Enhancing Accurate Verb Usage in ESL Writing through Direct Written Corrective Feedback

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ABSTRACT

The scholarly discourse over the impact of corrective feedback on writing accuracy has endured for decades, ever since Truscott (2020) challenged Kang and Han's (2015) claim about the effectiveness of direct written corrective feedback (DWCF) in enhancing learners' grammatical writing accuracy. This study evaluated the impact of DWCF on the accurate formulation and usage of verbs in compositions written by forty English as a Second Language (ESL) learners at the Secondary School Level (SSC). The participants in the study consisted of two groups: Group A, which served as the treatment group, received DWCF treatments for twelve weeks and Group B, which served as the control group, received broad comments without any particular remedial actions. Similar levels of proficiency in verb formation and use were detected in the early tests for both groups. However, following the intervention, Group A demonstrated substantial improvements in their competency in constructing and using verbs, but Group B only exhibited minor improvements. This study contributes to the ongoing academic discourse by integrating theoretical frameworks on DWCF and demonstrating its significant and beneficial impact on enhancing verb formation and use in English language learners' writing.

Keywords: Written corrective feedback; writing accuracy; grammatical accuracy; controlled and treatment groups; verb construction and application

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INTRODUCTION

Within the domain of English language writing proficiency, the precise command of accurate verb usage poses a significant challenge for learners across the globe (Liu & Brown, 2022). The importance of accuracy in verb usage goes beyond mere grammatical correctness; it is a crucial element of efficient communication and linguistic fluency. Teachers have consistently looked for ways to improve students' understanding and correctness in using verbs. An examined strategy is DWCF, which is suggested as a powerful instrument for promoting linguistic proficiency and correcting errors among English language learners (Smith, Johnson, & Nguyen, 2023).

The current research seeks to explore how DWCF improves students' comprehension of proper verb construction and application in the context of writing in the English language. More precisely, it seeks to determine the relative influence of DWCF compared to traditional feedback methods, such as general remarks, on learners' ability to learn and strengthen their verb-related skills. Participants were split into two distinct groups using the purposive sample design: the treatment group, which received DWCF treatments, and the control group, which was only exposed to general commentary.

Modern literature emphasises the relevance of this investigation in the wider discussion of language teaching. The findings from recent investigations confirm that DWCF can bring about significant enhancements in learners' grammatical precision and linguistic self-assurance (Liu & Brown, 2022; Smith, Johnson, & Nguyen, 2023). Furthermore, the examination of feedback strategies becomes particularly important considering the increasing multiculturalism that defines modern educational environments (Garcia & Lee, 2021). This research is positioned to provide empirically-based insights that not only improve teaching practices but also align with the goals of inclusivity and effectiveness in language education.

This research aims to advance the current discourse by examining the influence of DWCF on verb formation and application difficulties in the essay writing of SSC level ESL learners. Past research has examined the impact of WCF on many aspects of language acquisition. However, there has been minimal effort to tackle ESL learners' issues with verb construction and application. Our study intends to close this knowledge gap by offering insight into the efficacy of DWCF in a unique linguistic and cultural context. This will enhance our understanding of its technological appropriateness and usefulness in different educational settings.

This study intends to address a significant gap in the literature regarding the impact of DWCF on ESL learners' writing proficiency. Previous studies on this subject have produced contradictory results (Farris, 1999; Truscott, 1996), with efforts made to clarify the impact of WCF on written compositions (Ferris & Roberts, 2001) but without reaching definite conclusions. The goal of this article is to provide the findings of a study that focuses on the most prevalent errors non-native English speakers make while constructing and using verbs. The study aims to address the research query: What is the impact of DWCF on the formation and usage of verbs in the essay writing of SSC-level ESL learners in Pakistan International Schools?

Proficiency in English language abilities, specifically grammatical precision, including the precise usage of verbs, is essential for academic and professional success in Pakistani educational settings because the whole examination system is writing-based. Nevertheless, Pakistani students frequently encounter substantial obstacles in acquiring fluency in English grammar, which subsequently affects their writing skills (Malik, 2018; Saeed & Shah, 2019). Although, the advantages of WCF in improving linguistic precision on a global scale have been acknowledged

(Ferris, 2010; Bitchener & Knoch, 2010), its precise impact on solving these difficulties in Pakistani schools has not been thoroughly investigated.

Ahmad, Saeed, and Iqbal (2013) looked at the impact of WCF on ESL students' SSC academic achievement. However, the study did not directly assess the effect of WCF on the writing correctness of ESL learners. In a further study conducted by Ahmad, Hassan, Qureshi, and Qurashi (2015) at the intermediate level, it was discovered that WCF treatments resulted in a reduction in the frequency of errors. Nevertheless, the study lacked a control group to evaluate the effect on writing accuracy comprehensively. In order to fully assess the impact of the independent variable and enhance the validity of study findings, a control group is essential to research as it offers a point of comparison for comparison (Simkus, 2022).

Moreover, prior research highlights the necessity of conducting customised investigations to explore the efficacy of WCF in addressing grammar-related challenges among Pakistani students (Akram, 2017; Butt & Rehman, 2021). Thus, this study seeks to examine the influence of direct WCF on the accurate utilization of verbs among Pakistani students, providing empirical proof to enhance language teaching methods in this distinct educational setting.

To achieve these goals, the following sections of this paper will outline the research methodology, explain the theoretical foundations that guide the deployment of DWCF, and show the conclusions obtained from a thorough examination of experimental results. The main goal of this research is to provide educators and practitioners with evidence-based insights that will improve teaching methods and help English language learners become more proficient in their language skills.

