

The Differential Role of WCF In L2 Students' Noticing and Its Impact on Writing Scores

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Abstract

L2 Research has generally acknowledged the role of noticing in language learning. The role of teacher feedback is triggering learners' noticing of errors and directing the writing process. Recently L2 learners are seemingly using computerized applications which provide corrective feedback (CF) at different stages of writing (i.e., during and after writing). This study aimed principally to answer the question "Is noticing likely to be maximized when feedback on erroneous output is electronically provided either during or after the composing stage or does teacher annotated feedback have a stronger effect?". Seventy-five participants were randomly distributed into four groups representing four conditions. These include receiving automated feedback at the composing stage, automated feedback after writing, teacher feedback and no feedback. Findings demonstrate the impact of CF on writing and intensity of noticing certain language areas at different writing stages and from different feedback sources.

Keywords: written corrective feedback (WCF), error correction, noticing, automated written corrective feedback (AWCF), L2 acquisition