

Efficacy of Written Corrective Feedback on University Students' Writing

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ABSTRACT The study investigated the efficacy of written corrective feedback (WCF) on five language of attribution error categories in three essays by 12 university students'. It utilised an experimental design where three students (above average, average, and below average performers) were given direct feedback; three, indirect feedback; three, metalinguistic feedback; and three (control group), no feedback on their errors. There was greater reduction in error incidences among the experimental groups than the control group, evidence of the efficacy of WCF on students' writing. Feedback effect was most manifest among the average performers and least among below average performers. Although decline in error incidences was not most manifest in the above average performers, it was evident that academic ability aided comprehension and actualisation of feedback. Indirect feedback registered the greatest effect and metalinguistic feedback the least effect, testimony to a correlation between type of feedback and resultant decline in error incidences.