

**Direct Teacher Corrective Feedback in EFL Writing Class at Tran Quoc Tuan University in Vietnam: To What Extent Students' Writing Performance Affected**

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**ABSTRACT:** *The study is aimed at investigating the influence of using teacher's direct corrective feedback on second-year cadets' writing performance in a foreign language writing class. It is an action research, employing interviews, writing analysis and survey as research instruments, which was conducted with 3 English teachers and 16 second-year non-English major students of Tran Quoc Tuan University of 2018/2019 academic year. The findings revealed through writing analysis that, firstly, the overall accuracy score tended to increase in the subsequent texts, which partially supports the conclusion that the use of direct corrective feedback (hereafter, DCF) may help the students enhance their writing accuracy over a period of treatment. Secondly, it could be said that DCF could be advantageous for tense, S-V agreement and spelling, but it brought few benefits to the use of articles in the cadets' writings. Finally, through the survey and interview, most students responded that they got significant progress in their writing after the teacher's DCF intervention. In addition, the students believed that teacher's DCF improved their English competence as well as their writing performance.*

**KEY WORDS:** feedback, direct corrective feedback, writing performance

## INTRODUCTION

Written feedback is the most widely adopted, time consuming and "the least understood" method [2]. In second language (L2) writing, the teachers' written feedback plays a central role in writing classes and is considered essential to the development of writing skills. It is a scaffolding tool to help students navigate through multiple drafts in the process-based L2 writing class (K. Hyland & Hyland [21]).

Giving corrective feedback in second or foreign language writing is very important in the language learning process [26]. It enables language instructors to give more information on the accuracy of students' writing performance by increasing awareness of the grammatical errors of the writing. One of the types of feedback which is widely used for students' composition is Direct Corrective Feedback (hereafter, DCF).

Different types of direct corrective feedback had been found effective for the teaching and learning process, such as on the correct use of English articles, which was an important part of writing, among EFL students [30]. Oler [24], on the other hand, posited that age and proficiency level are variables, which affect these attitudes and preferences, while Vyatkina [36] found that feedback on holistic aspects was expanding. Evidence on direct written corrective feedback has been studied by Ellis [8], Sheen [28], and Ferris & Roberts [17]. Clements [7] suggested that a direct method in providing feedback does not tend to have results which are commensurate with the effort needed from the teachers to draw the students' attention to surface errors because it does not give students an opportunity to think or to do anything.

On a personal level, the researcher and his colleagues, as EFL teachers at a higher education institution in Hanoi city, are making a huge investment into giving direct corrective feedback to their student papers, hoping the feedback is helpful to the students and the students will become better writers. However, in reality perhaps their direct corrective feedback might not lead to writing progress. Therefore, the researcher wishes to see how the teacher's corrective feedback affects the students' writing progress. Moreover, the students' writing performance after being treated with teacher's DCF in EFL writing at the researcher's education setting is not explored and identified explicitly so this study is conducted to address this gap.

## LITERATURE REVIEW

### Recent studies on written corrective feedback

Recent studies show greater consistency in terms of types of feedback provided and accuracy measures. Most of the recent studies investigate focused direct feedback to a small range and type of targeted grammatical structures. Some studies explore unfocused indirect feedback (Storch [31]; Truscott & Hsu [34]; Van Beuningen et al. [35]), that is, teachers only indicate and notify errors on many grammatical issues, not provide the corrections for those errors. However, in most of the recent studies, except Hartshorn et al [19], Bitchener et al [4], Bitchener and Knoch [3], and Ellis et al [9], teachers still give feedback to only one piece of student writing (one-shot treatment) and analyze the short-term and long-term grammatical accuracy progress in either a revised draft or a new text.

Up to now there has been ample evidence being reported, both against written corrective feedback and support for written corrective feedback. Those who in the "against-correction" camp (e.g., Truscott [32, 33]; Truscott & Hsu [34]) argue that written corrections on error is harmful, ineffective as a teaching tool, and calls for an abandon of error corrections in the teaching of L2 writing. The key argument for their claim that written corrective feedback has less value for teaching writing is that the students' ability to successfully revise errors corrected by teachers (successful error reduction during revision) does not parallel the improvement of the students' writing ability (i.e., not a predictor of learning).