LITERATURE REVIEW

Despite an extended and continuous debate over thirty years, there is still a lack of convincing empirical evidence that demonstrates a notable and beneficial effect on the writing accuracy of ESL learners (Reinders & Mohebbi, 2018). Supporters of the theory that views WCF as a useful tool assert that WCF helps students recognise the differences between the rules of their interlanguage and those of the standard language (Schmidt, 2001; Schmidt & Forta, 1986). Cho (2019) claims that by rearranging and changing the way they produce the target language, these observational learning opportunities aid EFL students in improving their comprehension.

While highlighting the theoretical perspective of WCF, Vygotsky (1981) argued that Written Corrective Feedback (WCF) improves the learning process by allowing learners to interact with others who have a higher level of language competency. Therefore, it is recommended that WCF should be positioned within the learner's proximal development zone, as proposed by Vygotsky (1981). Dekeyser (2007b) proposed that according to Skill Acquisition Theory, WCF facilitates the conversion of declarative knowledge, which refers to metalinguistic awareness or information about linguistic forms, into procedural knowledge that is essential for creating sentences in the target language. This sequence of events enables the process of automating word processing, resulting in improved fluency and heightened correctness (DeKeyser, 2007b). In addition, WCF prevents errors in learners' compositions by avoiding faulty word processing (Polio, 2012a).

Early research on DWCF (Ashwell, 2000; Fathman & Whalley, 1990; Lalande, 1982; Sheppard, 1992) supported its positive impact on enhancing writing accuracy in students. These studies advocated for the ongoing inclusion of DWCF in writing education. In contrast, critics at

the same time (Semke, 1984; Truscott, 1996) argued against the legitimacy of DWCF, claiming that it had negative practical consequences. Truscott (1996) proposed that although DWCF may decrease the frequency of errors in future versions of the same essay, its influence does not persist over time or apply to new compositions. Truscott and Hsu (2008) saw a noteworthy improvement in correctness in later drafts but not in newly written compositions. Similarly, in a study conducted by Van Beuningen et al. (2008), it was discovered that both direct and indirect feedback resulted in better accuracy in updated texts. However, only direct feedback was effective in boosting accuracy in new compositions. In addition, Schmidt (1995) argues that DWCF is only useful when learners can detect errors and understand the subsequent adjustments. These findings emphasise the conflicting viewpoints and ongoing discussion over the effectiveness of DWCF in language teaching methods.

The majority of studies have emphasised how well WCF works to improve students' long-term grammar skills (Boggs, 2019; Sari, 2019; Schenck, 2020). Several additional studies (Ganapathy, Tan, & Phan, 2020; Hong, Hua, & Yang, 2020; Nusrat, Ashraf, & Narcy-Combes, 2019; Tahir, Albakri, Adnan, & Karim, 2020), as well as others (Luan & Ishak, 2018; Mansourizadeh & Abdullah, 2014) support the effectiveness of WCF, highlighting its ability to assist learners in improving vocabulary, accurately using verbs, and avoiding various types of errors. Kumarana (2021) emphasised the difficulties learners encounter in understanding grammatical rules and sentence structures in the absence of teachers offering written corrective feedback (WCF).

Ghaderi and Farell (2020) emphasized the challenges that students face when studying without the support of Written Corrective Feedback (WCF), while Tang and Liu (2018) claimed that WCF is helpful in helping learners detect errors and overcome their mistakes. Pourdana (2021) defined WCF as a tool that improves learners' proficiency in a second language. In addition, students have shown considerable enthusiasm about WCF, viewing it as advantageous for acquiring proper writing skills (Sari, Suryaman, & Yanto, 2022). Moreover, it has been seen that WCF has an impact on students' mindsets and attitudes, guiding their attention towards the objectives of their assignments (Saukah, Dewanti, & Laksmi, 2017). These studies jointly emphasise the perceived benefits of WCF in language acquisition and its influence on student involvement and achievement.

Contrary to previous expectations, recent research indicates that delivering DWCF may not consistently improve the grammatical ability of ESL learners. Truscott (2020) disputes Kang and Han's (2015) claim that WCF enhances learners' grammatical accuracy, rejecting their findings as unsupported and stating that WCF produces minimal long-term advantages for writing accuracy. Li's (2017) meta-analysis, which includes many studies on WCF, demonstrates that although WCF can result in short-term enhancements in error correction, these improvements generally do not result in long-lasting advances in grammatical accuracy. According to Smith and Brown (2018), the success of WCF depends on elements such as learner motivation, the specific faults being addressed, and the frequency of feedback given. Moreover, Long (2019) argues that the influence of WCF on grammatical precision differs greatly according to learners' language ability levels and the intricacy of the grammatical structures being targeted. Therefore, although there was initially hope for positive outcomes, depending exclusively on direct WCF may not be enough to generate long-lasting enhancements in grammatical precision among ESL learners. Irvin (2017) argues that WCF is ineffective in reducing students' error frequency and may rather hinder their writing and speaking skills. In addition, certain scholars propose that WCF may have the potential to cause harm (Farrokhi, Zohrabi, & Azad, 2018), as feedback from teachers is frequently

perceived as inattentive and lacking sensitivity, which could potentially impact the emotional well-being of learners, a factor that is often disregarded in scholarly inquiries (Goetz, Lipnevich, Krannich, & Gogol, 2018; Goo & Takeuchi, 2021).

The upcoming experimental study, which compares direct written corrective feedback with generic remarks, shows great potential given the contrasting viewpoints on WCF. Although, previous research has highlighted the possible advantages and drawbacks of WCF in improving grammatical accuracy and student involvement, recent criticisms have pointed out discrepancies in its long-term effectiveness and potential unintended effects on learners' emotional well-being. The planned project aims to empirically investigate the comparative impacts of direct versus generic feedback in language learning environments. The study seeks to provide vital insights that can be used to refine instructional approaches. This research is crucial as it aims to address gaps in knowledge about the subtle impacts of feedback strategies, thereby guiding the development of more efficient methods to assist ESL learners in their language acquisition process.

