is one of the effective skills for communication. In order to produce a piece of writing effectively, writers should combine each component of writing. Despite the fact that writing is the most difficult and complex skill, it is very important for students to learn. In addition, accuracy is one of the writing components that challenges students from time to time.

Undeniably, accuracy of language use is focused more in writing. According to Matsuda (2014) stated that good writing text should comprise both well-organized ideas and grammatically correct sentences with correct mechanical elements. As Skehan (1996) stated accuracy is how well the target language is produced in relation to the rule system of the target language. Hence, there is not only the idea of writers when producing the pieces of writing but also accuracy that is considered the main focus. Grammatical accuracy is essential to ensure the writer's intended meaning and to avoid communicative misunderstanding. Baleghizadeh and Gordani (2012) added that accurate grammar is an important aspect of any good piece of writing.

Accuracy refers to how learners use the language system correctly, including their use of grammar, pronunciation and vocabulary. In term of writing, grammatical accuracy is essential to ensure the writer's intended meaning and to avoid communicative misunderstanding (Lush, 2002; Larsen-Freeman, 2003). In Thai EFL context, many researchers studied about grammatical accuracy and errors that frequently occur in students' pieces of writing. Chuenchaichon (2015) claimed having inadequate grammatical knowledge of Thai students became one of the main problems which prevent them from being successful in the English writing because they still produce many common errors of English grammar. As Celce-Murcia (1991) emphasized the importance of a reasonable degree of grammatical accuracy in academic writing. Moreover, she mentioned that high frequency of grammatical errors in nonnative speaker's academic writing (an average of 7.2 errors per 100 words) most probably makes their writings unacceptable to the University faculties.

According to Promsupa, Varasarin, and Brudhiprabha's study (2017), they investigated grammatical error types and analyzed sources of the errors in English writing of 34 Thai second year English major university students in Thailand. The result showed that the five most frequently found errors were singular/plural errors (30.43%), article errors (21.51%), preposition errors (5.23%), subject-verb agreement errors (4.24%), and pronoun errors (3.52%). In order to decrease the number of grammatical errors in writing, there is one of beneficial ways of improving students' grammatical errors and writing by using written corrective feedback.

Written corrective feedback (WCF) may be defined as written feedback given by the teacher on a student paper with the aim of improving grammatical accuracy. According to

Long (1996), written corrective feedback can be defined as a negative evidence which is providing information explicitly or implicitly to the students about what is ungrammatical. As Kulhavy (1977) defined feedback as “any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong”

Written error correction plays an important role in improving writing accuracy in second language writing (Ferris, 2011). Furthermore, written corrective feedback (WCF) is an important part of second language writing because it allows teacher-to-student interaction in L2 writing class (Ferris, Pezone, Tade, & Tinti, 1997). Many L2 writing teachers feel that written corrective feedback is influential in the improvement of their students' L2 writing accuracy (Brown, 2007; Hyland & Hyland, 2006). However, there are some arguments whether written corrective feedback is effective in students' writing improvement or not.

Truscott (as cited in Sameera, Amin, & Siddiqui, 2016) published his report about the inefficacy of the corrective feedback. He claimed that students feel stressed when they are notified of their errors and this, in turn, prevents them from writing or finding writing as an interesting learning activity. He added that corrective feedback should be abandoned.

On the other hand, Hyland and Hyland (2006) confirmed that feedback helped students gain control over the writing skill. Also, Sheen, Wright and Moldawa (2009) stated that corrective feedback helped learners to notice their errors and controlled the accuracy of their writing. Feedback can increase students' attention on the subject they are writing. Students who receive feedback will pay more attention to what they have written that, beyond their knowledge or awareness, their work does not meet certain standards (Purnawarman, 2011).

Many researchers agreed written corrective feedback is still essential for students in second language writing. With the absence of feedback, Brookhart (2008) stated that students become unmotivated, and lost sense of which factors of their writing need improvements. Also, Lee (2008) argues that learners may have inaccurate impression about their writing performance with the absence of feedback. Regarding Hedgcock and Lefkowitz (1994) conducted a survey to 247 L2 writers on students' perception of helpfulness of teachers' comments regarding their writing, including grammatical accuracy. Results of their study show that students preferred teachers' feedback on grammatical errors. Students also preferred that teacher feedback with grammatical correction be given on both students' first and final drafts. To improve students' grammatical accuracy in writing, there are several kinds of corrective feedback that are useful.

