The Role of Focused-Unfocused Written Corrective Feedback in Enhancing Knowledge of `S` Marker in Iranian High School Students

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This study investigates the effect of feedback on the accurate use of "s" markers by the low level EFL students of a high school in Iran. It was conducted on written work over a period of 12 weeks. The study involved two treatment groups and a control group comparing the differential effects of the focused direct with the unfocused direct corrective feedback (CF) on the accuracy measured from the pretest and post-test. Findings revealed that both treatment groups outperformed the control group in the post-test, but there was no significant difference between the unfocused and focused corrective feedback groups. Both correction types were equally facilitative in increasing accuracy of "s" markers usage; teachers may consider using them accordingly in writing tasks.