METHOD

PARTICIPANTS AND CONTEXT OF THE STUDY

The Pakistan International School Taif in Saudi Arabia served as the study's location. This educational institution is jointly supervised by the Consulate General of the Islamic Republic of Pakistan in Jeddah and the Saudi Arabian Ministry of Education. The study took place from early December 2020 to late February 2021, covering the final quarter of the 2020-21 academic session, which lasted for three months. During this time frame, the school served for around one thousand students from different educational levels, including both male and female students.

This research involved the selection of forty participants through purposive sampling who were male students enrolled at the SSC level and recognised as ESL learners. The table below provides a comprehensive overview of the selection criteria and demographic characteristics of the participants. The study utilised a quasi-experimental methodology to investigate essay writing subjects that were selected from the learners' curriculum, a regularly utilised approach in educational research (Berg, 2009). The participants were divided into two groups: Group A was designated as the treatment group, while Group B was assigned as the control group.

TABLE 1. Participants' demographics

Group	Participant	Ethnicity	Age	English Studied in this school (Years)	English Proficiency Level
Treatment	13	Pakistan/Urdu	15-16	10	A2 (Pre-intermediate) - B1(Intermediate)
	3	Pakistan/Urdu	15-16	<10	
	3	**Egypt/Arabic**	15-16	10	
	1	**Yamen/Arabic**	15-16	10	
Control	11	Pakistan/Urdu	15-16	10	A2 (Pre-intermediate) - B1(Intermediate)
	04	Pakistan/Urdu	15-16	<10	
	04	**Egypt/Arabic**	15-16	10	
	1	**Sudan/Arabic**	15-16	10	

Source: Authors' Research Data (2022)

RESEARCH PROCEDURE

The Pakistan International School Taif principal approved before the study began, and participants provided their informed consent. The participants were guaranteed the freedom to discontinue their participation in the study at any point, recognising the ethical intricacies that are naturally present in real-world research environments (Houghton, Casey, Shaw, & Murphy, 2010). The participants were notified that their data would be utilised solely for research objectives and handled with confidentially, in accordance with their autonomy as emphasised by Holloway and Wheeler (2002). All participants were guaranteed privacy protection measures.

The study utilised a quasi-experimental design featuring a single independent variable and a single dependent variable. The measurement design employed in this study, as defined by Tamhane (2009), involved testing experimental units under various treatment conditions or at different time points. The study examined the impact of the teacher's DWCF on the participants' error frequency in their written compositions. The errors were counted before and after a three-month treatment period, referred to as the pre-test and post-test, respectively.

As a consequence of the extended closure of schools in Saudi Arabia from March 2020 to December 2021 because of the Covid-19 pandemic, the research was conducted online. At the beginning, both the treatment and control groups participated in a pre-test. They were given instructions to write a 150-word essay titled 'My Favourite Place' within the thirty-minute time frame. WhatsApp was used to submit the essays. During twelve weeks, individuals in both groups engaged in the task of composing weekly essays as part of pre-arranged instructional sessions. Treatment group A received DWCF from the researcher, whilst Control Group B received just generic comments. The lesson plan is thoroughly outlined in Appendix.

Following the twelve-week treatment session, participants were given a post-test in which they were once again instructed to compose an essay 'My Favourite Place'. The number of errors in each essay was thoroughly tallied. A t-test was performed utilising post-test data to compare with pre-test results. The names of the twelve compositions are presented in Table 2.

TABLE 2. Titles for the writing tasks

Weeks	Titles
	Pre-test essay, write an essay, "My favourite place."
W – 1	Write an essay, "A journey by train"
W – 2	Write an essay, "A Rainy Day"
W – 3	Write an essay, "My Last Day at School"
W – 4	Write an essay, "A Cricket Match"
W – 5	Write an essay, "My House"
W – 6	Write an essay, "My School Library"
W – 7	Write an essay, "A Hockey Match"
W – 8	Write an essay, "Village Life"
W – 9	Write an essay, "Visit to a Hill Station"
W – 10	Write an essay, "A visit to a hospital"
W – 11	Write an essay, "A river in flood"
W – 12	Write an essay, "An industrial exhibition"
	Post-test essay, write an essay, "My favourite place."

Resource: Researcher's data

DATA ANALYSIS

T-tests are statistical tests that assess if there is enough information to conclude that the means of the relevant population distributions differ (Warner, 2013). Independent samples t-tests are specifically used to compare groups of individuals who are not linked to each other. The presence of substantial disparities in averages indicates that the independent variable being studied has probably exerted an influence on the dependent variable being assessed (George & Mallery, 2016).

In order to do the t-tests, essays from the pre-test of each participant in both groups were gathered, and verb mistakes were methodically tallied. The accuracy of each essay was evaluated using required occasion analysis, a methodology previously utilised by Rummel and Bitchener (2015), and Khanlarzadeh and Taheri (2017) in their respective research to measure the precision of learners. For example, if a participant includes ten verbs in a 150-word essay (as required) and seven of those verbs are accurate, the accuracy rate for that essay would be 70 percent. Verb mistake rates of participants were recorded throughout both the pre-test and post-test stages. The detailed statistics may be found in Table 3.