Direct corrective feedback is used by teacher to help students correct their errors by providing the correct linguistic form. Direct feedback is usually given by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistic or grammatical error (Bitchener, Young, & Cameron, 2005; Ferris,

2003). Moreover, direct corrective feedback is a kind of strategies that can help students correct their errors by providing the correct linguistic form (Ferris, 2006). According to Ellis (2008), direct feedback has the advantage since it provides explicit information about the correct form.

Purnawarman (2011) investigated the impacts of different strategies of providing teacher written corrective feedback on the first semester ESL/EFL students' writing accuracy and writing quality. He employed four feedback strategies, including indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback. The result showed that the mean number of errors in all three treatment groups decreased in each writing stage. All three treatment groups outperformed the no-feedback control group in each stage of writing in terms of grammatical accuracy and writing quality.

Moreover, indirect corrective feedback involves indicating that the students has made an error without actually correcting it. (Ellis, 2008). Additionally, it can be done by underlining the errors or using cursors to show omissions in the students' text. In accordance with Chatranonth (2007), indirect feedback is where teacher does not provide the correct form but indicates in some way that an error has been made (teacher underlines or circles). Indirect feedback is more effective and preferable than direct feedback because it brings benefits to students' long-term writing development (Hosseiny, 2014). In addition, indirect feedback provides guided learning and problem solving for students (Lalande, 1982) and encourages them to reflect linguistic forms that may foster long-term acquisition.

Another effective way to improve students' grammatical accuracy is metalinguistic corrective feedback which involves providing learners with some form of explicit comment about the nature of the errors they have made (Ellis, 2008). There are two forms that the explicit comment can take, such as error codes and metalinguistic explanation of errors. According to Ellis (2008), error codes consist of abbreviated labels for different kind of errors. The labels can be placed over the location of the error in the text or in the margin. In addition, there are several names of providing corrective feedback by using error codes. As Ferdouse's study (2012), she provided written corrective feedback by using a certain code or symbol called correction code or coded feedback. She found that the students who received coded feedback benefit more than the ones who received non-coded feedback.

Coded feedback points to the exact location of an error, and the type of error involved is indicated with a code. For example, PS means an error in the use or form of the past simple tense. The use of error codes helps encourage students to correct their mistakes in writing. They assist students to self-edit their writing (Ferris & Roberts, 2001). Lalande's study (1982) showed that a group of L2 German learners who received error correction codes had improvement in accuracy in writing while another group that was provided by direct feedback

made more error. As Ferris (2006) reported that error codes can help students to have improvement in their accuracy over time. Also, these have the advantage for students to realize what the mistake is, and they can correct it themselves. Thus, error codes can encourage students to look at writing as a skill that can be improved, and train them in looking for areas of improvement (Hedge, 2000).

To sum up, there are many findings in research showing that providing corrective feedback whether the different types are used in students' pieces of writing was effective in reducing students' grammatical errors in their writing accuracy. However, most of researches were conducted only one or two corrective feedback, and hardly found to employ three different kinds of corrective feedback in one study. Also, written corrective feedback in many researches was mostly studied in ESL contexts but not much in EFL contexts. To find out the effects on improving students' grammatical accuracy of writing in Thai EFL context, this present study is employed direct CF, indirect CF, and metalinguistic CF by using error codes and designed the writing lesson to enhance and develop their paragraph writing as following research questions:

1. Which of the written corrective feedback can most affect the students' grammatical accuracy in paragraph writing?
2. What type of written corrective feedback do students prefer?