Those who belong to “for-correction” camp, Ferris [11, 12, 13, 14, 15] for example, argues that written corrective feedback does lead to immediate (short-term) and delayed (long-term) improvement in grammatical accuracy. Although mixed findings have been reported with regard to whether or not one type of written feedback is more effective than the other, most of the for-correction camp people argue that direct focused written corrective feedback has the most advantage. This type of response might be the most effective when it is combined with either written metalinguistic explanation (i.e., indicating the error has been made and providing additional explanation of the rules or the correct usage) or oral meta-linguistic explanation (i.e., providing extra in-person conferences with the learners after giving response).

In Vietnam, for the past recent years, the studies on written corrective feedback have been paid much attention from the researchers, especially the ones who work as English teachers. However, most of the studies are not out of the strand followed by many other international L2 researchers as they hired experimental/ or quasi-experimental design and their feedback mostly focuses on language use (grammatical errors and structures) (Khanh [22], Anh [1]). Phuong’s study [25] is an exception from this strand as she employed design of action research for her investigation on the effects of indirect corrective feedback on second-year cadets’ writing in Tran Quoc Tuan University. Yet, her study also proposes the necessity for the researcher to conduct current study under the assistance of the same research design to investigate the effects of direct corrective feedback on second-year non-English major cadets’ writing performance improvement in the same educational settings with the hope of making the picture of L2 written corrective feedback in Vietnam more complete. From 2015 to now, no research or theses have ever been conducted at Tran Quoc Tuan University on improving second-year non-English major cadets’ writing performance with the use of direct corrective feedback. The study is therefore conducted at Tran Quoc Tuan University to fill this gap in research.

### **Impacts of direct corrective feedback on ESL/ EFL students’ writing**

In terms of motivation in writing, the data in many studies revealed that the impact of direct corrective feedback have changed the students’ behaviour as they became more motivated and have great enthusiasm to accomplish their goals in writing after the instructors provide comment to the content of their writing as well as reward such as praise to them. The reward also plays the vital role as it can nurture the students’ self-confidence in writing and give a positive impact to them.

In addition, the students who received the immediate feedback made short-term improvement in writing. It is really effective to the students as they can obtain the ample amount of language input from the instructor’s feedback. Hence, they are able to improve their language proficiency in writing as well as foster the performance in writing skill. Guénette [18] cited from Fathman and Whalley [10] reports that students who received the feedback on content showed gains in formal accuracy. Semke [27] also indicates that the students who received comments on content wrote

much more than students who received grammatical corrections. Ferris [16] also supports by pointing out that instructor's direct feedback can motivate students to work harder to improve their writing performance.

Moreover, by employing the immediate feedback, the students would experience the process of writing as the instructor addresses directly the strength and weakness of their writing so that it can keep the students on the right track. Hyland [20] states that all students agreed that the feedback was there in order to help them improve or identify strengths and weaknesses of their essays. Researchers also emphasize that students need to know when they are doing something right and writing teaching involves pointing out the strengths as well as weaknesses of the students' compositions. Therefore, the students would be able to think and identify their strength and weaknesses in writing, making contribution to revising and developing their skill of writing.

## **METHOD**

The design in the study was action research since the study focused on examining how the teacher's written direct corrective feedback influences the student writing progress. Action Research method combines qualitative and quantitative data "for a purpose of breadth and depth understanding and corroboration" [5, p. 123]. It allows researchers to "collect and analyze data, integrate the findings, and draw inferences using both qualitative and quantitative approaches or methods in a single or a program of inquiry" [6, p. 4]. Burns [5] defines action research as follows:

Action research is the combination and interaction of two modes of activity – action and research. The action is located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations, and typically involves developments and interventions into those processes to bring about improvement and change. The research is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes [pp. 289- 290].

Many complex and extended descriptions of the steps in action research have been proposed to the researcher to employ in this study. However, due to the time constraint of the data collection phase and the whole research implementation as well as the Army's disciplinary and inflexible manners in teaching and learning activities, the researcher is only allowed to carry out a brief experiment which, as a result, determines the infeasibility of applying multi-cycled models. Therefore, the researcher chooses the one-cycled model designed by Nunan [23] for the study due to its simplification and clarification.

