

## Exploring A New Corrective Feedback Type For EFL Student Writing Skill Development

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### Abstract

Investigating how written corrective feedback can aid learners in enhancing their writing skills has always been an area of interest to teachers in the field of English language teaching. This study encompasses a group of intermediate English as Foreign Language students in the English as a Foreign Language Grammar course with an emphasis on academic writing development at an international university in Thailand. The study focuses on two academic essays written by the learners over an academic semester in which students are required to submit two drafts of each of the essays on the assigned topics. Student-Directed Feedback is used to enable the students to choose between various delivery formats for the feedback and ask some specific questions about their work to which the students need answering. With questionnaires also surveying students' attitudes given at the end of the course, it is revealed that Student-Directed Feedback has had perceived positive impacts on most of the students in terms of feedback customization, personalisation and greater learner autonomy.

**Keywords:** academic writing skills, corrective feedback, EFL learners