

Thesis Title The Effect of Corrective Feedback
 upon the Performance of Students
 in English Written Assignments.

Name Thanyaporn Sangwirach

Degree Master of Arts (Linguistics)

Thesis Supervisory Committee

 Maurice M. Broughton, M.A.
 Niramol Pachinburavan, Ph.D.
 Sompoch Iamsupasit, Ph.D.

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ABSTRACT

This study investigated the use of corrective feedback upon the performance of a group of students in their English written assignments. It also aimed to analyse the manner of correction which the English language teacher used to respond to student writing.

The subjects of this study were a group of upper secondary students at St.Gabriel's College. The students who studied in the English writing course at this school were chosen to participate in the study. The instruments used to find the answers of the study were an English writing test constructed by the researcher, participant and non-participant observations, and an open-ended interview.

The findings of the study indicate that :

1. After studying and practising English writing for one semester, the students achieved an improvement

in their writing. Explicit grammatical correction by the teacher did not bring results in more accuracy to the English writing performance of students.

2. The English writing teacher who taught the subjects preferred using all-out grammatical correction to respond to student writing because the teacher emphasized first the language accuracy of the work. The teacher also used a direct approach to help the students to do writing in the classroom. This direct approach to student writing gave the students opportunities to discuss any problems with the teacher directly in the classroom.

3. The students did not show any negative attitude towards teacher correction; they only wanted more explanation on some corrections which they found unclear. In making corrections, the teacher was careful to correct errors systematically in order not to make the students confused in their language learning.

The implications of the study for language teaching and learning are presented below :

1. A direct approach to student writing is helpful to encourage students to discuss with the teacher and exchange opinions among their friends about any problems when writing in the classroom.

2. In order to diagnose the weaknesses of students effectively, language teachers should record student errors and incorporate correction into future language exercises.