TABLE 3. Accuracy Level of Participants based on correct use of verbs

Group		<65%	65-70%	71-75%	76-80%	81-85%	>85	Participants
Treatment	Before Treatment	7	6	6	1	0	0	20
	After Treatment	0	0	0	1	2	17	20
Control	Before Treatment	6	4	4	6	0	0	20
	After Treatment	2	7	5	1	1	4	20

Source: Participants' pre-test, post-test data (Khanlarzadeh & Taheri, 2017)

These four types of data were used to conduct four t-tests as shown in Figure 1.
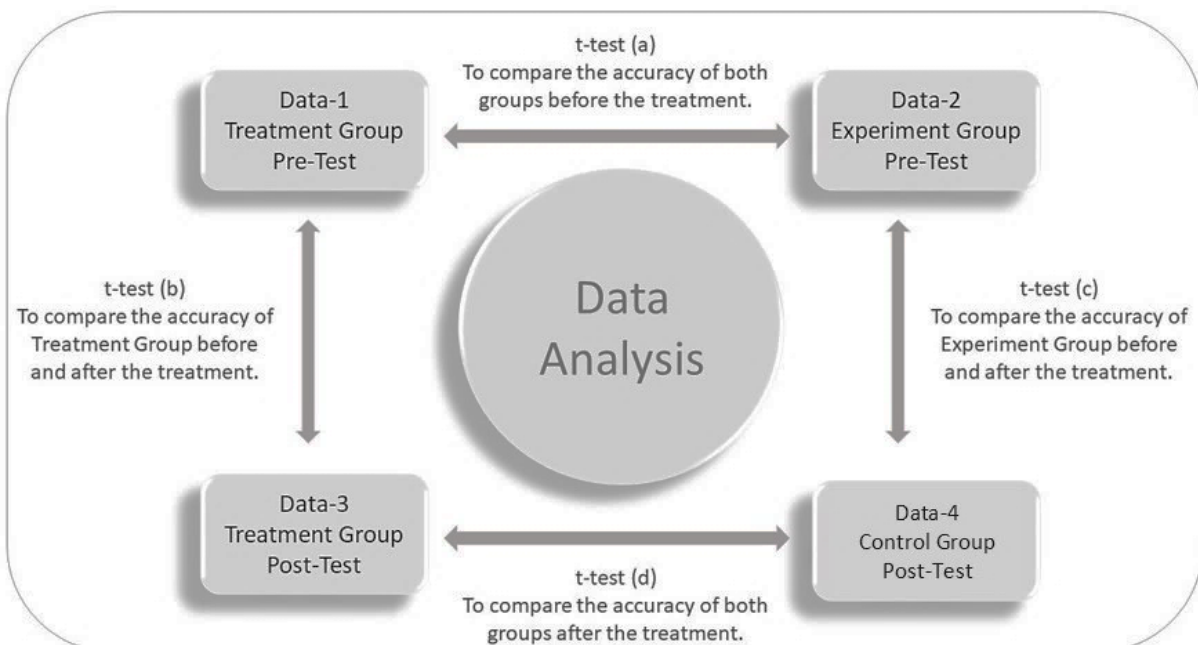

FIGURE 1. Data analysis (Researcher's Own Design)

To assess the pre-test accuracy levels of the Treatment and Control groups, the first independent sample t-test (a) was performed on the comparison of pre-test data. As examined, there was no substantial difference in accuracy level between these groups prior to any kind of intervention. The next step was to run two dependent samples t-tests. Data from the pre- and post-tests were compared within the Treatment group using the t-test (b). The outcomes demonstrated that the intervention increased accuracy significantly. Analyzing the Control group's pre- and post-test data involved using the t-test (c). According to the findings, accuracy levels were almost unchanged during the same time frame. Comparing the post-test results between the Treatment and Control groups was done using the t-test (d). Following the intervention, the Treatment group outperformed the Control group, with a statistically significant difference in accuracy levels. Figure 2 shows the patterns of error correction found during the study.
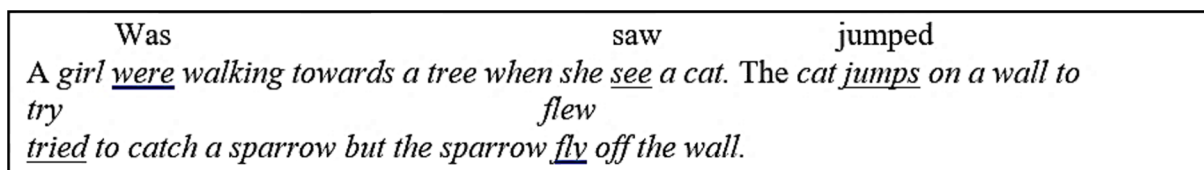Figure 2.

FIGURE 2. A sample of how the errors were marked

RESULTS

The results of this quasi-experimental study measuring the impact of WCF on the writing accuracy of SSC level EFL learners revealed several aspects as presented here.

BETWEEN THE GROUPS ANALYSIS (PRE-TEST)

The pre-test data of the treatment group and control group are shown in Table 4.

TABLE 4. Pre-test data of treatment and control group

Group		<65%	65-70%	71-75%	76-80%	81-85%	>85	Participants
Treatment	Before Treatment	7	6	6	1	0	0	20
Control	Before Treatment	6	4	4	6	0	0	20