### **Participants and Setting**

The research was conducted at a military college in Hanoi - Tran Quoc Tuan University. The subjects of the study were the second-year EFL Vietnamese military students of the

academic year 2018/2019. Meanwhile, the object of the study was DCF in EFL writing class. The participants consisted of 3 English teachers of the Faculty of Vietnamese and Foreign Languages of Tran Quoc Tuan University who have been teaching English for at least two years and 16 male students majoring in Special Reconnaissance in their junior year in the program with an average age between 20-21 years, participating in Argumentative Essay Writing class where they learned corrective feedback as a part of learning materials. The teachers and the researcher cooperated in the early stage of the study when the researcher conducted his semi-structured interview to teachers with the aim of primarily investigating the reality of teaching writing at Tran Quoc Tuan University, cadets' level of English writing proficiency and the effects of existing CF strategy on cadets' writing accuracy and performance. All of the cadets agreed to participate in the multiple phases of the project (i.e., completing a survey, having their writing collected and analyzed, and joining the interviews). Of those 16 cadets who submitted all writing assignments, six agreed to talk with the researcher in the one-on-one, semi-structured interview.

### **Procedures**

To answer the research question, the researcher collected data from multiple sources. Five writing assignments were collected per student, two drafts per assignment (initial draft and revised draft) with the teacher's direct corrective feedback written on the initial drafts, making a total of 144 drafts. The researcher purposefully selected three English teachers and six cadets for the semi-structured interviews and interviewed each respondent once. The interviews lasted at least 15 minutes each in which the interview for teachers was conducted before the researcher's intervention of direct corrective feedback while the other one for cadets was conducted after their submission of the final assignment. The researcher conducted a delayed survey to collect the 16 students' evaluation towards the teacher's DCF intervention after he finished collecting their papers.

The researcher used the following methods to analyze the data. To analyze the interview transcripts and the items of the survey questionnaire data, the researcher drew on the interpretative phenomenological analysis (Smith [29]).

To analyze the cadets' papers, the researcher evaluated the progress, if any, by comparing the pre-to-post gains (16 initial drafts of assignment 1 and 16 initial drafts of assignment 5). To gauge the changes in the papers, I drew on several quantitative and qualitative measures such as total T-units, total error-free T-units, or analyzing the papers written by the six interview respondents for qualitative progress.

### **RESULTS**

The writing performance is determined through a variety of factors, in which accuracy is considered as the most prominent criterion. Based on Wolfe-Quintero et al.'s conception [37], the method of measurement for cadets' overall writing accuracy was

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calculated as the total number of error-free T-units per total number of T-units in a piece of writing (EFT/T). Such a proportion index of accurate production was believed to be stringent as it tells, "The true story in measuring the accuracy of learners' written production" [37, p. 44] and could denote the improvement in cadets' writing as well.

Synthesized from the cadets' error records with total number of error-free T-units and total number of T-units, overall writing accuracy value in terms of linguistic competence over five writing assignments of the whole class is shown in the table below.

Table 1. Overall accuracy in cadets' five in-class writing assignments

WA	Total Number of Error-free T-units	Total Number of T-units	Overall Accuracy (EFT/T)
WA01	65	289	0.225
WA02	63	303	0.208
WA03	87	290	0.3
WA04	127	287	0.442
WA05	152	301	0.505

