

EFFECTIVENESS OF WRITTEN CORRECTIVE FEEDBACK

**A Thesis Submitted to the Department of English Education
Sukuna Multiple Campus, Koshi Haraincha, Morang
In Partial Fulfillment for the Master of Education in English**

Submitted by

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Tribhuvan University

Kirtipur, Kathmandu, Nepal

2015

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Date of the Approval of the
Thesis Proposal : 1st Oct, 2013
Date of Submission: 23rd Nov, 2014

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no other part of it was earlier submitted for the candidature of research degree to any university.

Raghunath Bhattarai

Date:- 2071 - 06 - 15

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Raghunath Bhattarai** has prepared this thesis entitled "**Effectiveness of Written Corrective Feedback**" under my guidance and supervision.

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DEDICATION

Dedicated
to
my parents and teachers
for their tireless effort.

ACKNOWLEDGEMENTS

I would like to express my hearty gratitude to my thesis guide **Mr. Basudev Dahal**, Teaching Assistant, Department of English Education, Sukuna Multiple Campus, Indrapur for his expert advice, continuous encouragement and assistance, inspiration and constructive advice which are decisive and inevitable to carry out this thesis in this form.

I am very much indebted to **Mr. Guru Prasad Adhikari**, Head of the Department of English for his constructive suggestions and ideas. I am very highly grateful to **Dr. Laxmi Bahadur Maharjan**, Professor of Department of English Education, Trivhuvan University, Kirtipur, for his kind suggestions and approval of the thesis. I am grateful to **Mr. Shankar Dewan**, the other member of Proposal committee of Sukuna Multiple Campus, Department of English Education for giving me strong advices, invaluable suggestions and academic support to frame this thesis in this form.

I am highly grateful to other members of the English Department of Sukuna Multiple Campus, **Dr. Mohan Kumar Tumbahang, Mr. Nara Prasad Bhandari, Mr. Pramod Niraula, Mr. Kedarman Shrestha and Mr. Durgamani Sharma** for their kind suggestions.

I am also heartily grateful to **Mr. Lila Khanal**, the principal of Dhukurpani Higher Secondary School and the students of grade nine of this school for helping and allowing me to carry out the data required for this research work.

I would like to appreciate **Mr. Uttam Bhattarai**, Lecturer of English of Damak Multiple Campus for his kind assistance in providing reference materials as well as suggestions required to me. I am also extremely grateful to my friends **Mr. Ishwori Pd. Dahal** and **Mr. Punya Pd. Dangal** for providing reference materials to carry out this thesis.

ABSTRACT

The thesis entitled '**Effectiveness of Written Corrective Feedback**' is an attempt to find out the effectiveness of direct and indirect corrective feedback in the acquisition of irregular past simple verbs. For this purpose, the researcher selected the 40 students of grade IX from Dhukurpani Higher Secondary School, Damak, Jhapa. They were divided into two groups, direct written corrective feedback group and indirect written corrective feedback group. It was an experimental research. The researcher administered pretest to find out the proficiency level of the students on irregular past simple verbs. Both groups were taught past simple irregular verbs with the same lesson plan for three weeks focusing direct and indirect feedback to the students concerned. The researcher found that the direct written corrective feedback is relatively better than indirect written corrective feedback as a whole in the acquisition of irregular past simple verbs. But creative and active students who have relatively higher proficiency level took advantage from written indirect corrective feedback than written direct corrective feedback.

The study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter consists of review of the theoretical literature, review of empirical literature or previous study, implication of the review for the study and conceptual framework. Chapter three includes methodology adopted for the study. It encompasses the design and method of the study, population sample of the study, and sampling strategy, study areas, tools techniques for data collection, data collection procedures and data analysis and interpretation procedure. Chapter four encompasses analysis of data, interpretation of the results and summary of findings collected. Chapter five comprises the conclusion and various implications recommended after the analysis and interpretation of the data for the purpose of the study.

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LIST OF ABBRIVIATIONS

B.S.	Bikram Sambat
cf	corrective feedback
EFL	English as a foreign language
ESL	English as a second language
F	Female
Id	Identification number
L ₁	First language
L2	Second language
M	Male
N	number of participants
NNS	Non native speakers
NS	Native speakers
P	page
S.N.	Serial number
SLA	Second language acquisition
Std	Student
TL	Target language
v	verb

Chapter I

Introduction

1.1 Background of the Study

The role and the importance of corrective feedback have been debated in both theoretical and pedagogical grounds. Whereas some language acquisition theories and second language teaching methodologies question the use of corrective feedback, there are others which favor its use and see it as beneficial. Teachers of second or foreign languages, however, sometimes are unaware of these issues and their view towards corrective feedback and, consequently, their practice in the classroom can be affected. Some problems identified regarding teaching foreign languages and the use or lack of corrective feedback is the inconsistency. This research therefore aims at analyzing the effectiveness of written corrective feedback in second or foreign language teaching from a theoretical and a pedagogical perspective in the acquisition of past tense.

Students go on making mistakes even when those mistakes have been repeatedly pointed out to them and that may puzzle many teachers why their students go on doing so. Harmer (2007, p. 137, cited in Sharma, 2012, p. 321) “the former types of mistakes that are deeply rooted to the learner’s interlanguage competence are known as errors.” The errors can not be corrected easily by the learners themselves. These are systematic and regular in nature since they are committed because of learner’s weakness in the competence level. These are not mistakes which are committed only because of the lack of attention, fatigue, nervousness, etc. L2 errors are not taken as an instance of unsuccessful or imperfect learning, but as inevitable, necessary and systematic stages in the process of L2 learning. For inner activation of learning mechanism and hypothesis formation, learners may make errors. Errors treatment is more productive than an attempt to prevent errors. Corrective

feedback is highly emphasized by the SLA research and theories. Learners-errors should be treated very carefully.

L₂ errors are also caused by overgeneralization of the L₂ features that the learners have acquired. Following Harmer, this is best described as situation where a child starts saying Dad went, and they came, etc. correctly. But suddenly starts saying dad goed, and they comed. In this way learners starts to over generalize the new rule that has been learnt earlier and as a results make mistakes. Later, however, it all gets sorted out as the learners begin to have more understanding and back to saying went and came while, at the same time handlings regular past simple endings. Errors of this kind are part of a natural acquisition process. Such errors are known as developmental errors. These are caused by the overgeneralization of the target language features.

Student performance needs to be regularly assessed so that we can provide them with corrective feedback and recasts. (Ur, 2005) 'Most of the feedback we give to the students is ongoing correction and assessment, directed at specific bits of learner- produced language with the aim of bringing about improvement.'(p.244) Assessment does not necessarily mean a paper-pencil model of testing. The performance of our students has to be regularly assessed within a lesson, either praising or blaming so that we can promote the successful learning of L₂ features, and point out the common errors of the learners. Balanced praise and blame can be the way of assessing students, and assessment as well as correction is the way of giving feedback to them.

The students' performance in classroom activities can be observed monitored and supervised and give comments to them. While commenting students-performance, various strategies can be used. Harmer (2007, cited in Sharma 2012, p. 325) suggests that:

Commenting on student performance happens at various stages both in and outside the class. Thus we may say good, or nod approvingly, and

these comments (or action) are clear sign of positive assessment. When we wish to give a negative assessment , we might do so by indicating that something has gone wrong or by saying such as ‘That’s not quite right.’ But even here we should acknowledge the students’ efforts first (the medal) before showing that something is wrong-and then suggesting future action (the mission).

Teaching is a systematic process which is based on different approaches. Its importance in language teaching cannot be mentioned in a few words. The testing and language teaching comes together. Regarding the importance of testing and teaching Heaton (1975, p. 5, cited in Yadav and Yadav, 2011, p. 6) says "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with others."

Over the last decades, there has been an increasing interest in researching corrective feedback in second language acquisition, and several definitions have been offered since then. The terms *negative evidence* and *corrective feedback* are used interchangeably by some researchers. Long (1996) views feedback not only as negative evidence but also as positive. Positive evidence is when we provide the learners with models of what is grammatical and acceptable in the target language which is also known as direct written corrective feedback; and negative evidence is when we provide the learners with direct or indirect information of what is unacceptable; i.e. indirect written corrective feedback. Lightbown and Spada (1999) define corrective feedback as “any indication to the learners that their use of the target language is incorrect”.

