

**VIETNAM NATIONAL UNIVERSITY
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

GRADUATION PAPER

**THE EFFECTIVENESS OF INDIRECT WRITTEN
CORRECTIVE FEEDBACK AS PERCEIVED BY
TEACHERS AND SECOND YEAR STUDENTS OF
MAINSTREAM PROGRAM IN FELTE - ULIS – VNU**

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HÀ NỘI - 2017

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHÓA LUẬN TỐT NGHIỆP

**HIỆU QUẢ CỦA PHẢN HỒI VIẾT GIÁN TIẾP THÔNG
QUA CẢM NHẬN CỦA GIÁO VIÊN VÀ SINH VIÊN NĂM HAI
KHOA SƯ PHẠM TIẾNG ANH – TRƯỜNG ĐẠI HỌC NGOẠI
NGỮ-ĐẠI HỌC QUỐC GIA HÀ NỘI**

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ABSTRACT

The current study investigates the effectiveness of indirect written corrective feedback (WCF) on five different aspects of writing (grammar, language use, mechanic use, content and organization) through the perceptions of teachers and second year students of mainstream program. Specifically, it provides an insight into (1) teachers' practices in employing indirect WCF to correct students' writing, (2) teachers' perceptions of the effectiveness of indirect WCF and (3) second year students' perceptions of the effectiveness of indirect WCF.

To fulfill the stated aims and objectives, this research utilizes two kinds of data collection methods, namely questionnaire and in-depth interview. The combination of both quantitative and qualitative methods enhances the meaningfulness and reliability of the findings.

The results taken from the instruments show that both teachers and students agree that indirect WCF is suitable to students' understandability, but not to their ability of self-correction. This affects their perceptions of effectiveness of indirect WCF. Teachers and students' perceptions match on the effectiveness of indirect WCF for the treatment of grammatical errors and its ineffectiveness for the betterment of content. Regarding its effectiveness for errors related language use and mechanic use, while all teachers seem confused, students are divided between "neutral" and "agree" sides. Finally, organization is the aspect in which the mismatch in perceptions between two sides is the most noticeable. Teachers and students also have several reasons in common to account for their perceptions.

The findings of the study implicate that necessary changes should be made to feedback-giving practices of teachers and feedback-handling practices of students to enhance the effectiveness of indirect WCF.

LIST OF KEY WORDS

Feedback	Writing
Feedback	L2 Writing
Teacher feedback	L2 Writing Development
Written feedback	L2 Writing Instruction
Written Corrective Feedback	Second Language Acquisition(SLA)
Implicit feedback	Second Language (L2)
Indirect written corrective feedback	
Effectiveness of written feedback	
Perceptions of teacher feedback	
Teachers' and students' perceptions of feedback	

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