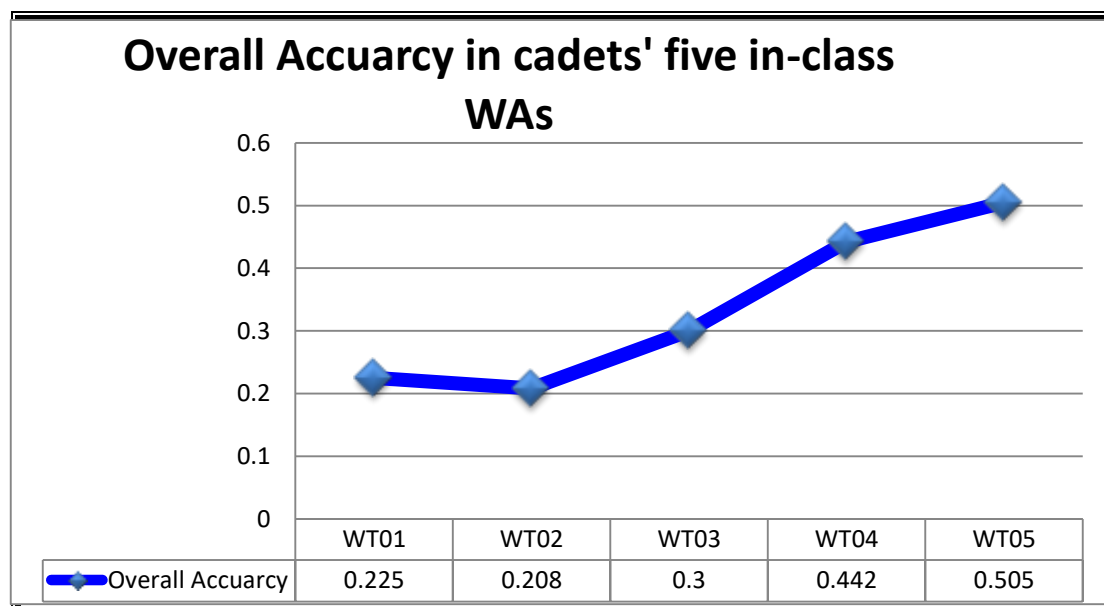


Figure 1. Distribution of overall accuracy in the cadets' five in-class WAs

It is shown in the above table and figure that the overall accuracy score in the first writing assignment was 0.225 and tended to increase in the subsequent texts except for the second writing test with the dropping rate of 0.208. Comparing the difference rate

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of overall accuracy value between tests within the intervention, the value of the WA03 and WA04 occupied the most portion with 0.118, whereas that of the WA04 and WA05 hold the least portion with 0.063 in the rising rate. This result partially supports the conclusion that the use of DCF may help the cadets enhance their writing accuracy over a period of treatment.

During the intervention of DCF in this class, the researcher only clarified typical error types which were prevalent in cadets' writings naming tense/verb form, S-V agreement, article, preposition, singular/plural, word order, word choice, spelling, and punctuation. The error occurrence was marked and calculated (see Table 2 for details), and the result was then analyzed in order to compare which error type could gain the most beneficial from teacher's DCF.

Table 2. Distribution of typical error types in cadets' WAs 1 and 5

No.	Types of errors	WA1		WA5	
		<i>No. of words</i>	<i>No. of errors</i>	<i>No. of words</i>	<i>No. of errors</i>
1.	Tense/ Verb Form	2446	105	2359	31
2.	S-V Agreement	2446	93	2359	40
3.	Article	2446	103	2359	58
4.	Preposition	2446	112	2359	48
5.	Singular/ Plural	2446	97	2359	43
6.	Word Order	2446	93	2359	35
7.	Word Choice	2446	113	2359	49
8.	Spelling	2446	107	2359	47
9.	Punctuation	2446	97	2359	31

As can be observed from the table above, tenses were, evidently, one of the most committed error types by the cadets in the first in-class writing. However, this type of error reduced significantly in the next four WAs, and in the final WA, cadets made the lowest number of such errors counted for only 31 errors in cadets' sixteen writing assignments in comparison with the other error types. Following such tendency, subject-verb agreement also had a remarkable decrease in number of errors over five writing assignments. Over 60% of such error types were eliminated in WA05

comparing with the first assignment of the DCF intervention. However, the choice of correct article became the most considerate challenge for most of the cadets as revealed by its error total in their five WAs. Although the total number of this error type reduced over five WAs, the decreasing rate was not as significant as the other types. Therefore, it could be said that DCF could be advantageous for tense, S-V agreement and spelling, but it brought few benefits to the use of articles in the cadets' writings. All in all, the sum of error types obviously reduced over five WAs as illustrated in the preceding table.

The survey and interview results also support the theme that cadets got significant progress in their writing after the teacher's DCF intervention. The stastical figures showed that 83.75% of the cadets admitted to get better performance in their writing skill after the teacher's DCF implementation during five weeks of the research. Most of them, with the support of some other referential sources, were able to understand and accept the appropriate manner of the teacher's direct error correction. They were also satisfied with their writing performance which was significantly improved at the end of the teacher's DCF intervention. Thanks to the intervention, their accuracy in writing was paid attention to and that was promoted considerably. As a result, their English competence as well as their writing performance gained such great improvement.