Lyster and Ranta (1997) observed that the teachers' correction targeted on a wide range of learner error types leading to an overwhelming linguistic data in

the form of corrective feedback, which means an overload for learners' cognitive capacities.

1.2 Statement of the Problem

The past tense was chosen because it is a structure which is introduced very early in the curriculum, usually at primary level, but it is not acquired without problems.

The past tense is a problematic area for learners. Morpheme studies such as Dulay & Burt (1974) shows that the regular past tense *-ed* is acquired after such morphemes as articles, progressive *-ing*, and plural *-s* but before such morphemes as long plural *-es* and third person *-s*. In Dulay & Burt (1974) the irregular past comes after the regular past in order of acquisition. In Dulay & Burt (1974) the regular and irregular past are ranked 6th and 7th out of 10 morphemes.

We can thus expect learners to make errors against this structure. As stated by Ellis (1985,p. 251), “the typical error made by learners is the use of the simple or present form of the verb in place of V-ed: *Yesterday I visit my sister.” In case of the irregular past tense, learners often overgeneralize the -ed ending, e.g. * I falled. While the regular past tense is based on a rule (infinitive + -ed), the irregular past tense is exemplar based, which means each form is stored as a vocabulary item in our memories and can be retrieved as such, without having to apply any rule to it. As Housen (2002) puts it, irregular verbs are “stored as one specific form-meaning unit in lexical memory”. The results of the studies that have investigated direct Vs indirect CF are very mixed. No study to date has compared the effects on accuracy in new pieces of writing.

This research therefore aims at analyzing the effectiveness of direct and indirect written corrective feedback in second or foreign language teaching from a theoretical and a pedagogical perspective.

1.3 Objectives of the Study

The objectives of the present study will be:

- i) To find out the effectiveness of direct and indirect written corrective feedback in the acquisition of past tense.
- ii) To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

Direct CF has been chosen to compare indirect CF, because its effects on past tense acquisition have also been investigated by Ellis (2009), and elicitation, because this type of feedback was found to be the most successful at generating students' uptake by Lyster & Ranta (1997). This research has been based on the following questions.

- a) Does the students' accuracy of past tense forms improve after having received CF aimed at those forms?
- b) Is there a difference between the students receiving direct CF and those receiving indirect CF?
- c) Are there differential effects between direct and indirect CF on the acquisition of the irregular past?

1.5 Significance of the study

Corrective feedback is specially related to the field of cognitive psychology and is thought to be an influencing factor of language acquisition and language teaching too. It will be beneficial for those who are keen on teaching and learning since this study purposes to find out the effectiveness of written corrective feedback on the acquisition of irregular past simple verbs. It is expected to be significant mainly in the following ways:

- i) It will have immense help to the teachers, students, textbook writers, syllabus designers, and language trainers and so on. And recommendation and suggestions will directly and indirectly encourage them to manage various written corrective feedback in a part of their duty.
- ii) It will especially helpful to make the teachers aware of corrective feedback, its types and usefulness in teaching grammar proving various cf in the errors of students.
- iii) Corrective feedback falls under the cognitive psychology. Hence, this will be significant to the psycholinguists and psychologists as well for their further research.
- iv) Moreover, this study will be beneficial to the general readers who like to know about corrective feedback and like to conduct researches in this field.

1.6 Delimitations of the Study

This research had the following delimitations to make the study precise and systematic.

- i) This study was limited to the Dhukurpani Higher Secondary School of Damak municipality of Jhapa district.
- ii) Only the selected Ninth graders of Dhukurpani Higher Secondary School were the population of the study.
- iii) Both subjective as well as objective questions were utilized.
- iv) It was limited to 40 students of grade 9 from Dhukurpani Higher Secondary School of Damak.
- v) The study deals with the effectiveness of written corrective feedback direct and indirect focused CF on the acquisition of 50 past simple irregular verbs.

1.7 Operational Definition of the Key Terms

Error –Wrong use of irregular past simple verbs.

Corrective feedback (CF) Treatment of wrong use of past tense error.

Recast- Teacher's reformulation of all or part of students' utterance minus the error.

Metalinguistic feedback (MF)-Information, questions etc about students' errors of past tense without providing correct form.

Second language acquisition (SLA) - process of acquiring English language

Explicit correction: The explicit provision of the correct form of the irregular past simple verbs

Positive Evidence: providing the learners with models of what is acceptable in English Language.

Negative evidence: providing the learners with direct or indirect information about unacceptable form of the verbs.

Focused CF: Correcting or indicating just wrong form of past simple irregular verbs.

Unfocussed CF: correcting all or most of the errors made by the students.

Direct CF: Correct student's errors by providing the correct form of past simple verbs.

.Indirect CF: Indicating that student has made an error without providing the correct form of past simple verbs.

Chapter II

Review of Related Literature and Conceptual Framework

2.1 Review of Theoretical Literature

The researcher used all the supportive materials as the secondary sources of data, i.e., books, journals, research reports, articles and websites for the preparation of the tests, treatment and for research problem and knowledge in the related area. The researcher reviewed various theoretical literature related to language teaching and learning, techniques and corrective feedback. The researcher consulted about different types of corrective feedback including oral and written corrective feedback types as well as various language learning theories. Some of them are briefly discussed below.

2.1.1 Language Teaching and Learning

Teaching cannot be defined apart from learning. According to Brown (1994, p.7), "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and learning is a relatively permanent change in behavioural tendency and is the result of reinforced practice." This definition clarifies that learning is the change in behavior pattern.

Regarding language teaching, a language means helping learners in learning the language and the objectives of teaching a language is to facilitate and encourage the learners in learning it. According to Brown (1994, p.2), "The task of language teaching begins with the questions: 'Who are the learners?' 'What is that the learner must learn and the teacher teach?' 'How does learning take place?' 'When does second language learning take place?' 'Where?' i.e.; cultural and linguistic milieu of the second language. 'Why are learners attempting to acquire the second language?'"

Thus, language teaching has five fundamental aspects to consider and they are: Who to teach? i.e. identifies the learners and characterize their nature. Why to

teach? i.e. identifies the purpose the language is being learned for. What to teach? i.e. the contents of language teaching. When to teach what?, i.e. the systematic order to teach the things to be taught. How to teach?, i.e. the appropriate methodology to teach the things to be taught.

The aim of language teaching is to develop the communicative abilities of the learners. Communicative ability refers to the appropriate use of language in the existing situation properly. Communicative ability is concerned with the use of grammatically correct sentences in the appropriate situation. So, the teacher of language should teach the language functions in appropriate situations providing enough opportunities to the students to communicate freely and to develop their communicative competence.

Though SLA theorists and language teaching methodologies recommend one or another method for teaching and learning a second language, no single method or approach has been seen as perfect in the specific contexts of teaching and learning. Richards and Rogers (2002, cited in Sharma, 2012, p. 139) argue:

Both approaches and methods are often promoted as all purpose solutions to teaching problems that can be applied in any part of the world and under any circumstances. In trying to apply approaches or methods, teachers sometimes ignore what is the starting point in language program design, namely, a careful consideration of the particular context in which teaching and learning occurs, including the cultural contexts, the political contexts, the local institutional context, and the context constituted by the teachers and learners in their classroom.

So teachers should be context-sensitive, innovative and autonomous.

Kumaravadivelu (2006, cited in Sharma, 2012, p.140) suggests, “What is needed is not alternative method, but an alternative to method.”

2.1.2 Techniques

The term ‘approach’ refers to theories and assumptions about the nature of language and language learning, and the term ‘method’ is used to refer to the practical realization of the approach, the term ‘technique’ is used to refer to the activities which are used in the classroom in order to achieve the immediate goals teaching and learning as guided by the given method and approach. The techniques are implementational, these are the specific procedures used in the L2 class room. For example, illustration, explanation, lecture, pair work, group work, role play, feedback etc. are the techniques that are used in the L2 classrooms. Techniques are also classified into teacher centered and learner centered. Both techniques can be used effectively to provide feed back and to foster learning. The learners are facilitated with negative evidence, positive evidence scaffolding, feedback, and recasts. Ur (2005) suggests IRF as convenient and easily administered technique that quickly provides the teacher with some indication of what the class knows.