Objectives

- 1) To study which type of written corrective feedbacks helps enhance students to most improve their grammatical accuracy in paragraph writing
- 2) To explore students' preferences towards written corrective feedback to improve their grammatical accuracy in paragraph writing

Methodology

Participants

The 15 participants of this study were purposively selected from the students who enrolled in English Writing which is a summer course at Traimitwitthayalai School in the academic year of 2017. The students were from the different programs including Science-Mathematics, English-Mathematics, English-Thai-Social Studies, and English-Chinese (Intensive Program). All students were in the same English proficiency level according to the previous English grade point average (GPA).

Instruments

To accomplish the objectives of the research, three major research instruments including needs analysis questionnaire, instructional instruments, and data collection instruments were used.

First of all, needs analysis questionnaire was developed in order to know students' background knowledge about paragraph writing and topics based on Basic Education Core Curriculum of Thailand to organize the writing lessons (Ministry of Education, 2008). The needs analysis questionnaire consisted of two parts: 1) background information and 2) student's needs for developing the course.

According to the curriculum, it was stated that grade 12 graduates will be able to write to present information about themselves/ experiences/ news/ incidents, matters and various issues of interest. Thus, the topics which the researcher selected to develop the questionnaire were based on the learning outcomes of grade 12 students mentioned above.

Secondly, the instructional instruments comprised unit plans and handouts which were developed based on the process of writing instruction by Raimes (1987). The teaching procedure in this current study followed in the form of the writing process Raimes' model (1987) whose model consists of four phases which are 1) *planning*, 2) *drafting*, 3) *receiving feedback and rewriting draft*, and 4) *producing final product*. Moreover, the three writing tasks are proved to be equal because they were designed to focus on a genre which is relatively easy for the students about their daily life that is mentioned in Basic Education Core Curriculum of Thailand (Ministry of Education, 2008). The handouts were designed to help students with sample reading passages for studying the organization and structures.

Regarding needs analysis questionnaire, students were assigned to choose top five topics which they would like to write the paragraphs. The results showed that Future Career, About Myself, and My Best Friend are most chosen respectively. Therefore, the researcher adopted three topics to develop the paragraph writing syllabus as shown in the table 1 below.

Table 1: Writing topics

Date/ Time	Writing task	Contents/ Topics
Week 1-2	1	Writing descriptive paragraph “Future Career”
Week 2-3	2	Writing descriptive paragraph “About Myself”
Week 3-4	3	Writing descriptive paragraph “My Best Friend”

Finally, it was data collection instruments which consisted of two research instruments: 1) A test with comparison table of the errors and 2) Interview questions. To count the errors that students made in their writing, the comparison table of the errors was used in the study and were used to record the errors made by the students in the first draft and final draft of each task. In addition, the comparison table of the errors was used to compare to investigate the grammatical accuracy improvement in writing paragraph. The total percentage of errors was included, also. Not only was there the table used to compare and count the errors that students made but also in-depth interview questions were used.

The in-depth interview questions were designed to explore students' preferences towards written corrective feedback in the end of the experiment. The questions were used to interview students respectively: 1) *which kind of written corrective feedback do you like the most? and why?* 2) *which kind of written corrective feedback which you received is the best way for improving your grammatical accuracy? and why?*

Research procedures:

In this study, the researcher collected the data for 4 weeks including 3 tasks. Before collecting data, the data from needs analysis questionnaire were analyzed to find out the background knowledge about paragraph writing of students and the top three topics that they would like to write most. Next, unit plans were developed based on the needs analysis to organize the lessons in the course. After that, direct, indirect, and metalinguistic (error codes) written corrective feedback was used in students' paragraph writing.

Providing each type of written corrective feedback was used in the research which was identical to measure. Each type of corrective feedback was provided in grammatical aspects in each writing task. To help and encourage students to understand the grammatical errors that they produce, the different types of corrective feedback were employed in the study. First of all, direct written corrective feedback was used to correct students' errors by writing the right words or structures. Also, direct corrective feedback was used in the first writing task. Secondly, indirect corrective feedback was provided by only underlining the errors that students made in their writing. This feedback was used in the second writing task. Finally, students were received metalinguistic corrective feedback on their third writing task by using error codes to guide students' grammatical errors.

For each writing task, first draft and final draft of students were analyzed to compare the grammatical errors before experiment and after receiving the treatment. The errors were counted and measured by the percentage of errors.

