

The effect of teacher's electronical corrective feedback on Iranian intermediate learners' accuracy of simple present passive voice

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Abstract

This study examined the effect of teacher's electronic corrective feedback on Iranian intermediate learners' accuracy of simple present passive voice. A total of 37 intermediate English learners participated in this study in which they received two different kinds of feedback i.e., electronic feedback and paper-based feedback for 10 consecutive sessions. The electronic group received feedback on their essays and communicated with their teacher via email. The teacher used track changes to correct their errors. The paper-based group received teacher's traditional feedback. The results of the study showed that there was a significant difference between the groups. The electronic-feedback group outperformed the paper-based one in producing accurate simple present passive voice.

Key Words: feedback, e-feedback, track changes, email