

Effects of dynamic corrective feedback on esl writing accuracy

[Education](#)



The paper " Effects of Dynamic Corrective Feedback on ESL Writing Accuracy" is a brilliant example of an education assignment.

The purpose of this study was to test the effects of instructional methodology on English Second Language (ESL) writing accuracy within the context of its overall impact on rhetorical competence, writing fluency, and writing complexity (Hartshorn K. et al 2010).

Where was the survey/ interview conducted?

It was carried out at Brigham Young University's English Language Center (ELC) in the United States (Hartshorn K. et al 2010). What was the population surveyed? What sampling procedures were used?

The population under study was 47 advanced-low to advanced-mid ESL students that consisted of the treatment group of 28 students ranging from ages 18 to 45 years and a contrast group of 19 students ranging from ages 18 to 33 years. All were of varied nationalities (Hartshorn K. et al 2010).

How were the data collected?

Data was collected in the form of pretests and post-test essays that described varied topics (Hartshorn K. et al 2010).

Were the questions used in the survey or interview well-designed in terms of the standards discussed in the chapter?

The research questions were well defined. There was the use of conceptualized research questions guided on by review of literature from related past researches (Hartshorn K. et al 2010). How were the data

analyzed? If open-ended questions were used, does the researcher describe how they were analyzed and coded?

A mixed-model, repeated-measures analysis of variance (ANOVA) was computed using the statistical package for the social sciences. Pseudo-Bonferroni adjustment of 0.01 for the significance level was used, Facets software (Linacre, 2006) was also used to analyze rating data (Hartshorn K. et al 2010).

How were the data presented? If the study includes numerical data, how were they reported, is the standard deviation reported?

Data was presented both qualitatively and quantitatively. Description, charts, and tables were used to present data. Standard Mean Deviation was also reported where statistical analyses were concerned (Hartshorn K. et al 2010).

What conclusions were drawn? Are they justified in light of the data presented?

Dynamic written corrective feedback (WCF), based on insights from practice and theory, has helped ESL students improve the accuracy of their writing. This is justified in the light of this research since learners used to improve progressively on their writing accuracy (Hartshorn K. et al 2010).

What are the pedagogical implications of the study? Are they warranted in light of the finding of the study?

Program administrators and practitioners should have available information

on Dynamic written corrective feedback (WCF) on meaningful and practical ways in order to use them to help English Second Language learners in their learning of writing accuracy (Hartshorn K. et al 2010).