2.1.3 Corrective Feedback

There are various terms used in identifying errors and providing corrective feedback in the SLA literature—the most common being corrective feedback, negative evidence, and negative feedback. Because of possible confusion arising from the use of this terminology, a brief review of the definitions of terms and of the different types of feedback is presented below. Chaudron (1988) has pointed out the fact that the term corrective feedback incorporates different layers of meaning. In Chaudron’s view, the term “treatment of error” may simply refer to “any teacher behavior following an error that minimally attempts to inform the learner of the fact of error” (p. 150). The treatment may not be evident to the student in terms of the response it elicits, or it may make a

significant effort “to elicit a revised student response” (p. 150). Finally, there is “the true” correction which succeeds in modifying the learner’s interlanguage so that the error is eliminated from further production (p. 150). Corrective feedback as: Any indication to the learners that their use of the target language is incorrect. This various responses that the learners receive. When a language learner says, ‘He go to school everyday’, corrective feedback can be explicit, for example, ‘no, you should say goes, not go’ or implicit ‘yes he goes to school every day’, and may or may not include metalinguistic information, for example, ‘Don’t forget to make the verb agree with the subject’. (p. 171-172)

Corrective feedback, negative evidence, and negative feedback are three terms used respectively in the fields of language teaching, language , and cognitive psychology. Different researchers often use these terms interchangeably. The feedback can be explicit (e.g., grammatical explanation or overt error correction) or implicit. Implicit correction includes, but is not limited to, confirmation checks, repetitions, recasts, clarification requests, silence, and even facial expressions that express confusion. Long (1996) offers a more comprehensive view of feedback in general. He suggests that environmental input can be thought of in terms of two categories that are provided to the learners about the target language (TL): positive evidence and negative evidence. Long defines positive evidence as providing the learners with models of what is grammatical and acceptable in the TL; and negative evidence as providing the learners with direct or indirect information about what unacceptable. This information may be: Explicit (e.g., grammatical explanation or overt error correction) or implicit (e.g., failure to understand, incidental error correction in a response, such as a confirmation check, which reformulates the learners’ utterance without interrupting the flow of the conversation—in which case, the negative feedback simultaneously provides additional positive evidence—and perhaps also the absence of the items in the input. (p. 413)

2.1.4 Different Types of Corrective Feedback

Corrective feedback can be classified into oral and written forms. The feedback provided orally is oral corrective feedback and the feedback provided in written form is written corrective feedback both are briefly described below.

a) Oral corrective Feedback

What we want to find out is whether corrective feedback can have a positive effect on the acquisition of this grammatical structure. The term oral corrective feedback can be defined as “any feedback provided orally to a learner, from any source, that contains evidence of learner error of language form”

Lightbown & Spada (1999,p.134). An influential study on the use of different types of CF provided by teachers in a French immersion school in Canada by Lyster and Ranta (1997,p. 46-48) has shown that teachers generally use six different oral corrective feedback types when correcting learners’ errors:

1. **Explicit correction:** “The explicit provision of the correct form” where the teacher “Clearly indicates that what the student ha[s] said [is] incorrect (e.g. “Oh you mean”, “You should say”).”
2. **Recasts:** “The teacher’s reformulation of all or part of the student’s utterance, minus the error”
3. **Clarification requests:** “Indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way”
4. **Metalinguistic feedback:** “Comments, information or questions related to the well-formedness of the students’ utterance, without explicitly providing the correct form”
5. **Elicitation:** “Teachers elicit completion of their own utterance by strategically pausing to allow students to *fill in the blank*”

6. **Repetition:** “The teacher’s repetition, in isolation, of the student’s erroneous utterance” (usually with adjusted intonation).

In studies comparing different CF-types, researchers tend to contrast implicit and explicit feedback with each other. In the case of the latter, the teacher clearly rejects the learner’s utterance as incorrect. *Recasts* are generally classified as implicit, although research shows that they can take a more explicit form. In Lyster & Ranta’s (1997) classification, as can be seen above, explicit correction only occurs when the teacher rejects the incorrect form and provides the correct one.

b) Written Corrective Feedback

Written corrective feedback has been popular in correcting students’ error among the English teachers throughout the world. It is also the popular research areas for the teachers and scholars. According to Ellis (2010) Written CF is given mainly for the following purposes.

- a) To enable students to revise their own writing.
- b) To assist students to acquire correct English.

Written corrective feedback focused on students writing in content, organization of the content and language (corrective feedback). A typology of corrective feedback types has two dimension; strategies for providing corrective feedback and how students respond to the feedback. There are different types of written corrective feedback in practice. Among them, Ellis (2010) mentions the following types.

- a) **Direct corrective feedback-** The teacher provides the students with the correct form. As Ferris (2006 cited by Ellis 2010) notes, this can take a number of different forms crossing out an unnecessary words phrases, morphemes, inserting a missing word etc above or near to the erroneous form. Direct CF provides learners with explicit guidance about how to correct their errors. But it made the learner dependent not creative.

- b) **Indirect corrective feedback**- This CF involves indicating that the student has made an error but without actually correcting it. This can be done by underlining the errors or by placing cross. In effect this involves deciding whether or not to show the precise location of the errors. It caters to guided learning and problem solving and encourages students to reflect about linguistic form. But the learners can't correct if they don't know the correct form. The learners may be able to correct but will not be certain that they are correct.
- c) **Metalinguistic CF** – This involves providing learners with some form of explicit comment at the end of the text or providing errors codes in the margin.
- d) **Focused Vs unfocussed CF** – Focused CF is related to correcting just one type of error. It provides multiple correction of the same error and it is more likely to develop understanding of the nature of the error. On the other hand, unfocussed corrective feedback refers to correcting all or most of the errors. Unfocussed CF addresses a range of errors so it might not be as effective in assisting learners to acquiring specific features as focused CF in the short term, it may prove superior in long run research on focused and unfocussed CF. The distinction between focused and unfocussed CF applies to all of the above mentioned option.
- e) **Electronic feedback** – Extensive corpora of written English can be exploited to provide students with assistance in their writing. Electronic resources provide learners with the means were they can appropriate the usages of more experienced writers. And
- f) **Reformulation** – This involves a native-speaker rewriting the students' text in such a way is 'to preserve as many of the writers' ideas as possible while expressing them in his/her own words so as to make the piece sound native-like.' The Writer then revise by deciding which of the native-speaker's reconstructions to accept.

In essence then, reformulation involves two options 'direct connections' + 'revision' but it differs from how this options are typically executed in that whole of the students' text is reformulated they laying the burden on the learner to identify the specific changes that have been made.

2.1.5 Corrective Feedback and Language Learning Theories

Corrective feedback has been debated in language acquisition theories and language teaching. The role of corrective feedback in the different theories of language acquisition is not the same and this is reflected in pedagogical implications in the language classrooms. Let us see this in detail the most current language learning theories.

I. Nativist Theory

It has been generalized that this theory, with Chomsky (1975) as the main proponent, claims that negative evidence (information of what is ungrammatical) hardly plays a role in the acquisition of a language. It is the Universal Grammar (UG) and the biological endowment to all humans of language faculty what make language acquisition possible. Universal Grammar is conceived of as universal principles that are special to grammar formation and it is the innate mechanism of language that has programmed us to adhere to these constraints. According to nativists, adults correct only the truth and meaning of children's utterances, not grammar errors. And actually, their attempts to correct syntax and phonology do not have any effect in the language development of the children. This theory has been translated into language learning and UG advocates view the changes in the learners' interlanguage as the result of positive linguistic evidence only.

II. Cognitive Theory

In the 1990s Nativists began to be challenged by both empirical and theoretical researches which have demonstrated that explicit grammar, error correction and/or focus on form could promote Second Language Acquisition. Long,

(1996) referring to SLA, claims that negative evidence is essential for L2 acquisition, especially among adolescent and adult L2 learners.