All mentioned above, the data were collected as shown in table 2 below.

Table 2: Data collection procedures

Week	Lesson/ Content	Topics	Feedback	Product
1-2	Instructional process with task 1	Future Career	Direct Corrective Feedback	Writing task 1
2-3	Instructional process with task 2	About Myself	Indirect Corrective Feedback	Writing task 2
3-4	Instructional process with task 3	My Best Friend	Metacognitive Corrective Feedback	Writing task 3

Data Analysis

This research employs the quasi-experimental research. Quantitative and qualitative data will be collected and analyzed. For quantitative data, the percentage of errors was analyzed to compare the students' grammatical accuracy in every first draft and final draft of each writing task through the calculation of percentage of error shown in Figure 1 below.

Figure 1: The percentage of error calculation (Chandler, 2003; Truscott & Hsu, 2008)

$$\text{The percentage of errors} = \frac{\text{Total number of errors}}{\text{Total number of words}} \times 100$$

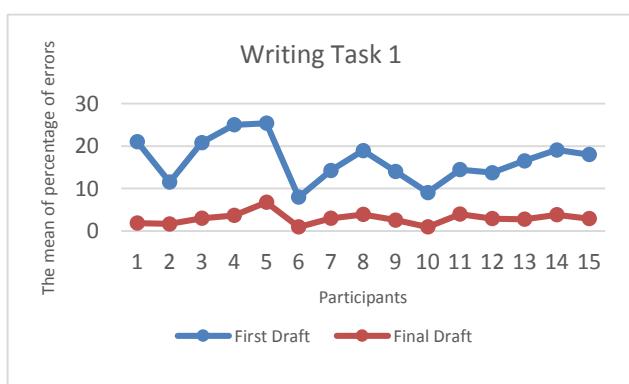
Moreover, descriptive statistics, such as Means and Standard Deviations was used to analyze and compare overall mean of percentage of error in every writing task. For qualitative data, the in-depth interview was conducted by participants who got higher and lower performance in writing improvement. The interview aims to gain the in-depth information in term of details that students think about different types of written corrective feedback to help their grammatical improvement in paragraph writing.

Results

To answer the aforementioned research questions, the collected data were analyzed. The results were presented in two main parts as follows:

Regarding the first research question, it was to study which type of written corrective feedbacks helps enhance students to most improve their grammatical accuracy in paragraph writing. The effect of written corrective feedback on students' improvement in grammatical accuracy among three writing tasks was analyzed to see which type of written corrective feedback can help students improve their writing as noted in the following figures.

Figure 2: The comparison of the mean of percentage of errors in writing task 1 (Direct feedback)



As shown in figure 2, the mean of the percentage of grammatical errors which students made in the first draft was 16.66, while the highest percentage of errors was found in the first draft with percentage of 25.36 and the lowest percentage of error was 8.

For the final draft as shown in the figure 2, the highest percentage of errors was found with the mean of 6.77, while the lowest

percentage of errors was found with the mean of 1. The mean of the percentage of errors in the final draft was 3.01.

Therefore, the comparison between first draft and final draft in writing task 1 was shown with the mean of 13.65. It could be seen that the mean of percentage of error reduced in writing task 1 which also meant that students had grammatical improvement after receiving written corrective feedback (Direct feedback).

Figure 3: The comparison of the mean of percentage of errors in writing task 2 (Indirect feedback)