Among the sixteen cadets, three cadets including C08, C14 and C05 were reported to achieve great improvement due to the teacher's written DCF provision, as evidenced by the significant decrease of the total errors they committed in their writing during the treatment. Although they admitted some of the teacher's error replacements confused them, the feedback helped them make positive progress in their writing skills overall. C08 self-assessed that he made good progress in his writing skills because he learned how to use more effective connections and have a more precise presentation in the assignment in terms of grammar and word choice. Cadet C14 said that his final writing assignment contained only one error of the subject-verb concord.

**Table 3. Distribution of typical error types in C14's WAs**

<b>TYPES OF ERRORS</b>	<b>WA01</b>	<b>WA02</b>	<b>WA03</b>	<b>WA04</b>	<b>WA05</b>
<i>Tense/Verb Form</i>	9	7	5	4	2
<i>S-V Agreement</i>	6	6	7	4	1
<i>Article</i>	7	5	8	7	4
<i>Preposition</i>	8	7	7	5	3
<i>Singular/plural</i>	8	7	8	6	3
<i>Word order</i>	9	7	7	5	3
<i>Word choice</i>	7	6	5	6	3
<i>Spelling</i>	8	7	5	5	2
<i>Punctuation</i>	7	7	5	4	2
<b>Total</b>	<b>69</b>	<b>59</b>	<b>57</b>	<b>46</b>	<b>23</b>



The table above illustrated C14's distribution of typical error types. Evidently, tenses were most committed by the cadet in the first in-class writing. However, this type of error reduced significantly in the next four WAs, and in the final WA, the cadet made the lowest number of such errors. Following such tendency, subject-verb agreement also had a remarkable decrease in number of errors over five writing assignments. Over 83% of such error types were eliminated in WA05 in comparison with the first assignment of the DCF intervention. The choice of correct articles and words became the most considerate challenges for C14 as revealed by their error total in his five WAs. Although the total number of this error type reduced over five WAs, the decreasing rate was not as significant as the other types.

In contrast, although also being reported to achieve great improvement in writing performance after the teacher's DCF intervention, the decreasing rates of the typical error types in C08's writing papers during the treatment was a bit lower in comparison with the ones in C14's writings.

Table 4. Distribution of typical error types in C08's WAs

<b>TYPES OF ERRORS</b>	<b>WA01</b>	<b>WA02</b>	<b>WA03</b>	<b>WA04</b>	<b>WA05</b>
<i>Tense/Verb Form</i>	8	6	4	4	2
<i>S-V Agreement</i>	6	6	5	3	2
<i>Article</i>	6	5	5	4	3
<i>Preposition</i>	6	5	6	5	3
<i>Singular/plural</i>	5	5	4	3	2
<i>Word order</i>	6	5	5	4	3
<i>Word choice</i>	7	6	5	4	2
<i>Spelling</i>	6	7	5	3	2
<i>Punctuation</i>	6	5	5	3	2
<b>Total</b>	<b>56</b>	<b>50</b>	<b>44</b>	<b>33</b>	<b>21</b>

It can be seen from the table illustrating the distribution of typical error types in C08's writing assignments above that the decreasing rate of the total errors between the writing assignment 1 and the writing assignment 5 was at 62.5%. Meanwhile, this rate between C14's WA1 and WA5 reached 66.67%. The decreasing rate of each type of error was also in the same trend, for example, 75% subject-verb agreement errors were eliminated from the C08's writing assignment 5 in comparison with the assignment 1 while the decreasing rate of such type of error in C14's writing was over 83%. This difference in terms of improvement between C14 and C08 could be explained through their differences in terms of English proficiency. The cadet C08 was assessed to be more proficient in English than the cadet C14 as he had been learning English since he

was in secondary school while C14 started learning English since he was in high school. Therefore, the C14's improvement seemed to be more significant than the one of C08.

When being asked whether the teacher's intervention of direct corrective feedback contributed to his such a great improvement in writing, C14 stated, "Of course, it does. That is the teacher's direct corrective feedback which helps me gain that improvement in my writing skill. Other teachers also apply some other error correction strategies, for instance, the indirect one. However, due to my own low level of English proficiency, it does not work to me. I always feel confused whenever being asked to self-correct the errors that were indicated through coded symbols of the indirect error correction strategy in my own writing assignments. And sometimes, I even forget the meanings of those codes. To remember the meanings of all those codes is really a struggle to a person who is at low level English competence like me". C05 stated, "None of errors in terms of tenses and spellings found in my final writing test was really an excellent achievement to me. Up to now, irregular verbs in the past simple tense have not been problematic to me anymore because most of those verbs have been stored in my mind."