Within this framework, which examines the cognitive processes in language learning, several models and hypotheses have been developed. One of the most salient ones is the Interactionist model advanced by Long (1996,) who proposes that selective attention (noticing) and the learner's developing L2 processing capacity play a fundamental role in the negotiation of meaning. This model of acquisition views corrective feedback (CF) as facilitative of L2 development.

III. Sociocultural Theory

Most recently, SLA researchers have begun to examine CF through the lens of the Sociocultural Theory. From this perspective, language learning in particular is a biological process in which acquisition occurs in interaction and not as a result of interaction. That is, L2 acquisition is a process in which the learner and other people interact. CF episodes are viewed as the space for studying how interaction mediates learning through the construction of ZPDs (zone of proximal development). (Cf. Ellis, 2009). That is the ZPD consists of the skills that the learner can do with help of others (the teacher), but this is only a stage towards the next one that will enable him to do something by himself. In CF this can be applied providing gradual scaffolding (more implicit CF over time) as the learners assume more control over the L2. The sociocultural theory has been applied to corrective feedback mainly in writing.

2.2 Review of Empirical Literature/Previous Studies

Internationally, a number of attempts have been made to find out the effectiveness of written corrective feedback in the field of teaching and learning in a language classroom. But in national level there is only few research on this area. They have suggested different findings and developed different systematic instruments to carry out corrective feedback research regarding the phenomena. Moreover, they have pointed out different types of

error, treatments and potentialities of written corrective feedback. Some of them are reviewed below.

White (1988) conducted an experimental study that investigated the effectiveness of form-focused instruction, including positive and negative evidence, at assisting L2 learners in arriving at the appropriate properties of the TL. The linguistic focus on this study was concerned with one of the potential learn ability problems for L1 French speakers acquiring English; that of verb-raising, in particular, English adverb placement. The participants in this study (N=164) were 11 and 12-year-old Francophone learners of English. The focus, as mentioned earlier, was on communicative language teaching where error correction and form focused instruction play a minor role. The results of this study indicated that explicit evidence, both negative and positive, is more effective in assisting L2 learners acquire the properties of the TL than naturalistic positive evidence alone.

Tomasello and Herron (1989) carried out two empirical studies that investigated the effects of methods for correcting learner overgeneralizations and transfer from the L1. The subjects in both studies were college students learning French as a Foreign Language. The students were randomly assigned to two groups. Each group was subject to one teaching condition for one semester, and to the other teaching condition for the following semester. In the first control condition, the learners were explicitly taught the exception to the rule as an exception, and in the second condition, which Tomasello and Herron (1989) called the Garden Path Technique, presented with examples that encouraged them to induce and generalize the rule. Next, the learners were presented with the exceptions to the rule, without being told that these were exceptions. The learners were thus induced into making errors. The teacher then immediately corrected such errors. At this point, it must be noted that the induced errors in both studies were committed in a safe environment where the errors were considered an indication of learning. In both studies, the analysis or the subsequent formal testing indicated that the students learned the exception

better in the Garden Path condition, and that such learning was sustained throughout the course of the semester. Tomasello and Herron thus concluded that students learn best when they generate a hypothesis and receive immediate feedback.

Carroll and Swain (1993), therefore, in a tightly controlled study, investigated the effects of different types of negative feedback on SLA, in particular, the acquisition of the English dative alternation. The aim of this study was to determine empirically whether feedback could assist the learners in acquiring the appropriate abstract constraints on an overly generalized rule. The subjects (N=100) were divided into different groups according to the type of feedback they would receive upon making an error. The results of this study revealed that all treatment groups did significantly better than the control group. Implicit as well as explicit types of feedback were found to be beneficial, and both led to learning. Interestingly, giving explicit metalinguistic information was found to be more helpful than simply telling a learner that he or she made a mistake, or giving him or her desired response.

Oliver (1995) investigated the role played by negative evidence in native speaker (NS)- nonnative speaker (NNS) interactions. This study examined the pattern of interaction in child NS-NNS conversation to determine whether or not negative feedback existed, and whether or not NNSs incorporated such feedback into their subsequent production. The study focused on both forms and implicit feedback: recasts and negotiation strategies, including repetition, clarification requests, and comprehension checks. The analysis of the data demonstrated that the child NS-NNS dyads interacted in a variety of ways, and that implicit negative feedback comprised a substantial proportion of the interaction. The analysis, moreover, showed that the type of the NNS error triggered the type of NS response. It was found that negotiations occurred in response to multiple errors, while recasts occurred in response to singular error. In other words, negotiations occurred to clarify meaning and recasts to correct form.

Lightbown and Spada (1999) examined the effects of corrective feedback and form focused instruction on SLA in the context of intensive programs. The overall aim of the study was to investigate relationships between instruction, interaction, and acquisition. The subjects in this study (N=100) were all native speakers of French enrolled in five-month intensive ESL courses in either grades five or six in Quebec. The findings suggested that overall language skills are best developed through meaning-based instruction in which form focused activities and corrective feedback are provided.

Bhattarai (2005) carried out a research on “Instant versus delayed correction technique in teaching writing” to find out which technique (instant or delayed) is more effective for correction of errors in the written performance of xi graders. He selected 30 students from Damak multiple campus, Jhapa. He provided instant correction for group A on the same day. Group B received their corrected answer sheets after 2 days. The finding shows that instant correction technique is found to be better than delayed correction technique.

Bhandari (2005) studied the effectiveness of pair work and group work in teaching communicative function of English to find out which technique is relatively more effective to teach selected communicative functions .one group was taught using pair work and the next using group work for a month. The finding shows that pair work is relatively more effective than group work.

Poudel (2008) carried out a research to find out the proficiency of the eighth graders in the use of simple past tense of Ilam district. He administered four different test items. Among them completing the story was found the most difficult item as only 36 percent were found above the average level. The students of private school were found more proficient than community school.

Ehsan and Ahmad (2010) examined the immediate and delayed effects of three types of corrective feedback, namely recasts, metalinguistic feedback, and clarification requests, on the acquisition of English wh-question forms by Iranian EFL learners. To this end, 134 Iranian EFL learners comprising 4 intact

classes participated in the study. Learners in 3 intact classes which were designated as feedback groups received feedback during a meaning-focused task, while learners in the control group received no feedback. The results of data analysis revealed the effectiveness of metalinguistic feedback and recasts in both immediate and delayed post-tests. Further inspection of the results revealed that while metalinguistic feedback was more effective than recasts in the immediate post-test, recasts had a more stable and enduring effect, compared with metalinguistic feedback, on learners' performance in the delayed post-test.

Joshi (2010) conducted a research on "Relationship between learning anxiety and English language achievement". The objective of this study was to find out relationship between anxiety and achievement in the process of SLA. He used questionnaire putting four points Likert-scale to find out the students' level of anxiety and achievement test. The sample of the study was 40 higher level students in Kathmandu district whom were selected randomly. In average, more than 77% students were found to have average of anxiety whereas only 50% students were found to have average level of achievement. The learners, who had low level of anxiety, were found to have better achievement. The relationship between learning anxiety and learning anxiety and language achievement were found to correlate negatively.

Thus, though several studies have been carried out outside Nepal on the related topics, no studies have yet been carried out regarding effectiveness of written corrective feedback on the acquisition of past tense in Nepal. Even among the studies reviewed above, none overlaps with mine.

