

DIRECT CORRECTIVE FEEDBACK ON THE EFL STUDENTS' WRITING

Muhammad Yaseen,
Yaseenpist@gmail.com
Pakistan International School Taif, Saudi Arabia

Mohd Hilmi Bin Hamzah,
hilmihamzah@uum.edu.my
School of Languages, Civilisation & Philosophy, Universiti Utara Malaysia

Minah Harun
minn@uum.edu.my
School of Languages, Civilisation & Philosophy, Universiti Utara Malaysia

ABSTRACT

The effects of corrective feedback on writing accuracy have been the source of contention for decades since Truscott (2020) challenged Kang and Han's (2015) statement that WCF improves the learners' grammatical writing accuracy and claimed that their findings were baseless. This paper reports the study carried out with forty Secondary School Level (SSC) EFL learners of English. It looked into how verb construction and use in the written work of EFL English learners were affected by direct written corrective feedback (WCF). Forty participants were divided into two groups. The treatment group, Group A, was provided direct feedback for twelve weeks, whereas, the controlled group, Group B, received only general comments on their essays. The comparison of pre-test results between the groups proved that both groups had the same ability to construct and apply verbs in their written work in the beginning of the study. However, after receiving the treatment, Group A students managed to increase their skill to construct and apply verbs significantly whereas, Group B students only improved slightly but not significantly. The results of this study demonstrated that WCF has a positive, considerable impact on the construction and use of verbs.

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

INTRODUCTION

Writing is not only challenging but also a strenuous process for many learners of English, in particular, the non-native speakers of English, be it second or foreign language learners. Teachers need to know how to encourage students to strive to write better in the target language. In relation to the second language acquisition, giving good and correct feedback is crucial due to the uniqueness of such learners (Philp, Borowczyk & Mackey, 2017).

Despite the contentious argument over the previous three decades, there hasn't been any convincing research demonstrating a positive substantial effect on the writing accuracy of EFL learners (Reinders & Mohebbi, 2018). The hypothesis that considers WCF as the facilitating agent (Schmidt, 1990; 2001) claims that WCF triggers learners to understand the gap between the interlanguage and target language (Schmidt & Forta, 1986). Moreover, as WCF is useful only if the learners are able to notice the errors and corrections (Schmidt, 1995), WCF provides noticing opportunities to the learners, these noticing opportunities support the EFL learners to restructure and modify their target language to develop better understanding (Cho, 2019).

Meanwhile, Vygotsky (1981) argued that WCF facilitates the learning process as when learners are provided WCF, they interact with others having high language proficiency. Therefore, WCF should be aligned with learners' proximal development zone (1981).

Dekeyser (2007b) stated in his Skill Acquisition Theory that WCF invigorates and converts declarative knowledge, that is metalinguistic knowledge, or knowledge about a linguistic form, into procedural knowledge, that is to construct target language sentences. Consequently, the learner progresses towards automatic word processing, becomes faster in pace and improves his/her accuracy. Moreover, WCF reduces the number of errors in learners' compositions by preventing erroneous word processing. (Polio, 2012a).

While supporting the effects of WCF, an early group of researchers (Ashwell, 2000; Fathman & Whalley, 1990; Lalande, 1982; Sheppard, 1992) claimed that WCF aids students in improving their writing accuracy and that writing classes should continue using it. More recent studies (Ganapathy, Tan, & Phan, 2020; Hong, Hua, & Yang, 2020; Luan & Ishak, 2018; Nusrat, Ashraf, & Narcy-Combes, 2019; Tahir, Albakri, Adnan, & Karim, 2020) as well as (Luan & Ishak, 2018; Mansourizadeh & Abdullah, 2014) favor the use of WCF and see it as essential to assisting learners in enhancing their vocabulary, correctly using verbs, and avoiding all other kinds of mistakes.

While in the same era, there is another group (Semke, 1984; Truscott, 1996) that opposed the WCF and declared WCF as not only theoretically wrong and harmful but also practically inapplicable. They, while reflecting on the teachers' views regarding WCF, claimed that WCF given in an essay may decrease learners' error frequency in the next draft when the writer rewrites the same essay second time but not in the long run, it has no effects on the linguistic accuracy when the learner writes a new composition later after some time (Truscott, 1996).