And in reply to the question of to what extends the teacher's DCF contributed to his improvement in terms of writing performance, C05 pointed out that, "Firstly, the DCF is easy to understand and follow. Instead of struggling with ideas of how to self-correct the errors marked by codes in your writings, you are provided the accurate forms or replacement of the errors you committed. Secondly, the DCF enhance the motivation in learning English in general and in mastering the writing skill in particular. When I am provided the correct form of the tense/verb error type I committed in my writing, for instance, I myself will be urged to look it up again in grammar book in order to ensure that was an appropriate correction. Or when I am provided a replacement of the word choice type of error, I immediately look it up in the dictionary to find out the reason why my word choice is unacceptable in that situation". It was clear that the cadets' personal factors such as the devotion to learning, the motivation in mastering English in general and writing skill in particular and the teacher's DCF played an important role in creating such significant improvement in their linguistic accuracy and writing performance.

However, for three of the cadets with codes C02, C11 and C16, it seemed that DCF did not raise much of their improvement in essay writing in terms of linguistic competence. The number of errors in their writings, though eliminated, was fluctuant and was not as many as they had expected. As conceded by two of these cadets, they did not gain an adequate progress in writing due to "the shortage in English language competence" (C16) and their "superficial grasping of DCF given by the researcher" (C02). Moreover, they also felt tense and unconfident in the whole intervention when there were too many errors in their writings. C16 said that, "I still felt de-motivated with writing tasks because of my poor language knowledge and little improvement in this skill over time". These cadets also thought that this strategy is suitable in case the cadets had an adequate amount of English linguistic competence that could guide them to deal with such types

of errors. The table below, which illustrated the distribution of four typical error types naming tense/verb form, S-V agreement, article and spelling, was extracted from the table of distribution of typical error types in C16's writing assignments.

Table 5. Distribution of four typical error types in C16' WAs

<b>TYPES OF ERRORS</b>	<b>WA01</b>	<b>WA02</b>	<b>WA03</b>	<b>WA04</b>	<b>WA05</b>
<i>Tense/Verb Form</i>	8	6	7	6	6
<i>S-V Agreement</i>	8	6	7	7	5
<i>Article</i>	7	5	6	7	6
<i>Spelling</i>	8	7	5	5	5
<b>TOTAL</b>	<b>31</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>22</b>

It was shown in the table above that the tense form, the agreement between subject and verb, the use of articles and the spelling were among the most challenging error types which made the cadet C16 confused the most. The decreasing rate of total errors as well as of each type of error was fluctuant and insignificant in which the highest one was 37.5% in the type of error relating to S-V agreement and the lowest one was 14% in the type relating to article.

## DISCUSSION

The finding drawn from the present study was that the teacher's intervention of DCF affected cadets' writing performance in a positive and statistically significant way. That was determined through the tendency of overall written accuracy and the frequency of typical error types committed in cadets' compositions. It was evident that the overall accuracy of the cadets' writings was enhanced, and common error types ranging from tenses/ verb forms, S-V agreement, articles to spellings, punctuation were decreased in their sums over five weeks. The finding supported the results drawn from the research conducted by Guénette [18], Fathman and Whalley [10], and Ferris [15] which reported that the students who received the immediate feedback made short - term improvement in writing. Moreover, these results were in line with the research conducted by Bitchener et al. [4] stating that the focused direct corrective feedback was the most effective strategy in dealing with students' errors in comparison with other strategies. The finding also figured out that the DCF treasured the cadets in the way that it created a comfortable teaching and learning environment as it reduced the confusion they might experience when they fail to understand or remember, for example, the meaning of error codes used by teachers and it provided them with sufficient information to resolve the errors which keep them on the right track during the writing. To this extent, the finding was in favor of Hyland [20] study stating that all students agreed that the feedback was there in order to help them improve or identify strengths and weaknesses of their essays, contributing to revising and developing their skill of writing. The teachers were then

supposed to be prepared for the identification of the errors in the cadets' compositions and efficient error correction strategies enabling cadets to avoid repeating errors in their later written productions.