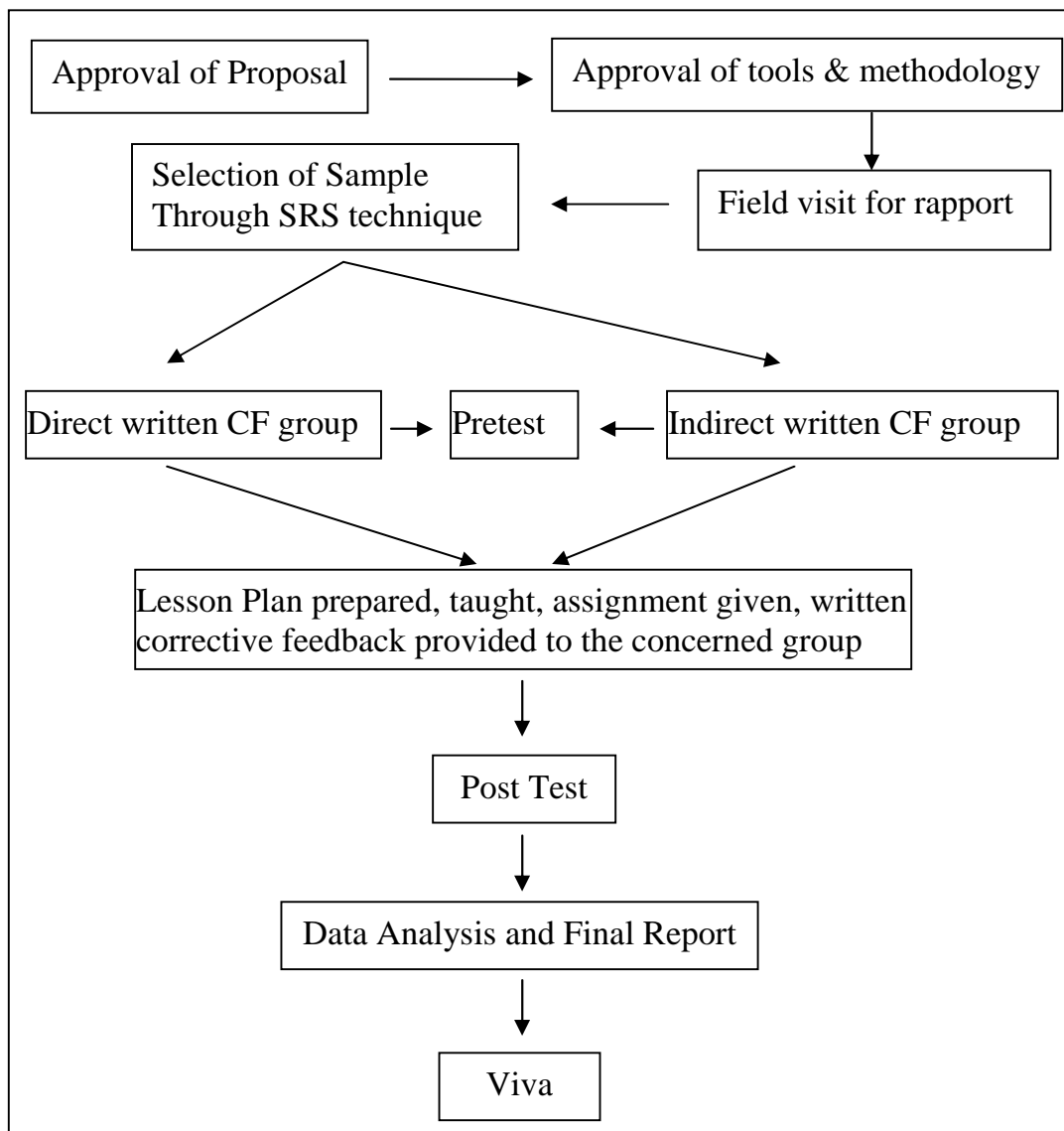
2.3 Implication of the Review for the Study

As we don't have researches on written corrective feedback in national level, International studies play vital role for the knowledge of various forms of giving corrective feedback. Corrections should be focused on a set of selected errors type. All types of error correction at the same time leads towards failures

past tense simple, irregular verbs is chosen as its one of the problematic area of errors so systematic treatment is required. International researches, journal, e-journal and websites become the relevant resources for the study that provide the knowledge of methodologies, tools and achievement in these areas. This study bridge the gap of such researches in national level which can encourage Nepalese researchers to do various researches on corrective feedback in the acquisition of grammatical items. The research help to solve the problems faced in the areas of second language teaching and learning.

2.4 Conceptual Framework

Figure No. 1.
Conceptual Framework



Chapter III

Methods and Procedures of the Study

3.1 Design and Method of the Study

It was the pre test, post test equivalent groups design of experimental design. The participants were divided into two groups. Group A, Twenty participants, received direct written corrective feedback (Supplied correct form of the verb in their errors). Group B; twenty participants received indirect written corrective feedback only (Just indicated that there was an error, without supplying the correct form). Feedback was given for 18 days.. They were engaged in writing different tasks as making sentences, describing pictures, story writing and completing dialogue etc. Participants of each group wrote and got feedback every day.

3.2 Population, Sample and Sampling Strategy

The population of the study was the Ninth graders. The study was based on selected 40 students as sample. The researcher used simple random sampling strategy and selected 20 male and 20 female studying at grade 9 of Dhukurpani Higher Secondary School for his study.

3.3 Study Areas/Field

Corrective feedback is specially related to the field of cognitive psychology and is thought to be an influencing factor of language acquisition and teaching too. Written corrective feedback is one of the popular techniques in the field language teaching and learning.

3.4 Data Collection Tools and Techniques

Two types of test were used in this study. They were a pre-test; assessing students' proficiency level in past tense and a post-test at the end of the study to find out the progress after the treatment as research tools.

3.5 Data Collection Procedures

After his proposal and research tools have been approved, the researcher adopted the following process to collect the required primary data for the study.

- i) The researcher visited the concerned field and developed rapport with the students and related people.
- ii) Then, he explained them the purpose of the study.
- iii) After that, the researcher selected 20 male and 20 female students from grade 9 from Dhukurpani higher secondary school by following the Simple Random Sampling Procedures.
- iv) Then, he distributed and administered test items for about 45 minutes for pre- test to both groups.
- v) After that, lesson plans were prepared, students of both groups were taught, written assignment was given and written corrective feedback was given.
- vi) The first group was taught past simple irregular verbs with direct written corrective feedback; for three weeks. The second group was taught with indirect corrective feedback. Post-test was administered finally.
- vii) The effectiveness of both types of corrective feedback was explained.

3.6 Data Analysis and Interpretation Procedures

The researcher analyzed and interpreted the collected data both descriptively and statistically. Simple statistical tools such as percentage and mean were utilized.

Chapter IV

Analysis and Interpretation of Results

4.1 Analysis of Data and Interpretation of Results

The researcher presented the findings and achievements of the study after the detailed analysis of the obtained data. This is the focal part of the study. It deals with the presentation, analysis and interpretation of the data. It deals mainly with the effects of direct and indirect corrective feedback, in the acquisition of irregular past simple verbs, which was provided for eighteen different classes to the selected students. The result of the study has been carried out by using descriptive and simple statistical tools. This chapter has dealt with the analysis and interpretation of the obtained data both qualitatively and quantitatively as required. Quantitatively, the data are presented and analyzed in the table using mean and percentage followed by description.

On the basis of the scorers in test items the researcher has collected the data consisting of two different types of questions in pretest and post test. The result of the treatment, scores of post test of girls and boys of each group compared and analyzed with the result of pretest in the following tables followed by short description.

Table No. 1**Scores of Pre -Test and Post Test of Group – A**

S.N.	Std Id	Marks obtained		S.N.	Std Id.	Marks obtained	
	Female	Pre test	Post test		Male	Pretest	Post test
1	1	11	32	11	22	40	45
2	3	43	48	12	24	24	39
3	5	24	47	13	26	32	38
4	7	36	48	14	28	45	46
5	9	13	20	15	30	38	47
6	11	45	49	16	32	29	40
7	13	12	20	17	34	40	40
8	15	12	20	18	36	28	34
9	17	15	24	19	38	12	44
10	19	12	25	20	40	30	38

Fifty irregular verbs were chosen for the test that carried 50 full marks. Out of 50 full marks the lowest score of girls of group A in pre test is 11 and highest score is 45. Six students out of ten scored below 20 and only two students scored above 40. The same girls of group A scored more than 20 by five students. And 4 students scored more than 40. Similarly male students of group

A scored more than 20 by four students in pretest and more than 30 by five students. The highest score is 40 in the pretest. In the post test most of the boys scored near about or more than 40.

