INVESTIGATING THE EFFECTS OF WIKI-BASED IMPLICIT CORRECTIVE-FEEDBACK ON L2 LEARNERS' WRITTEN PRODUCTIONS

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ABSTRACT:
Providing feedback to and correcting errors of learners' language performance is important in both first (L1) and second language (L2) teaching and learning process. A number of studies have examined the effectiveness of different types of corrective-feedback (CF) on L2 learners' writing and results showed positive effects (Ahmadi et al. 2012; Kamberi, 2013; Lyster & Saito, 2010). However, little has examined the effects of CF on L2 writing via wiki (Zailin, 2010; Zailin, Nik & Ainol, 2012). Therefore, the current study aims to provide further insights into the effects of implicit CF on L2 learners' writing through wiki. Nineteen $(n=19)$ undergraduate L2 learners doing English at University Malaysia Pahang were enrolled in the study. During the pretest session, the learners were required to write an essay on Communication Skills at Workplace for approximately one hour. Next, implicit CF was provided to the essays, and a week later during the posttest session, the learners revised their essays based on the feedback given. Results indicated that wiki-based implicit CF helped L2 learners to improve the accuracy and fluency of their written productions. While the result also revealed a positive influence of CF on lexical complexity to a certain degree, syntactic complexity was not affected.

Key words: Implicit corrective-feedback, wiki, CAF

1. BACKGROUND

Corrective-feedback (CF) is deemed important in both first (L1) and second (L2) language learning. CF serves as a hint to the learners that their use of the target language is incorrect (Lightbown & Spada, 1999) and is significant in writing classes (Biber et al., 2011). It is debated whether teacher should treat learners' errors as part of the L2 learning process (Ferries, 1999; Ferries & Roberts, 2001; Ferries et al., 2013; Truscott, 1996) One of the arguments is put forth by Truscott (1996, 2004, 2007 & 2010) who claimed that error correction is ineffective in language classes. Truscott (2007) insisted that error correction could have negative effects on learners' ability to produce accurate language, and he added "we should be confident whether if