Most of the researchers (Boggs, 2019; Sari, 2019; Schenck, 2020) found WCF useful for the learners' grammatical writing accuracy even after a long time. Some researchers (Bitchener & Knoch, 2010; Loan, 2019) conducted studies and provided WCF on specific features of the grammar to measure the impacts of WCF (e.g., errors while using the past tense) and most of them found a noteworthy positive impact on writing accuracy. Bitchener, Young and Cameron (2005) investigated the effects of direct WCF, with and without oral conferencing, on the writing accuracy of the learners and found it positively useful. Loan (2019) examined the effects of WCF on Thai University students and found that it affects the writing accuracy significantly. Kumarana (2021) found that grammatical rules and sentence structures were difficult for the learners to understand without the assistance of a teacher providing WCF.

Some studies (Bitchener & Knoch, 2010; 2012; Banaruee, Khatin-Zadeh, & Ruegg, 2018) were held to discover the relative effects of the direct WCF and demonstrated more positive effects of direct WCF on writing accuracy than indirect WCF. Bitchener and Knoch (2010) and Beuningen et al. (2008; 2012), claimed that although both types of WCF, direct and indirect, were useful for short-term, however for the long-term effects, only direct WCF was significantly effective. Tang and Liu stated that WCF is useful as it helps the learner to recognize the errors and to believe that they have done mistakes (2018). Gadheri and Farell considered learning difficult and hard without WCF (2020). Pourdana considers WCF as a facilitator for the learners to master second language (2021). Students are found very enthusiastic towards WCF and find it useful to learn correct writing (Sari, Suryaman, & Yanto, 2022). It can also change students' mindsets and attitudes toward their work, forcing them to concentrate on the purpose of the task (Saukah, Dewanti, & Laksmi, 2017).

Meanwhile, Karim and Nassaji (2018) presented the meta-analysis of research of the past four decades on WCF, Li and Fuono (2019) reviewed research of last twenty-five years, Lim and Renandya examined thirty-three studies and the results of all these reviews declared WCF crucial, productive and conducive to improve writing accuracy of the learners.

Even though the majority of recent studies revealed a favorable impact of WCF on learners' writing accuracy, other studies have produced contradictory findings. For instance, one particular study (Truscott & Hsu, 2008) shows significant increase in accuracy on second draft but not on new texts (essays). In a similar study by Van Beuningen et al. (2008), data were recorded for updated texts after both direct and indirect feedback, but only direct feedback was found to enhance accuracy on new texts. It is worth noting that Truscott (2020) challenged Kang and Han's (2015) statement that WCF improves the learners' grammatical writing accuracy and says that their findings are baseless and WCF is useless to improve the writing accuracy of the learners for a long time period.

Even though several research have shown the advantages of writing corrective feedback, Truscott (2007) contended that no method of correction is beneficial. It will not be helpful to decrease the frequency of students' errors and will have a detrimental impact on their capacity to write and speak (Truscott, 1996; Irvin, 2017). It's even hazardous (Farrokhi, Zohrabi, & Azad, 2018), because teachers' comments are often sloppy and insensitive (Irwin, 2019). As a result, it may have an impact on the learners' emotional component., which has been largely disregarded by many studies (Mahfoodh, 2017; Goetz, Lipnevich, Krannich, & Gogol, 2018; Goo & Takeuchi, 2021).

The results of earlier studies addressing the effect of WCF on EFL learners' writing accuracy are somewhat contradictory (Farris, 1999; Truscott, 1996). Several researches have tried to figure out how WCF affects written compositions (Ferris & Roberts, 2001) but no conclusive result is reached. In this paper findings of the study on verb construction and application errors will be presented, which are common among non-native speakers of English. The study is directed by the following research question: What are the effects of direct written corrective feedback on the construction and application of verbs in the essay writing of Pakistani EFL learners?

This study is also important because the impacts of WCF in the context of Pakistan have not been sufficiently investigated. Ahmad, Saeed, and Iqbal (2013) looked at the effect of WCF on general academic performance in a study at SSC level. It was discovered that the learners who were provided corrective feedback, did better on exams, possessed greater subject knowledge, actively engaged in class activities, submitted their academic tasks on time, and were more at ease speaking their views in classroom discussions. However, they did not examine how WCF affected the writing accuracy of EFL students. In a study conducted at the intermediate level by Ahmad, Hassan, Qureshi, and Qurashi (2015), WCF reduced the frequency of errors occurring; however, they did not employ the control group to examine how WCF affected writing accuracy. The control group is essential because it establishes a baseline, enabling researchers to assess the effects of altering the independent variable, and improves their ability to draw results from a study (Simkus, 2022).