Resource: Researchers' data

These data are presented in the following chart to compare the learners' correct use of verb-based accuracy of writing.
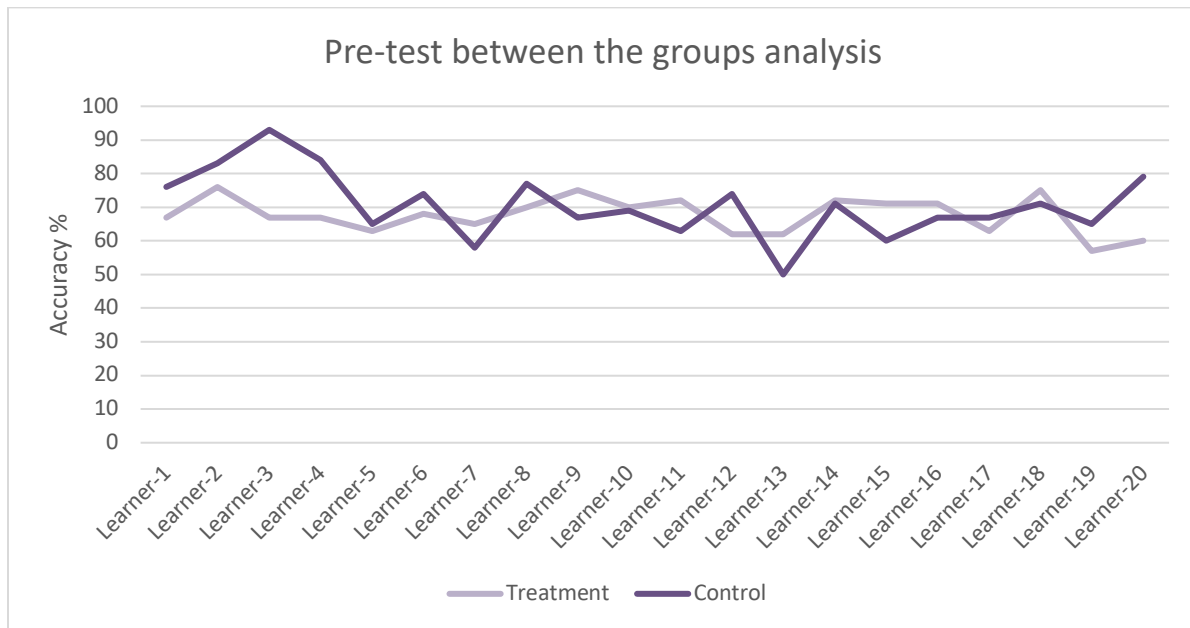

FIGURE 3. Pre-test, between the groups, analysis

The chart shows the percentage accuracy level of each participant of each group based on pre-test of both groups. It shows that accuracy level of most of the learners of both groups lies between 60 and 70 percent. There is not much difference between the percentage accuracy of learners of both groups

A t-test was conducted independently to assess the percentage accuracy of the treatment group and control group using the same pre-test data. Following an independent samples t-test, the table below displays the mean values, variance, and P-value for both groups.

TABLE 5. Pre-test, between the groups, analysis.

Error Type	Group	Participants	Errors' Mean	Variance	p value
Correct construction and application of verb	Treatment	20	67.65	28.239	**0.241**
	Control	20	70.65	97.713	

Source: t-test values noted by the researcher

The above table's descriptive analysis results, which include the means, variance, and "p-value" (t-test calculated value of 0.241, greater than.05) indicate that there is no significant difference between the accuracy level of the treatment group and the control group at the very beginning of the treatment.

WITHIN TREATMENT GROUP ANALYSIS (PRE-TEST, POST-TEST)

The following table presents data gathered from the treatment group's pre- and post-tests.

TABLE 6. Pre-test and post-test data of treatment group.

Group		<65%	65-70%	71-75%	76-80%	81-85%	>85	Participants
Treatment	Before Treatment	7	6	6	1	0	0	20
	After Treatment	0	0	0	1	2	17	20

Source: Researchers' data

The following chart presents a comparison of the treatment group's pre- and post-test data.
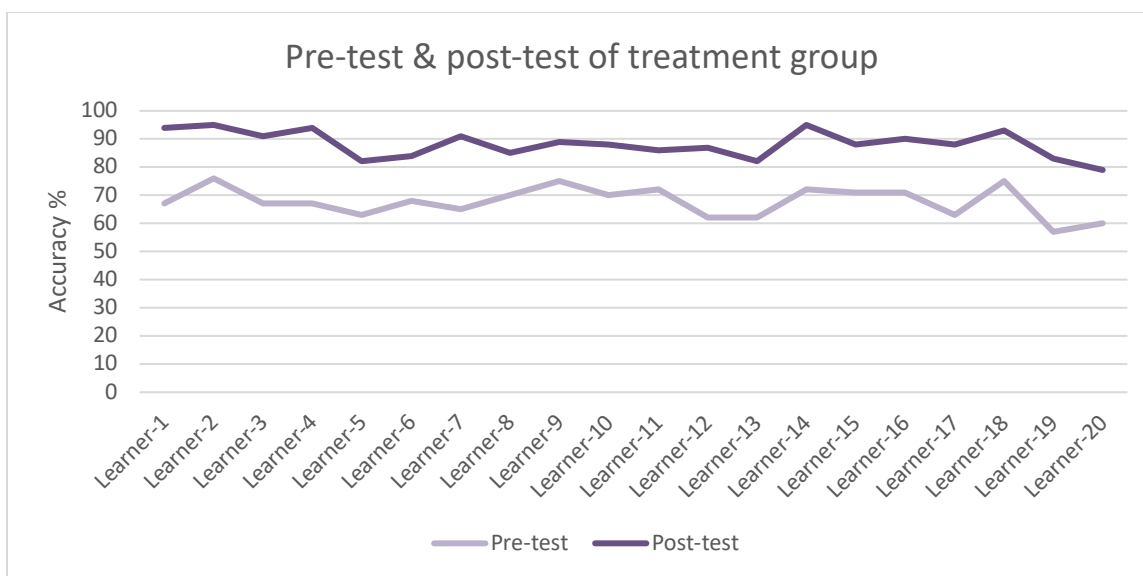

FIGURE 4. Pre-test & post-test of treatment group

The chart shows clearly that the percentage accuracy of learners of treatment group has increased significantly.