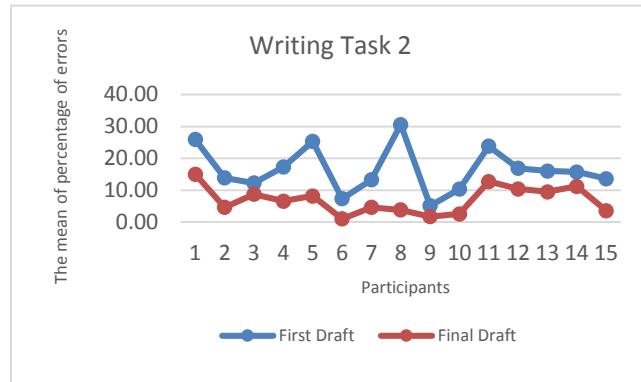
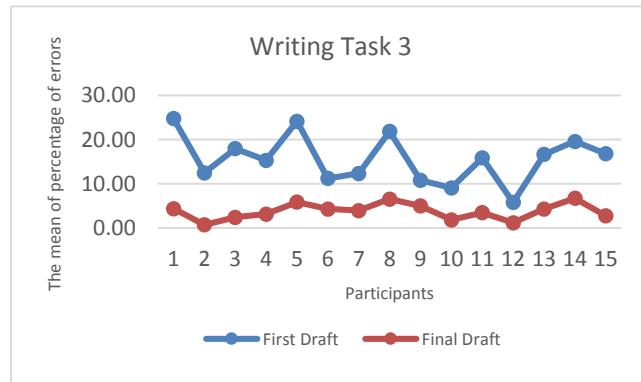


Figure 3, also, the mean of the percentage of grammatical errors which students made in the first draft was 16.49, while the highest percentage of errors was found in the first draft with percentage of 30.56 and the lowest percentage of error was 5.13.

For the final draft as shown in the figure 3, the highest percentage of errors was found with the mean of 15.04, while the lowest percentage of errors was found with the mean of 1.02. The mean of the percentage of errors in the final draft was 6.96.

Hence, the comparison between first draft and final draft in writing task 2 was shown with the mean of 9.53. It could be seen that the mean of percentage of error reduced in writing task 2 which also meant that students had grammatical improvement after receiving written corrective feedback (Indirect feedback).

Figure 4: The comparison of the mean of percentage of errors in writing task 3 (Metalinguistic feedback)



As shown in figure 4, the mean of the percentage of grammatical errors which students made in the first draft was 15.65, while the highest percentage of errors was found in the first draft with percentage of 24.76 and the lowest percentage of error was 5.81.

For the final draft as shown in the figure 4, the highest percentage of errors was found with the mean of 6.73, while the lowest percentage of errors was found with the mean of 0.75. The mean of the percentage of errors in the final draft was 3.79.

Thus, the comparison between first draft and final draft in writing task 3 was shown with the mean of 11.86. It could be seen that the mean of percentage of error reduced in writing task 3 which also meant that students had grammatical improvement after receiving written corrective feedback (Metalinguistic feedback).

In order to see the difference of improvement in grammatical accuracy after receiving different types of written corrective feedback, the mean of the percentage of errors in each first and final draft of writing tasks was compared to see the difference between providing the different treatment. As mentioned above, table 3 presents the analysis of students' mean of the percentage of errors and standard deviation.

Table 3:

The differences of providing each type of written corrective feedback on students' grammatical accuracy in paragraph writing

Writing tasks	Types of written corrective feedback	Before the experiment		After given treatment	
		\bar{x}	SD	\bar{x}	SD
Task 1	Direct	16.66	5.21	3.01	1.42
Task 2	Indirect	16.49	7.13	6.96	4.26
Task 3	Metalinguistic	15.65	5.49	3.79	1.82

From the Table 3, it can be seen that the results of analysis in the students' percentage of errors found in each final draft (after given treatment) revealed that providing every type of written corrective feedback has better improvement. As shown in Table 3, after giving each type of corrective feedback, grammatical errors were gradually decreased in every first draft of writing tasks. This indicates that three types of written corrective feedback can be effectively transferred to each new piece of writing. To sum up, noting from the Table 3, the most effective type of written corrective feedback to help improve students' grammatical accuracy is written direct corrective feedback. Comparing with the first draft and final draft, the mean score after given treatment (Mean = 3.01) is lower than before the experiment (Mean = 16.66). Metalinguistic written corrective feedback (Mean = 3.79) and indirect written corrective feedback (Mean = 6.69) were ranked respectively.

According to the second research question, it was designed to explore students' preferences towards written corrective feedback in the end of the experiment. The questions were used to interview two groups of students including high and low performance in writing.

