

The Effect of Teacher's Text Specific and Rubber-Stamped Comments on Iranian EFL Learners' Lexical and Grammatical Achievements in Writing Quality

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Abstract The aim of this study was to investigate the effect of teacher's text specific and rubber-stamped comments on Iranian EFL learners' lexical and grammatical achievements at the pre-intermediate level. Quick Placement Test was employed to 40 pre-intermediate EFL learners as the participants of this study. Then, they were divided randomly into two experimental and control groups. Prior to the treatment, the participants of both groups were given a pretest to ensure their grammatical and lexical knowledge. After administering the rubber-stamped comments to the experimental group and text specific to the control group, a posttest was administered to seek the effect of two types of instruments. An independent samples t-test was employed to see whether the treatment were effective. Paired samples t-test was also employed to measure the amount of progression between pretest and posttest of the experimental group. The results of the study revealed and emphasized that rubber-stamped comments improved the learners' lexical and grammatical accuracy. Implicationally, teachers should know that providing rubber-stamped comments is more effective and helps learners improve more in the accurate use of target forms than the text-specific feedback.

Keywords : Descriptive and non-descriptive

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