The table given below compares the percentage accuracy of treatment group before the treatment and after the treatment (Table 3) of twelve weeks.

TABLE 7. Within treatment group analysis (Pre-test, post-test)

Error Type	Treat Group	Learners	Errors' Mean	Variance	p value
Correct construction and application of verb	Pre-treatment	20	67.65	28.239	**1.38E-14**
	Post-treatment	20	88.2	22.378	

Source: t-test values

Given that the 'p-value' in the above table is 1.38E-14, which is less than ".05," the results of descriptive analyses, including means, variance, and p-value, indicate that there is a significant difference between the accuracy of the treatment group prior to and following the treatment.

WITHIN CONTROL GROUP ANALYSIS (PRE-TEST, POST-TEST)

Data of the pre-test and post-test of the treatment group are given in the following table.

TABLE 8. Pre-test and post-test data of the control group.

Group		<65%	65-70%	71-75%	76-80%	81-85%	>85	Participants
Control	Before Treatment	6	4	4	6	0	0	20
	After Treatment	2	7	5	1	1	4	20

Source: Researchers' data

Data of the pre-test and post-test of the treatment group are compared in the following chart.
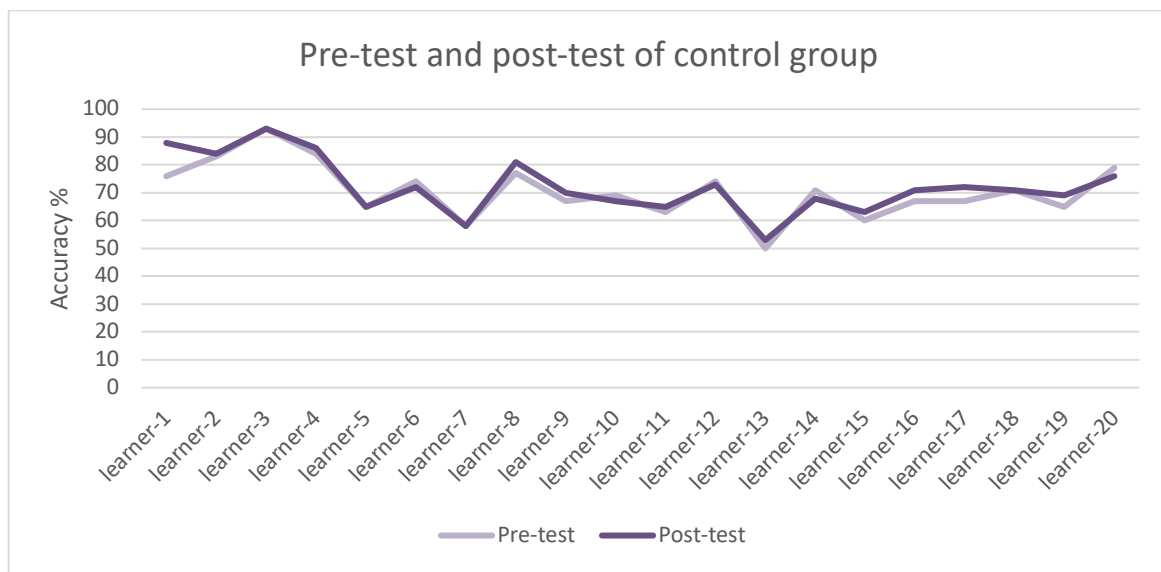

FIGURE 5. *Pre-test & post-test of control group*

The chart clearly shows that the percentage accuracy of learners in the control group has increased but not significantly.

The table given below compares the percentage accuracy of the control group before the treatment and after the treatment of twelve weeks.

TABLE 9. Within control group analysis (Pre-test, Post-test)

Error Type	Essays	N	M	Variance	p value
Correct construction and application of verb	Pre-treatment	20	69.7	87.117	**0.1236**
	Post-treatment	20	71.1	71.105	

Source: t-test values

Since the "p-value" in the table shown above is 0.1235, which is higher than ".05," the descriptive analysis results, including the means, variance, and p-value, indicate that there is not a significant difference between the control group's accuracy at the start of the experiment and the end.

BETWEEN THE GROUPS ANALYSIS (POST-TEST)

The post-test data of the treatment group and control group are shown in the following table.

TABLE 10. Pre-test data of treatment and control group.

Group		<65%	65-70%	71-75%	76-80%	81-85%	>85	Participants
Treatment	After Treatment	0	0	0	1	2	17	20
Control	After Treatment	2	7	5	1	1	4	20