The results from the in-depth interview questions indicated that the students had expressed positive opinions towards any kinds of written corrective feedback that help them

improve their grammatical accuracy in writing. With regard to interview questions, they expressed followings:

The students' preferences towards WCF to improve their grammatical accuracy

In order to identify a group of students in writing performance, they are divided into two main groups according to the mean percentage of grammatical errors in each student' the final product of three writing tasks, including high and low performance group. From students of high performance group, they expressed that they preferred metalinguistic feedback which was provided by underlined and error codes because it made them practice themselves in writing through using error codes in order to find out the grammar points for correcting those errors. Also, they could learn English grammar from their mistakes which were guided by error codes, and gain their grammatical accuracy in writing. According to indirect feedback, teacher underlined only error parts, they cannot actually understand what the grammar mistakes are and why they are wrong. Yet, when teacher provided corrective feedback on their writing with error codes (metalinguistic feedback), it could make writers find out the grammar points to correct the errors.

On the other hand, students from low performance group, they think direct written corrective feedback is the way that they like the most. They expressed that they lack enough grammatical background, and it was hard for them to find the errors and correct them by themselves when comparing to indirect feedback. Even though teacher provided the error codes from metalinguistic feedback, they also made the same mistakes or cannot find the right correction.

In order to conclude the findings, the answers to the research question were positive. Because of each mean score of first draft and final draft in every writing task, it indicated that students' grammatical accuracy in paragraph writing with three types of written corrective feedback were gained more effective results. Among three types of written corrective feedback, direct corrective feedback is the most effective way to improve students' grammatical accuracy. However, direct corrective feedback is the most favorite method for lower proficiency students in term of enhancing their grammatical accuracy and knowledge. On the other hand, metalinguistic corrective feedback with error codes is the most effective and preferable for the students with high proficiency students to improve and gain their grammatical accuracy in paragraph writing.

Discussion and Recommendation for Future Research

Discussion

This research aimed to study which type of written corrective feedbacks helps enhance students to most improve their grammatical accuracy in paragraph writing and explore students' preferences towards written corrective feedback to improve their grammatical accuracy in paragraph writing. After the four-week experiment, it was found out from the

result that receiving three types of writing corrective feedback on grammatical accuracy of grade 12 students at Traimitwitthayalai School could be transferred in new pieces of writing. Also, three types of written corrective feedback had a positive influence on students' accurate use. This finding can well answer the research questions and indicates that all kinds of written corrective feedback is greatly important in reducing EFL learners' grammatical errors.

Regarding the first research question, the results showed that the number of errors that were reduced most is from direct written corrective feedback. Moreover, metalinguistic corrective feedback and indirect corrective feedback are effective respectively. The main finding with regard to pedagogical implications is that giving three types of WCF are effectively grammatical improvement. However, teacher should provide each WCF constantly enough to make sure that students can understand the points of grammatical errors in their writing.

According to the second research question, in-depth interview questions were used to explore students' preferences towards written corrective feedback to improve their grammatical accuracy in paragraph writing. The results showed that students from high performance group prefer metalinguistic feedback to others because they can find out their grammatical correction by themselves and encourage their learning grammar through their errors as a student center. However, the result from lower proficiency group prefer direct corrective feedback than any others. They gave the opinions that they still lack grammatical knowledge and cannot find out the best correction even teacher gave them error codes. Direct feedback is the most effective way to improve their grammatical accuracy and they can learn the grammar point through their writing errors.

Recommendation for Future Research

In order to find out the most effective written corrective feedback, the future study could be employed just only one corrective feedback or combined corrective feedback with one experiment group of students, such as lower or high proficiency level. Also, using several kinds of corrective feedback can be compared to two experimental groups to see the differences of each method for the grammatical improvement. In addition, this study was four-week experimental period that was a limited time, and it cannot find out the transferred grammatical knowledge in short time significantly. For further study, the researcher can investigate the effects of using corrective feedback on enhancing students' grammatical accuracy in longer experimental time and use the same proficiency level of students as a sample.