Table No. 2
Scores of Pre Test and Post Test of Group-B

S.N.	Std Id Female	Marks Obtained		S.N.	Std Id. Male	Marks Obtained	
		Pre test	Post Test			Pre Test	Post Test
1	21	21	45	11	2	28	42
2	23	15	29	12	4	37	45
3	25	25	38	13	6	12	21
4	27	10	22	14	8	36	47
5	29	11	14	15	10	40	47
6	31	14	12	16	12	20	29
7	33	10	22	17	14	40	48
8	35	11	13	18	16	13	43
9	37	21	24	19	18	41	44
10	39	16	22	20	20	37	46

Above Table 2 shows that almost all the girls of group B scored less than or near about 20 in the pre test where lowest score is 10 and highest score is 25 in

the pre test. Two female students scored 10 and two scored 11 in the pre test. Similarly others scored 14, 15, 16 and 21 respectively. And their scored in post test is also hopeless after the treatment. But the boys of group B who scored well in pre test did well in post test also. Three out of ten male students of group B scored more than forty and four students scored more than 30 and only two students scored less than 20 in the pre test. Same eight students scored more than 40 in the post test and only two students scored less than 30 in the post test.

Average result in percentage of male and female students of each group and as a whole in pre test and post test are mentioned below.

Table No. 3
Result in Percentage

	Group A		Group B		Total	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Boys	63.6	82.2	60.8	82.4	61	82.4
Girls	44.6	66.6	30.8	48.2	42.4	46
Total	54.1	74.4	45.8	65.3	45.8	65.3

The above table 3 presents the students scores of each group male and female in percentage. Girls of group A scored 44.6 percent in pretest and 66.6 percent in posttest. Boys of group A scored 63.6 percent in pretest and 82.2 percent in post test. Average score of pretest and post test are 54.1 and 74.4 percent respectively. Similarly girls of group B scored 30.8 percent in pretest and 48.2 percent in posttest. Boys of same group scored 60.8 percent in pretest and 82.4 percent in post. Average score of group B are 45.8 and 65.3 in pretest and posttest respectively.

Table No. 4
Result in Mean Scores

	Group A		Group B		Total	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Boys	27.5	41.1	30.4	41.2	31.1	41.15
Girls	22.3	33.3	15.4	24.1	18.85	28.07
Total	24.85	37.2	22.9	32.65	22.9	32.65

The above table 4 presents the mean scores of boys and girls of each group in pretest and posttest. The mean scores of girls of group A are 22.3 and 33.3 in pretest and posttest respectively. Group A boys mean score is 27.5 in pretest and 41.1 in posttest. Average mean score of pretest is 24.85 and 37.2 in post test. The groups B mean score of girls is 15.4 in pretest and 24.1 in posttest. Boys mean score of group B is 30.4 in pretest and 41.2 in post test. The average mean score of pretest is 22.9 and 32.65 in posttest.

The above data show the students score in pre test and post test. The pre test scores show the proficiency level of the students in each group in irregular past simple verbs. The scores of post test are also mentioned to compare with the scores of pre test as well as to find out the progress after the treatment. The scores of pre test indicate that the proficiency level of girls is lower than the boys in each group. The data also show that the progress rate between girls and boys of each group has no remarkable numerical differences.

Let's compare the results in mean scores and percentage as well as their differences between the pre test and post test.

Table No. 5

Difference in Mean Scores Between Two Groups

Group	Sex	Pre Test	Post Test	Difference	Difference Percent
A	F	22.3	33.3	10	20
A	M	31.8	41.1	9.3	18.6
A Total		24.85	37.2	12.35	24.7
B	F	15.4	24.1	8.7	17.4
B	M	30.4	41.2	10.8	21.6
B Total		22.9	32.65	9.75	19.5

The above Table 5 presents the mean scores of male and female students of each group in pretest and posttest, difference (progress after the treatment) and difference percentage. The mean scores of girls of group A are 22.3 and 33.3 in pretest and posttest respectively. The difference in mean is 10.. Group A boys mean score is 27.5 in pretest and 41.1 in posttest. Mean is increased by 9.3 after the treatment. Average mean score of pretest is 24.85 and 37.2 in post test. Difference between them is 12.35.The groups B mean score of girls is 15.4 in pretest and 24.1 in posttest. It is increased by 8.7 after the treatment. Boys mean score of group B is 30.4 in pretest and 41.2 in post test. Difference is 10.8. The average mean score of pretest is 22.9 and 32.65 in posttest. Here mean is increased by 9.75.

Table No. 6
Difference of Results in Percentage Between Two Groups

Group	Sex	Pre Test	Post Test	Difference
A	F	44.6	66.6	22
A	M	63.6	82.2	18.6
A Total		54.1	74.4	20.3
B	F	30.8	48.2	17.4
B	M	60.8	82.4	21.6
B Total		45.8	65.3	19.5

The above Table 6 presents the students scores of each group male and female in percentage. Girls of group A scored 44.6 percent in pretest and 66.6 percent in posttest where we can see 22% progress after the treatment. Boys of group A scored 63.6 percent in pretest and 82.2 percent in posttest and the progress rate is 18.6%. Average score of pretest and post test are 54.1 and 74.4 percent respectively where progress percent of Group A is 20.3. Similarly girls of Group B scored 30.8 percent in pretest and 48.2 percent in posttest. We can see only 17.4% difference after the treatment. Boys of same group scored 60.8 percent in pretest and 82.4 percent in post test where boys progressed by 21.6 percent. Average score of group B are 45.8 and 65.3 in pretest and posttest respectively. Progress rate of group B is 19.5 percent.

The central concern of this study was to find out effectiveness of direct and indirect corrective feedback in the acquisition of irregular verbs of past simple

and to compare the effectiveness of focused direct and indirect corrective feedback in the acquisition of irregular past simple verbs by the selected 40 students of 9th graders of Dhukurpani higher Secondary school of Damak. The group A received focused direct written corrective feedback and group B received focused indirect written corrective feedback for three weeks. The result after the treatment showed that direct corrective feedback is relatively better than the indirect corrective feedback. The result also shows that the direct written corrective feedback is more useful to the students of low level of proficiency. Indirect written CF is more helpful to the brighter, curious and active students. We can summarize the findings in the following points:

- i. Female students of group A who were taught with direct CF seemed poor in proficiency level and they did well in post test. Direct corrective feedback played relatively vital role to the students of low proficiency level. They progressed by 22 percent after the treatment.
- ii. Female students of group B, who were taught with indirect corrective feedback seemed weaker. And they couldn't progress as the female of Group A. Indirect corrective feedback isn't helpful to the students of low level of proficiency.
- iii. Brighter male students with high proficiency level of group B did well after the treatment. They progressed by 21.6% after the treatment. It showed that indirect corrective feedback is equally useful to the student of high proficiency level.
- iv. As a whole direct corrective feedback brought better results than that of indirect corrective feedback. The students of group A did well than those of group B. Group A increased by 24.7% in mean score whereas Group B progressed by only 19.5 % in mean score after the treatment.

4.2 Summary of Findings

Having completed the comparison between the focused direct and indirect corrective feedback the focal point of the study has now come to the significant conclusion to find out which CF is more effective as well as useful in the correct usages of irregular past simple verbs in ninth grader's writing performances.

The study seems to be very practical since it dealt with day to day problems faced by teachers as well as students in English classroom. This comparative study between direct and indirect focused corrective feedback shows the following conclusion on the basis of the analysis and interpretation of data obtained.

On the whole direct corrective feedback is better than the indirect corrective feedback in the use of past simple irregular verbs in their writing. The result of group A was better than group B. (See above table no 5 and 6)

The student writer with low level of proficiency took more advantages from direct corrective feedback than the student writer of high level of proficiency. Girls of group A did better than the girls of group B.

Indirect corrective feedback is relatively better to curious and active students. The boys of group B showed relatively better result than the boys of group A. Direct corrective feedback required minimal processing on the part of the learners. On the other hand, indirect CF caters to guided learning and problem solving.