Resource: Researchers' data

These data are presented in the following chart to compare the learners' correct use of verb-based accuracy of writing.
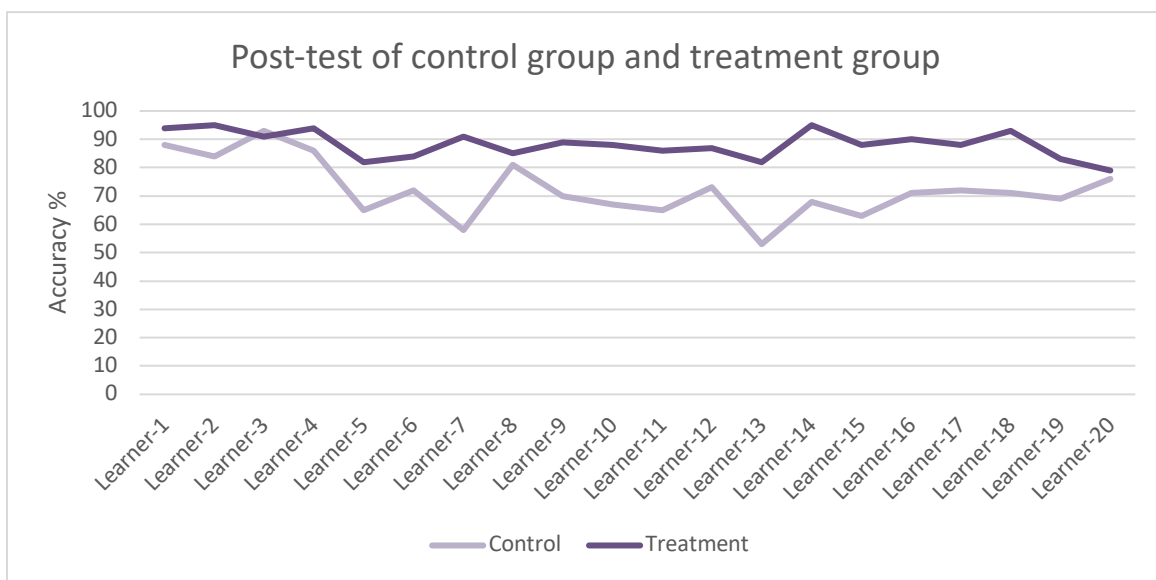

FIGURE 6. Post-test of control group and treatment group

The percentage accuracy at the end of treatment between the treatment group and the control group differs significantly, as shown in the above chart.
The following table uses the t-test to compare the treatment group's percentage accuracy at the conclusion of the treatment to that of the control group.

TABLE 11. Between group analysis (Post-test)

Error Type	Essays	N	M	Variance	p value
Correct construction and application of verb	Pre-treatment	20	88.2	22.378	**7.18E-07**
	Post-treatment	20	72.25	101.355	

Source: t-test values

As the "p-value" computed in the above table is 7.18E-07, which is smaller than ".05," the descriptive analysis results, including the means, variance, and p-value, indicate that there is a significant difference between the accuracy of the treatment group and the Control group at the conclusion of the experiment.

DISCUSSION

The purpose of the study was to investigate how DWCF affects the writing accuracy of ESL students at the SSC level. More specifically, the study looked at how DWCF affects students' essays' accuracy in verb construction and usage.

The study showed that DWCF helped participants improve their ability to build and use verbs with greater accuracy. Moreover, the input given by the teacher was seen as helpful. More precisely, the results suggest that the correct usage of verb forms increased in both the treatment and control groups, however the degree of increase was different between the two groups. The accuracy of the treatment group significantly improved, but improvement of the control group was not statistically significant. Additionally, the research suggests that instructors wholeheartedly adopt the practice of offering DWCF, noting its potential influence on learners' linguistic growth but also acknowledging that it may not fully solve all language acquisition difficulties. Crucially, individuals in the treatment group were consistently receptive during the intervention, viewing it as a useful educational experience.

Teachers must encourage careful reading and a deep comprehension of the original text in order to guarantee that students actively and passionately engage with DWCF. According to Schmidt's Noticing Hypothesis (1990), successful learning necessitates learners to individually recognize and fix language components in the input that they have observed. According to Hamid, Nasri, and Ghazali (2018), self-awareness plays a vital role in improving the correct writing of EFL learners. Additionally, it is crucial for teachers to consider Guenette's (2007) comments that the progress of second language acquisition is gradual and step-by-step, with corrective feedback being just one part of this intricate process. Hence, it is important to exercise patiently as it may require a substantial amount of time before WCF starts to produce noticeable enhancements.

This study supports the claims stated by Loan (2019) on the complex nature of the usefulness of writing feedback. Several crucial factors that impact the success of feedback are the types of errors, the characteristics of the feedback (such as being clear, explicit, and consistent), the attributes of the students (such as their attitude, linguistic ability, proficiency level, enthusiasm, and maturity), as well as the attributes, conduct, and instructional methods of the teacher. These findings emphasize the complex and interconnected nature of different factors that contribute to the influence of writing feedback.

The results of this research are consistent with previous studies (Krashen & Seliger, 1975) that suggest that providing DWCF greatly improves the writing accuracy of learners. The findings align with other studies (Ferris, 2010), which further support the beneficial effect of DWCF on the accuracy of writing. In addition, they assist in research that concentrates on particular types of errors, which has shown the effectiveness of WCF in enhancing learners' awareness of accuracy (Bitchener & Knoch, 2010; Sheen, 2010a).

The study's findings are consistent with earlier studies indicating that WCF facilitates second language acquisition (Bitchener & Knoch, 2009; Pourdana, Nour, & Yousefi, 2021). It also improves the accuracy of writing (Farris, 1999), helps individuals become aware of their strengths and weaknesses (Hyland, 2013), motivates learners to meet writing goals (Saukah, Dewanti, & Laksmi, 2017), and enhances the overall process of acquiring a second language (Ellis, 2010). All these research point to the benefits of WCF for different areas of language acquisition and writing ability.

These findings contradict earlier research that indicates possible disadvantages of WCF. The authors of various studies challenge several claims regarding the effectiveness of WCF.

Truscott (2007) questions the notion that WCF is universally ineffective, while Farrokhi, Zohrabi, and Azad (2018) argue against the belief that WCF can have negative effects on learners' communicative abilities. Irvin (2017) highlights the inconsistency and carelessness with which teachers may provide WCF. Additionally, Goetz, Lipnevich, Krannich, and Gogol (2018) emphasize the frequently overlooked impact of WCF on learners' emotional well-being. The divergent findings underscore the intricacy and varied consequences linked to the integration of WCF in language acquisition settings.