References

- Baleghizadeh, S., & Gordani, Y. (2012). Academic writing and grammatical accuracy: The role of corrective feedback. *Gist Education and Learning Research Journal*, 6, 159-176.
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14(3), 191-205.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brown, D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. London: Pearson Education.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL quarterly*, 459-480.
- Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of second language Writing*, 12(3), 267-296.
- Chatranonth, P. (2007). *The Impact of Teacher Feedback on Students' Grammatical Writing Accuracy: A Case Study in Thailand* (Unpublished doctoral dissertation). The University of Manchester, Manchester.
- Chen, A. (2007). Discovering the appropriate writing procedures on basic college writing. *Hsiuping Journal of Humanities and Social Sciences*, 8, 83-100.
- Chuenchaichon, Y. (2015). A review of EFL writing research studies in Thailand in the past 10 years. *Journal of Humanities Naresuan University*, 11(1), 13-30.
- Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal*, 28(2), 97-107.
- Ferdouse, F. (2012). Learning from Mistakes: Using Correction Code to Improve Students Writing Skill in English Composition Class. *Stamford Journal of English*, 7, 62-86.
- Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. New Jersey: Lawrence Erlbaum Associates.
- Ferris, D. R. (2006). Does error feedback help student writers? New evidence on the short- and long-term effects of written error correction. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 81-104). New York: Cambridge.
- Ferris, D. R. (2011). *Treatment of Error in Second Language Student Writing*: University of Michigan Press.
- Ferris, D. R., Pezone, S., Tade, C., & Tinti, S. (1997). Teacher commentary on student writing: Descriptions and implications. *Journal of Second Language Writing*, 6, 155-182.
- Ferris, D. R., & Roberts, B. (2001). Error feedback in L2 writing classes. How explicit does it need to be? *Journal of Second Language Writing*, 10(3), 161-184.

- Hedcock, J., & Lefkowitz, N. (1994). Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing. *Journal of Second Language Writing*, 3(2), 141-163.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hosseiny, M. (2014). The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill. *Procedia-Social and Behavioral Sciences*, 98, 668-674
- Hyland, K., & Hyland, F. (2006). State of the art article: Feedback on Second Language students' writing. *Language Teaching*, 39(2), 83-101.
- Kulhavy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, 47(1), 211-232.
- Lalande, J. (1982). Reducing composition errors: An experiment. *Modern Language Journal*, 66(2), 140-149.
- Larsen-Freeman, D. (2003). *Teaching language from grammar to grammaring*. Canada: Thomson Heinle.
- Lee, I. (2008). Understanding teachers 'written feedback practices in Hong Kong secondary classrooms. *Journal of Second Language Writing*, 17, 69-85.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. *Handbook of second language acquisition*, 2(2), 413-468.
- Lush, B. (2002). Writing errors: A study of Thai students' writing errors. *Thai TESOL BULLETIN* 15(1), 75-82.
- Matsuda, P. (2014). The lure of translingual writing. *PMLA*, 129(3), 478-483.
- Ministry of Education. (2008). Basic Education Curriculum B.E. 2551 (A.D.2008). Bangkok: Ministry of Education.
- Promsupa, P., Varasarin, P., and Brudhiprabha P. (2017). An Analysis of Grammatical Errors in English Writing of Thai University Students. *HRD Journal*, 8(1), 93-104.
- Purnawarman, P. (2011). *Impacts of Different Types of Teacher Corrective Feedback in Reducing Grammatical Errors on ESL/EFL Students' Writing* (Unpublished Doctoral Dissertation). Virginia Polytechnic Institute and State University, VA.
- Raimes, A. (1987). Language proficiency, writing ability, and composing strategies: A study of ESL college student writers. *Language learning*, 37(3), 439-468.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge. Cambridge University Press.
- Sameera, S., Amin, L., & Siddiqui, T. (2016). Effects of written corrective feedback on students of independent university, Bangladesh. *Journal of Education and Social Sciences*, 4, 181-191.

- Sheen, Y., Wright, D. & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System*, 37, 556–569.
- Siengsawang, P. (2006). *An investigation of needs and opinions of the academic writing in the MA/ESP Program at Kasetsart University* (Unpublished Master's Thesis). Kasetsart University, Bangkok.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied linguistics*, 17(1), 38-62.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.