The above data prove that the learners with low level of proficiency can't correct their errors as they don't know the correct form. If they may be able to correct but will not be certain that they are correct. So they need direct corrective feedback.

Chapter V

Conclusion and Recommendation

5.1 Conclusions

The thesis entitled '**Effectiveness of Written Corrective Feedback**' is an attempt to find out the effectiveness of direct and indirect corrective feedback in the acquisition of irregular past simple verbs.

The study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Background of the study deals the theoretical and general knowledge on subject matter. It also discusses the title as well as need of the study.

Statement of the problem deals with why past tense was chosen as one of the problematic areas for learners. Whether there is different between the students receiving direct CF and those receiving indirect CF on the acquisition of the irregular past simple verbs, is the research question in the study. Significance of the study deals how teachers, students and psychologists etc. benefitted from the findings of the study. The study was delimited only 40 students of ninth Graders of Dhukurpani Higher Secondary School of Damak, Jhapa. The study deals with effectiveness of written corrective feedback on the acquisition of irregular past simple verbs. Operational definition of the key terms provides the meaning of some key words in relation to this study.

The second chapter consists of review of theoretical literature in which the researcher consulted various books, journals and websites etc. Review of empirical literature or previous study deals various theses that the researcher studied and their implication was mentioned. Conceptual framework provides a diagram that expresses how researcher planned to carry out the research.

Chapter 3 includes methods and procedures of the study. It was an experimental design. Ninth graders of Dhukurpani Higher Secondary School were the population of the study. 40 students (20 male, 20 female) were selected using SRS technique. The sampling population was divided into direct and indirect written corrective feedback groups. They were provided concerned feedback individually in their written works for 18 days. Pretest and post test were the data collection tools. Scores of the both tests were used the main data that were converted into percentage and mean scores.

Chapter 4 encompasses analysis and interpretation of results descriptively and statistically. Finally it was found that direct corrective feedback is more effective than indirect written corrective feedback to the students' writers of low level of proficiency. Indirect written corrective feedback is equally effective to brighter students with high proficiency.

Chapter 5 deals summary of the theses as a whole and recommendation suggested various level.

5.2 Recommendation

On the basis of the summary of the findings of the research the following pedagogical recommendation have been suggested.

5.2.1 Policy Related

- a) On the basis of the study it's strongly suggested to the concerned authority to mention written corrective feedback in the syllabus of every teachers training course and work shop etc.
- b) It is strongly recommended that every school, school inspectors etc should manage to apply various written corrective feedback policy in English classroom.
- c) Corrective feedback should be taught in a separate subject in the faculty of education of each university in Nepal.

d) It's recommended to the faculty of Education of TU to apply policy to encourage its students to conduct researches on different types of corrective feedback.

e) Teachers need to consider the various options and formulate an explicit policy for correcting errors in students' written work.

5.2.2 Practice Related

a) Teachers need to consider the various options and formulate an explicit policy for correcting errors in students' written work.

b) Written corrective feedback is essential to develop students written performances but which CF is more useful whether direct or indirect is depend upon various factors such as situation, nature of the language item, students' level and their attitude etc. So it is suggested to use direct corrective feedback with the student writer of low level of proficiency. It is also suggested to apply indirect corrective feedback to the curious and active students. Focused corrective feedback may be useful than that of correcting all or most of the errors.

5.2.3 Further Research Related

a) This research was limited to only forty students of 9 grader of community school of Jhapa district. It therefore can't be claimed that the finding of the research are applicable for all schools of Nepal. So other experiment of this type should be conducted in order to make the issue more reliable.

b) There is an obvious need for carefully designed studies to further investigate the effects of written corrective feedback in general and of different types of CF.

c) Teachers need to subject their policy to evaluation by evaluating the effects of their error corrections through action research.

d) This is an interesting area to investigate the effects of corrective feedback, so similar type of study should be done by adding one more control group.

e) Researches should also be done on how students respond to the various feedback types.

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APPENDIX I

Lesson Plan no. 1

Topic-Past Simple

Date-2070-09-16

Class-9

Time 45 minutes

1. Objective- use the verbs swim, drink, writes, speak, and read in simple past tense in their own sentences.
2. Materials- Example cards.
3. Activities – a) Teacher presents the example cards one by one and asks the students to find out the past form of the verbs.
b) Students are asked to make similar sentences using the verbs Swim, drink, write, speak and read in past simple tense.
c) Teacher moves round the class to help the students and he provides written corrective feedback to the past forms of the verbs. Direct CF to group A and indirect CF to group B.
4. Evaluation- Use the following verbs in their own sentences.
Swim, drink, write, speak etc.

Lesson Plan no. 2

Topic-Past Simple

Date-2070-09-17

Class-9

Time 45 minutes

1. Objective- use the verbs go, do, sing, meet, sleep, find, in simple past tense in their own sentences.
2. Materials- Example cards.
3. Activities – a) Teacher presents the example cards one by one and asks the students to find out the past form of the verbs.
b) Students are asked to make similar sentences using the verbs go, do, sing, meet, sleep, find in past simple tense.
c) Teacher moves round the class to help the students and he provides written corrective feedback to the past forms of the verbs. Direct CF to group A and indirect CF to group B.
4. Evaluation- Use the following verbs in their own sentences.
go, do, sing, meet, sleep, find etc.

Lesson Plan no. 3

Topic-Completing conversations

Date-2070-09-18

1. Objective – Complete the given conversations supplying the appropriate verbs of past simple.
2. Materials – A chart of conversation.
3. Activities – Teacher presents the chart of conversations and asks the students to complete the chart using the verbs in past simple.
e.g.
Rom: what did you yesterday?
Rima: I.....kite.
Rom: What did you write on the kite?
Rima: I.....my name and address.
Rom: How did you feel?
Rima: I.....happy.etc.
4. Teacher moves round the class and provides written corrective feedback in their written works.

Lesson Plan no. 4

Topic- Describing pictures.

Date 2070- 09-19

1. Objective – Describe the given pictures in past simple.
2. Materials – set of picture(Xerox copy from class 9 text book)
3. Activities –a) Teacher presents the picture and write some examples on the board.e.g. A boy saw the smoke. He thought it was....etc.Then he asks the students to describe the set of pictures in past simple.
b) Teacher moves round the class to provide written corrective feedback.
4. Evaluation – T asks some of the students to describe the picture orally.

Lesson Plan no. 5

Topic-Completing a Story

Date 2070- 09-21

1. Objective – Re write the readable story with the help of the outlines given using past simple verbs.

2. Materials- A chart of outlines of the story.
3. Activities- a) Ss are asked to write the story with the help of the outlines given using past simple tense.
(A woman.... Three servants.....has a cock.....crows early.....etc)
b) T corrects their errors of past tense providing written corrective feedback to individual ss.
4. Evaluation- Teacher asks some of the students randomly to give the past simple form of the following verbs. (has, is, crow, make, wake)

Lesson Plan no. 6

Topic-Making Sentences

Date 2070- 09-22

1. Objective- Use the verbs become, fight, fly, break, blow, and grow in past simple tense.
2. Materials- A chart of examples.
3. Activities-a) After presenting the examples chart the SS are asked to make similar types of sentences in their own using past simple tense of the following verbs. Become, fight, fly, break, blow, and grow. E.g. The boy slept early. Etc.
b) T moves round the class to provide written corrective feedback to individual ss.
4. Evaluation - SS are asked to use the verbs become, fight, fly, break blow etc.

Lesson Plan no. 7

Topic-Making Sentences

Date 2070- 09-23

1. Objective- Use the verbs Sleep, tell, leave, send, see, bear, feel, in past simple.
2. Materials- A chart of example.

3. Activities-i) T presents the chart of examples and asks the SS to make similar sentences using the verbs Sleep, tell, leave, send, see, bear, and feel in past simple.
e.g. a) The boy ran away from there.
b) The boy rushed in to the house.
ii) T moves round the class to provide written corrective feedback to individual SS.
4. Evaluation- SS are asked to use the above verbs in past simple.

