PROGRAMME

The Final Oral Examination for the Degree of

DOCTOR OF PHILOSOPHY
(Department of Linguistics)

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2004 University of Victoria MA (English Language Arts)
1994 Jahangirnagar University MA (English Literature)
1992 Jahangirnagar University BA (English Literature)

“The effects of direct and indirect written corrective feedback (CF) on English-as-a-second-language (ESL) students' revision accuracy and writing skills”

Tuesday, December 03, 2013
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CLE C116

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Dr. John Esling, Department of Linguistics, UVic (Member)
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Abstract

Using a mixed-method research design, this study investigated the effects of direct and indirect written corrective feedback (WCF) on students’ revision accuracy of the same piece of writing as well as its transfer effects on new pieces of writing over time. The present study also investigated the differential effects of direct and indirect CF on grammatical and non-grammatical errors. Using a stimulated recall strategy, the study further explored students’ perception and attitude regarding the types of feedback they received. Fifty three intermediate level ESL students were divided randomly into four groups: direct, underlining only, Underlining+metalinguistic, and a control group. Students produced three pieces of writings from three different picture prompts and revised those over a three-week period. To examine the delayed effects of feedback on students’ writing skills, each group was also asked to produce a new piece of writing two weeks later. The results demonstrated that all the three feedback groups significantly outperformed the control group with respect to revision accuracy in all the three writing tasks. WCF did not have any significant delayed transfer effects on improving students’ writing skills. Short-term transfer effects on overall accuracy, however, were found for Underlining+ metalinguistic CF, but not for other feedback types. In terms of grammatical and non-grammatical accuracy, only Direct CF displayed significant short-term transfer effects on improving grammatical accuracy. These findings suggest that while Direct CF was successful in improving short-term grammatical accuracy, both direct and indirect CF has the potential to improve accuracy in writing. The findings also clarify that no single form of CF can be effective in addressing all types of linguistic errors.

Findings from the qualitative study demonstrated that different aspects of direct and indirect CF helped learners in different ways to successfully attend to the CF provided to them. The findings also demonstrated that both grammatical and non-grammatical errors could be difficult for learners to correct from indirect CF if they do not have sufficient L2 proficiency. It was also indicated that while learners considered both direct and the two indirect CF as useful, indirect CF in the form of underlining together with metalinguistic CF was preferred by majority of learners as it provided valuable information about the errors made as well as promoted thinking and better understanding.
### Awards, Scholarships, Fellowships

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<tr>
<th>Year</th>
<th>Description</th>
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<tr>
<td>2011</td>
<td><em>Language Learning</em> Dissertation Grant</td>
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<td>2008</td>
<td>Graduate entrance scholarship, University of Victoria</td>
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<td>2002</td>
<td>Dean’s Excellence Recruitment Award, University of Victoria</td>
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<td>1989</td>
<td>Jahangimagar University Undergraduate Scholarship</td>
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### Presentations


Publications