The finding found through the current study also revealed that the cadets' responsibility to writing accuracy was positively influenced by the teacher's use of DCF. The finding was in support to the previous studies conducted by Ferris & Roberts [17], etc. reporting that students could learn a lot through finding out why happened the correction of the errors they made by the guidelines of DCF and the changes in their responsibility to writing accuracy was considered as a result of that process. To illustrate, they felt more responsible for their writings and more aware of trying to avoid making mistakes in their subsequent compositions. The cadets also admitted that the teacher's DCF intervention had raised their motivation and devotion to learning writing which was evidenced through their careful analysis and assessment of the teacher's DCF and the ways they applied to monitor and remember the mistakes they committed in their writing. The DCF motivated them to revise all the learnt knowledge continuously to find out the reason why the replacement happened in their writings or it urged them to remember as many as possible the error corrections that had been indicated and provided by the teacher. To this extent, the finding was in line with Bitchener and Ferris [2, p. 95] research which proposed that direct corrective feedback have changed the students' behaviour as they became more motivated and have great enthusiasm to accomplish their goals in writing and that L2 students were more responsible to their writing accuracy after the instructors provide DCF on their writing papers perhaps because they had experienced "expert feedback helping them to notice gaps in their language production, analyze the sources of the gaps, and avoid those problems in later iterations or new products".

### **Implication to Research and Practice**

Based on the research findings, a number of theoretical and practical issues arise regarding the adoption of teacher's DCF at Tran Quoc Tuan University, which allocates additional demands on teachers, cadets, and administrators at this college.

Considering the implication for the teachers, they need a thorough understanding of their subject areas relating to requirement of writing skill at Tran Quoc Tuan University, the cadets' shortcomings in writing, the characteristics of DCF in writing, and their instructional skills. For example, in this regard, the teachers should view linguistic errors as part of the natural progress of language learning and try to foster cadets' language proficiency through their perception and action towards these errors.

To the part of the students, DCF treasures them both language proficiency illustrated by their ability to use the language accurately, and their attitudes. Therefore, the cadets also need to be active in their learning process in general and in their writing process in particular. For the DCF implementation, the cadets should stimulate their engagement in error correction and their ability to learn from writing errors.

Regarding the responsibilities of the administrators, DCF focuses on cadets' autonomy in learning that supports the learner-centered approach in education and training at Tran Quoc Tuan University; therefore, it should be encouraged to implement in at this college. The university administrators should design a reasonable syllabus for English course so that the teachers can carry out the overall procedure of instructional process and have enough time for assessment. Furthermore, it would be a good idea for these policymakers to conduct workshops or conferences for teachers of English at this college in order to discuss the best methods to deal with writing skill and to give DCF in relation with other language skills and other CF strategies.

In short, using DCF in writing is really time and effort consuming, but valuable to both teachers and cadets; therefore, the involvement of teachers, cadets, as well as the support from administrators are necessitated for the success of the DCF implementation in language learning in general and in writing in particular.

## **CONCLUSION**

The finding revealed that teacher's DCF could serve as an useful strategy to enhance writing accuracy in the second-year cadets' writings in terms of linguistic competence illustrated with a significant decrease of errors in subsequent writings. Thanks to DCF, cadets avoided using inaccurate verb tenses, writing imprecise morphological forms of words, or breaking the S-V agreement in a T-unit in their compositions; more specifically, some of the cadets even excluded all of those errors in their writings after five sessions. As proved by statistical analysis above, the amount of these flaws scaled down with an average of fifty percent, and the overall written accuracy in terms of linguistic items gradually went up from the first assignment to the final one. These findings are one of the most convincing evidence that endorsed the effectiveness of teacher's DCF in writing teaching and learning at Tran Quoc Tuan University.

## **Future Research**

Using DCF in teaching writing still remains a broad area to study. Further research may have a more thorough insight into the use other teacher's corrective strategies and the combination of them to help students to improve their writing in general and their writing accuracy in particular.

Moreover, it is highly recommended that further research should be conducted under the assistance of multiple-cycled design of action research and in a more balanced level class in terms of language competence. The division of the class into small groups which receive different treatments to make the study results more precise and reliable should be also put under the consideration of the researchers who care about DCF and desire to apply it in improving their students' writing ability.

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