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REVIEWER’S REPORT

Manuscript No.: IJAR-57991

Title: Effects of Direct and Indirect Corrective Feedback on Vietnamese EFL Ninth Graders: A Case of Past Continuous Tense Lessons

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	...			
Techn. Quality		...		
Clarity	...			
Significance	...			

Reviewer’s ID: JPR- 180

Detailed Reviewer’s Report

The paper, “*Effects of Direct and Indirect Corrective Feedback on Vietnamese EFL Ninth Graders: A Case of Past Continuous Tense Lessons*,” investigates the effectiveness of two widely used forms of Written Corrective Feedback (WCF) direct and indirect feedback among Grade 9 Vietnamese learners of English as a Foreign Language. The study addresses an important gap in the literature, as most previous research has focused on university students rather than younger secondary-school learners. By examining both grammatical accuracy and learners’ emotional responses, the study provides a comprehensive perspective on the pedagogical value of corrective feedback. Methodologically, the research adopts a quasi-experimental mixed-methods design involving 39 ninth-grade students divided into direct-feedback and indirect-feedback groups. Data were collected through pretests, immediate posttests, delayed posttests, and a Likert-scale questionnaire administered over six weeks. The design is appropriate for investigating both short-term learning gains and long-term retention, while the inclusion of learner perceptions strengthens the study by incorporating an affective dimension often overlooked in grammar-focused research.

The findings reveal that both direct and indirect corrective feedback significantly improved students’ grammatical accuracy immediately after intervention. However, the gains diminished over time, indicating that feedback alone may not guarantee long-term retention of grammatical knowledge. Statistical analysis demonstrated a significant effect of time but no significant difference between the two feedback types. These results suggest that for relatively transparent and rule-governed grammatical structures such as the past continuous tense, the clarity of feedback may be more important than its degree of explicitness.

An important contribution of the study is its exploration of students’ perceptions of feedback. The questionnaire results indicate that learners viewed both forms of feedback positively, reporting high levels of usefulness, confidence, and emotional comfort. Furthermore, no significant differences were found between the groups regarding perceived usefulness or emotional response. These findings challenge concerns that corrective feedback may increase anxiety and instead suggest that well-delivered feedback can support both learning and learner confidence. The discussion effectively connects the findings to established theories in second language acquisition, including Schmidt’s Noticing Hypothesis and Krashen’s Affective Filter Hypothesis. The author argues convincingly that corrective feedback helps learners notice grammatical gaps in their interlanguage, while positive emotional responses facilitate the processing of feedback. The interpretation is supported by examples from student writing and by relevant literature.

Despite its strengths, the study has several limitations. The sample size is relatively small and drawn from a single private school, limiting the generalizability of the findings. The six-week duration may also be insufficient

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to fully assess long-term language development. Additionally, the study focuses exclusively on one grammatical structure, making it difficult to determine whether similar results would emerge for more complex linguistic features. The authors appropriately acknowledge these limitations and recommend broader, longitudinal studies in future research.

Overall, this is a well-structured and relevant study that contributes valuable insights to the field of second language acquisition and EFL pedagogy. Its findings support the continued use of both direct and indirect corrective feedback in secondary-school classrooms while highlighting the necessity of ongoing reinforcement to ensure lasting grammatical development. The paper offers practical implications for teachers and enriches the growing body of research on written corrective feedback among young language learners.