These findings have practical implications for resolving concerns among Pakistani teachers regarding the level of accuracy produced by students in the teaching-learning environment. In Pakistan, where teachers have the main obligation of editing their students' writing, the practice of encouraging pupils to edit their own work becomes more important, as it is a time-consuming process (Haider 2012). Presently, students sometimes depend exclusively on teachers for revisions without going through their own work or addressing earlier errors before undertaking fresh writing assignments. As a result, there is reduced focus on correcting errors and enhancing the precise usage of verbs in written output.

CONCLUSION

The study aimed to evaluate the impact of DWCF on students' proficiency in appropriately constructing and utilizing verbs. The results showed that during a three-month treatment period, both the treatment and control groups exhibited enhanced verb construction and usage. Nevertheless, the group that received WCF as part of their treatment had a notably greater level of writing accuracy in the post-tests than the control group. The results indicate that teacher intervention using written corrective feedback (WCF) is advantageous in improving grammatical aspects in foreign language learning environments, which aligns with previous studies (Bitchener & Ferris, 2011; Yoon & Lee, 2020).

Although recognizing the study's achievements, it is crucial to mention that future research could improve comprehension by including second drafts or amended essays to assess students' assimilation of WCF. Furthermore, conducting investigations on various categories of errors, modes of feedback, and heterogeneous student groups in different settings could yield more profound understandings of student understanding of errors and their receptiveness to feedback. Future research should also examine the effects of WCF on various levels of language proficiency over longer periods in order to assess its long-term efficacy in language acquisition accurately.

Although the study's quasi-experimental design and three-month timeframe impose restrictions, it is nevertheless possible to derive pedagogical recommendations. To enhance student learning, it is imperative to adopt a strategy that focuses on recurrent error categories and makes use of targeted lessons and meta-linguistic sessions. Additionally, providing customized oral feedback might be beneficial. Furthermore, through structured projects that facilitate the integration of corrected language elements into writing, students can be motivated to take an active role in their language development in a learner-centered environment.

In summary, this research offers significant perspectives on how DWCF can improve ESL learners' grammatical accuracy. Nevertheless, by looking at a larger range of situations and taking the long-term impacts into account, future studies should improve on these findings. This will contribute to developing more efficient language teaching strategies.

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APPENDIX

LESSON PLAN 1

Name……**Muhammad Yaseen**…………………   Date………………
Level…… **SSC EFL**……………………………   Length of lesson….45 **min**….
Type of lesson……………………**Writing**………   Topic … **A journey by train**
No of students………**20**…………….   Aids…**Whiteboard, Marker**

Lesson aims
- To focus on generating ideas.
- To focus on organizing ideas.
- To focus on preparing a draft by organizing ideas.
- To develop an understanding of the target language
- To develop the confidence to use the target language

Evidence

I will know the aims have been achieved if / when …
- The students complete their writing task successfully.

   Assumptions
- I am assuming that students have an interest in the subject of language learning and have some ideas of the different ways to approach reading and speaking tasks.

Class Profile (nationalities**,** needs etc.)

The class is at SSC level. There are twenty male learners. Their average age is 15-17. They started learning English when they started their academic career. The educational system in this school is examination based and the examination system is writing based. A few of the learners are outspoken and tend to dominate discussions and eliciting. Tact and a good mix of activity types are required to engage the quieter students who have their own language strength. They are friendly and enthusiastic to learn the English language as securing high grades is the requirement of their admissions in professional colleges and universities.

Anticipated difficulties

Some of the students might have problems to generate ideas, arrange them and prepare a final draft to complete the task.
- I propose to deal with these by …
- Prompting keywords/phrases to guide them to complete the task.

CLASSROOM PLAN

Stage	Time	Inter-action	Procedure	Stage Aim/Purpose
Lead-in:	02 min	S-S	Work in pairs and ask each other, "What do you remember about your favourite railway journey?"	• To generate interest in the topic, set scene and motivate the learners to use their previous knowledge about the topic.
Vocabulary, verbs and Pronunciation	05 min	T-SS, S-S	Some of the words commonly used to write this essay will be written on the board and pronounced. They will be advised to focus on grammatical (verb) errors.	• To provide pronunciation practice • To familiarise the learners with new words • To develop an understanding of the target language
Ideas generating	05 min	S-S	What type of information will be written in this essay?	• To focus on previous knowledge. • To generate ideas
Arranging ideas	03	S-S	The learners will try to find out what type of information will be in the beginning, in the middle and then at the end.	• To develop an understanding of the arrangement of created ideas.
Sample Essay	10 min	T-SS S-S	The learners will be given a sample essay.	• To provide a set pattern of essay • To develop the confidence of learners
Drafting	20 min	S	Learners will be said to write their draft of the essay and keep the focus on verb errors.	• To provide writing practice • To develop an understanding of L2.
Essays will be collected by the researcher to give back the next day. Control group will receive essays with general comments while the treatment group will receive direct WCF.				

A Journey by Train (Sample Essay)

The Railway, British invention, has always been fascinating the people since its invention. A powerful engine pulls several coaches on a track. It joins big cities and the towns on the route. I had to travel by train from Faisalabad to Lahore by train a few months ago. It was very interesting to see people travelling by train. My seat was already reserved by my father. When I reached the Faisalabad station, I came to know that the train was about half an hour late. People were waiting for the train. Men, women, children, young and the old ones were waiting for the train by taking care of their luggage. The stationmaster and his staff, smart and uniformed were moving hurriedly on the station. Carts and stalls as well as toy shops, brightly lit, were looking very attractive. I could find my seat after a little struggle. My seat was beside the window. Cows and buffaloes grazing in the fields. The train went through the gardens also. I enjoyed it a lot. My uncle was waiting for me when I reached Lahore station. I told my uncle how enjoyable my journey was.

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