

**A Study of the Impact of Direct and Indirect Error Correction  
on Undergraduate Writing  
at the Faculty of Arts, University of Jaffna.**

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## The Abstract

This study presents the findings of a small-scale classroom research carried out to investigate the effect of written error correction feedback on undergraduate writings. Although effective writing skills are significant to the success of university-level students, second language (L2) writers in the research context (The University of Jaffna) face challenges in developing writing skills. The ability to produce linguistically accurate writing need to be developed among these undergraduates. However, due to their grammatical inaccuracies, many of the writings are difficult to understand. Thus this study was designed to investigate a suitable feedback technique to improve these students' L2 writing. There has been a longstanding controversy in the L2 literature regarding the effectiveness of error correction and direct and indirect error correction feedback in particular. Hence this study attempted to find out the effect direct error correction feedback and indirect error correction feedback had on students' writing. Hence, twenty four third year undergraduates in the Faculty of Arts, University of Jaffna who were specializing in social sciences were randomly selected among a total population of ninety seven students. The group was treated with both direct and indirect error correction feedback in two 'three day sequences' of composition writing, comparison of original texts with feedback and revision. The results revealed that both feedback types had a positive impact on students' writings. There was no significant difference observed on the impact of the two feedback types. Irrespective of gender both male and female students were able to correct their grammatical inaccuracies. The study has important implications for ESL teachers who teach writing at the University of Jaffna in particular and at other universities across the island.