

MASTER'S THESIS

The effectiveness of teacher feedback in improving accuracy in ESL student writing

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**THE EFFECTIVENESS OF TEACHER FEEDBACK
IN IMPROVING ACCURACY
IN ESL STUDENT WRITING**

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Abstract

Whether error feedback helps improve the accuracy in ESL writing has been a controversial debate (Truscott, 1996; Truscott, 1999; Ferris, 1999) for decades. This research investigates which kind of feedback, direct or indirect, is more effective in student writing improvement. Forty-two Hong Kong Form 4 students were asked to self-edit their writing after receiving three types of error feedback : (1) direct error feedback, (2) indirect uncoded feedback, and (3) indirect coded feedback. The study results showed that the group which received direct error feedback improved most significantly and that the students of the group preferred the same error treatment in the future writing because it helped them produce accurate revisions. Both the indirect uncoded feedback and the indirect coded feedback groups improved in different error categories but the uncoded group outperformed the coded group.

摘要

寫作是學習語文重要的關鍵。教師給予回饋策略是否能有效地協助學生改善英語寫作歷年來是學者及從事教育工作者爭論的要點。

是項研究的目的是探討「直接回饋」或是「間接回饋」較為有效地改善英語寫作。研究對象是四十二名中四學生，分為三組，每組十二人，於六星期內寫作六篇英文文章並接受三種「回饋策略」：(1)「直接回饋」，(2)「間接無提示回饋」及(3)「間接提示回饋」。

從研究的數據及問卷調查的結果顯示，接受「直接回饋策略」的學生最喜歡這項策略，成績進步最明顯；接受「間接無提示回饋」及「間接提示回饋」的組別於部份文法組別有所進步。但整體而言，接受「間接無提示回饋」的組別比接受「間接提示回饋」的組別較為明顯進步。

The Structure of the Report

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