

Title: The Benefits of the Written Corrective Feedback in the Intensive Russian Learning Program

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Abstract:

When Truscott (1996) made his claim that written corrective feedback (CF) does not affect the acquisition of the L2 structures, researchers attempted to prove or disprove this statement. Among these studies, there are a few that explore the effects of the focused (where only one linguistic feature is corrected) and unfocused (where a number of linguistic features are corrected) feedback, and the results of these studies are inconclusive. The current study was conducted to explore how these two types of CF might affect L2 acquisition in the context of intensive language learning. The study took place over the three week period of intensive Russian learning where students attended over 20 hours of Russian classes per week. The study included experimental research design which involved a pretest, experimental treatment, and a posttest. For the treatment, the high intermediate learners of Russian were asked to write four essays twice a week. All participants were divided into three groups: in the first one, the CF in their essays was provided on only one of the Russian cases – genitive (focused CF); in the second one, the CF was provided on genitive case, prepositions, past and present tenses (unfocused CF); the third group did not receive any CF. The pretest and posttest measured participants' explicit written knowledge of four target structures before and after the treatment. The preliminary results show that the unfocused group performed significantly better on the genitive case structures at the end of the study, but there seemed to be a ceiling effect for the focused group on the same structure. There were no significant differences between the groups in regards to all four target structures. Thus, these results suggest that unfocused CF is beneficial for L2 Russian learners in the context of an intensive language learning program.