Lesson Plan no. 8

Topic-Making Sentences

Date 2070- 09-24

1. Objective- Use the verbs choose, draw, know, keep, hold, ride, win in past simple.
2. Materials- A chart of examples.
3. Activities-i) T presents the chart of examples and asks the SS to make similar sentences using the verbs choose, draw, know, keep, hold, ride, win in past simple.
e.g. a) The boy brought a bucket of water.
b) The boy threw the water into the bush etc.
ii) T moves round the class to provide written corrective feedback to individual SS.
4. Evaluation- SS are asked to use the above verbs in past simple.

Lesson Plan no. 9

Topic-Creating a story

Date 2070- 09-25

1. Objective- Use the verbs forget, throw, think, take, steal, lose in past simple to create a own short story.
2. Materials- A chart of examples.
3. Activities-i) SS are asked to look at the examples. E.g. Once a king won the competition and found his beloved queen. They both rode on the

horse and came back to the palace. Etc. T asks to find out the past simple verbs in the examples.

ii) SS are asked to write similar story with the help of the verbs forget, throw, think, take, steal and lose in past simple tense.

iii) T moves round the class to provide written corrective feedback on past verbs.

4. Evaluation- Use the verbs forget, throw, think, take, steal, lose
5. in past simple. T asks some of the SS randomly.

Lesson Plan no. 10

completing a conversation

2070- 09-26

Topic-

Date

1. Objective – Complete the given conversations supplying the appropriate verbs of past simple.
2. Materials – A chart of conversations.
3. Activities – Teacher presents the chart of conversations and asks the students to complete the chart using the verbs in past simple.E.g.

Anu: How long did you swim yesterday?

Bin: I.....for an hour.

Anu: What did you drink?

Bin: I.....coffee.How did you spend the holiday?

Anu: I.....by writing.

Bin: What did you write?

Anu: I.....about my father.etc.

T moves round the class to provide written corrective feedback to the individual students.

Lesson Plan no. 11

Topic-completing a conversation

Date 2070- 10-05

1. Objective – Complete the given conversations supplying the appropriate verbs of past simple.
2. Materials – A chart of conversations.
3. Activities – Teacher presents the chart of conversations and asks the students to complete the chart using the verbs in past simple.E.g.

Anu: Whereyou yesterday?

Mon:I was at my birth place.

Anu: What did you have in breakfast?

Mon: I.....an egg and bread. When did you get up, Anu?

Anu: Not as usual.I.....at 4 early.

Mon: Why did you wake up so early?

Anu: The cock.....andme up.etc

T moves round the class to provide written corrective feedback to the individual students.

Lesson Plan no. 12

Topic-Creating a story

Date 2070- 10-06

1. Objective- Use the verbs Swim, drink, write, speak, sit, sleep in past simple to create a own short story.
2. Materials-Daily use materials.
3. Activities-i) T writes the example of short story on the board. E. g. Once a lady bought a ring. As soon as she put it in her bag, a thief stole her bag and ran away. Etc.
ii) SS are asked to find out the verbs of past simple and to write similar type of story with the help of the verbs swim, write, drink, speak, sit and sleep.
iii) T moves round the class to provide written corrective feedback individually.

Lesson Plan no. 13

Topic-Writing a story

Date 2070- 10-07

1. Objective- Re write a story using past form of the verbs drive, fall, build, catches and begin.
2. Materials-a chart of outlines of the story.
- 3.Activities-i) T presents the chart and asks the SS to complete the story using past simple tense. E. g.

Once a mechanic builds a car....he begins to visit local places.....He drives towards the village.....catches rough way.....he loses control of the car.....falls into a pond...etc.

ii) T moves round the class and provides written corrective feedback.

Lesson Plan no. 14

Topic-Writing a story

Date 2070- 10-08

1Objective- Re write a story using past form of the verbs with the help of the given outlines.

2Materials-a model story.

3Activities-i) T presents the model story and asks the SS to read the story to find past simple verbs.

ii) SS are asked to write a story with the help of the outlines that teacher write on the board. E. g. Two goats.....narrow bridge.....come from two opposite directions.....meet in the middle of the bridge.....both get angry.....fight.....fall into the river.etc.

iii) T goes round the class to correct their writing with written corrective feedback.

Lesson Plan no. 15

Topic-Writing a story

Date 2070- 10-09

1. Objective- Create a story using past form of the verbs sit, read, find, sell, teach, buy and bring.

2. Material- A chart of examples.

3. Activities- i) after presenting the chart of examples, SS are asked to write similar type of story with the help of the given verbs. E. g. Once I went to bazaar. On the way I met one of my friends who gave me some books to read.....etc.

(Sit, read, find, sell, teach buy, and bring)

ii) T moves round the class to provide written corrective feedback.

Lesson Plan no. 16

Topic-Writing a story

Date 2070- 10-10

1. Objective- Rewrite a story using past simple form of the verbs with the help of the outlines given.
 2. Material- A chart of example.
 3. Activities- i) after presenting the chart of examples, SS are asked to write similar type of story with the help of the given outlines. E. g. A crow get a piece of bone.....it flies away... sitson the tree....a cunning fox sees.....wants to have the food.....an idea hits upon his mind.....goes near the tree...etc
- ii) T moves round the class to provide written corrective feedback on using past simple verbs.

Lesson Plan no. 17

Topic-Writing a story

Date 2070- 10-12

1. Objective- Rewrite a story using past simple form of the verbs with the help of the outlines given.
2. Material- A model story.
3. Activities- i) after presenting the model story, SS are asked to write similar type of story with the help of the given outlines. E. g. Once a cap seller woke up and found that his caps were missing.He was sad. As he looked up, monkeys wore his caps and sat on the.....etc.

A dog finds a bone.....begins to eat.....a crow sees.....gets an idea.....flies away.....comes back with another crow....etc

ii) T moves round the class to provide written corrective feedback on using past simple verbs.

Lesson Plan no. 18

Topic-Writing a story

Date 2070- 10-13

1 Objective- Rewrite a story using past simple form of the verbs with the help of the outlines given.

2. Material- A chart of outlines.

3. Activities- i) SS are asked to write a story with the help of the given outlines. E. g. A lion lies asleep.....a mouse runs over his back.....the lion awakes.....catches the mouse.....the mouse begs for mercy....the lion catches in a net.....mouse comes out.....cuts the string.....lion becomes free.

ii) T moves round the class to provide written corrective feedback on using past simple verbs.

APPENDIX III

TEST- PAPER

Full marks

50

Time-45 minutes

Attempt all the questions.

1. Supply the correct form of the verb in past simple.

- a) Sheacross the river.(swim)
- b) They..... a can of juice.(drink)
- c) Hean essay.(write)
- d) Ramilathe truth.(speak)
- e) Suman.....the newspaper.(read)
- f) Roju.....under the tree.(sit)
- g) We.....in hanging bed.(sleep)
- h) Surekha.....a hundred rupee note.(find)
- i) Mohon....from market.(come)
- j) He.....his car.(sell)
- k) She.....us English (teach)
- l) Rachana.....new trousers. (buy)
- m) They.....us new cap. (give)
- n) Shethem a lie.(tell)
- o) Raj.....bring a cat.(bring)
- p) My wifeme last week.(leave)
- q) I.....him three emails.(send)
- r) Ram.....her in the market yesterday.(see)

2.Re write the following story changing the verbs into past simple.

Once there is a traveler who bears a large purple bag. He begins his journey from Kathmandu. He drives too fast so he nearly falls down to Trisuli River. He feels tired so he becomes nervous and gives up the idea of driving fast. He has lunch at Mungling. He eats Nepali food. The traveler fights against difficult road and turnings. When the big black bird flies and hits his windscreen as a result it breaks. About 3:00 pm, cold wind blows hard and he grows weak. He calls mechanic who builds the car.

Before the mechanic comes. The traveler catches a taxi and chooses a peaceful resort. He draws the picture of that place that nobody knows about the place which hides through the hills. He keeps the picture and holds his bag and rides on the horse towards the place. On the way, he meets an attractive girl who wins his heart. He forgets everything and throws the map. He thinks her the best and takes her to the hotel where she steals all his property and runs away. The man loses everything and dies.