METHOD

PARTICIPANTS AND CONTEXT OF THE STUDY

The research was carried out at the Pakistan International School Taif, Saudi Arabia. This is an International School supervised by Consulate General of Islamic Republic of Pakistan Jeddah and Ministry of Education Saudi Arabia. The research was conducted in the last quarter (December - February) of the session 2020-21. The research started in the first week of December, 2020 for three months and continued up to the last week of February, 2021. At that time there were about one thousand students altogether (Boys/Girls) in this school studying at different levels. Forty participants who were EFL learners of SSC level at this school, participated in this study. Their particulars are given in the table given below. The study used a quasi-experimental approach, which makes use of easily available topics and is

commonly employed in educational studies (Berg, 2009). Essay writing topics were very common and selected from the syllabus of the learners. The participants were classified into two groups: Group A and Group B. Group A was taken as the treatment group and Group B was taken as the control group. The Saudi legislation prohibits male lecturers from instructing female pupils, therefore, only male students took part in this study.

TABLE 1. Participants' demographics

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

Source: Authors' Research Data (2022).

RESEARCH PROCEDURE

Before the study was conducted, authorisation was obtained from the principal of Pakistan International School Taif. The participants' consent was obtained. The participants were informed that they had the right to withdraw from the study at any time. Because of the "emergent and unpredictable nature of the study in real world environment," this is an essential ethical problem (Houghton, Casey, Shaw, & Murphy, 2010, p. 15). They were also told that the information would only be utilised for the research project and that it would not be used for any other purpose. Furthermore, because participants would have their own ethical behaviour, Holloway and Wheeler (2002) argued that participants' autonomy must be constantly negotiated. The participants were informed that every precaution would be taken to protect their privacy.

The quasi-experimental research was conducted with one independent variable and one dependent variable. The measurement design which "tests the experimental units under multiple treatment circumstances or at different times" (Tamhane, 2009) was employed. The teacher's WCF was the independent variable in this study. The dependent variable was the number of errors in the participants' written compositions, which was measured by the number of errors identified. These errors were counted twice: first, these errors were counted in the beginning of the study when pre-test was given to the learners and for the second time after three month's treatment in the form of post-test.

Due to Covid-19, schools in Saudi Arabia remained closed for two years from the beginning of March, 2020 to the end of December, 2021. During this whole period studies in schools took place online. Therefore, this study was also conducted online. In the beginning of the study, there was a pre-test of treatment group and control group. In this test, the learners were asked to write an essay of 150 words to describe, 'My Favourite Place', within thirty minutes and send it to the researcher on WhatsApp. The learners of both groups were prepared to write an essay, each week, in the beginning of the pre-planned lesson and then they were instructed to write the essay. In this way, this practice continued for twelve weeks. Each week, the participants of each group wrote one essay each and sent it to the researcher. Lesson Plan is given in Appendix A. The researcher checked the essays and returned to the participants of the treatment group A by providing direct WCF whereas, for the Control Group B, only general comments were given.

At the end of 12 weeks' treatment period, the post-test was conducted. In this test, the learners were given the same task, that is, to write a similar essay that was given at the beginning of the study entitled, "My Favourite Place,". The errors in each essay were counted. T-test was conducted again by using the post-test data and compared that with the results of pre-test. The titles of the twelve essays 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 compare sample means to see if there is adequate evidence to conclude that the related population distributions' means are also different. (Warner, 2013). Independent samples t-testing is used to compare groups of people who are not related to one another. If the means are considerably different, it is possible to infer that the variable being modified (independent variable) had an impact on the dependent variable being measured (George & Mallery, 2016).

To follow the process of t-tests, the essays of Pre-test of each participant from the two groups were collected and the verb errors were counted. The accuracy level based on verb errors was calculated by using mandatory occasion analysis (Ellis & Barkhuizen, 2005). This method of accuracy measurement was also used by Rummel and Bitchener (2015) and Khanlarzadeh and Taheri (2017) to compare the learners' accuracy in their studies. According to this method of accuracy measurement, if a participant uses ten verbs in his essay of 150 words (obligatory occasions) and seven verbs are used correctly, the accuracy of this essay will be 70 percent. The participants' verb error-based data were collected and the accuracy level was calculated, once on pre-test based and the second time on post-test based. All these types of data are given 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

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.

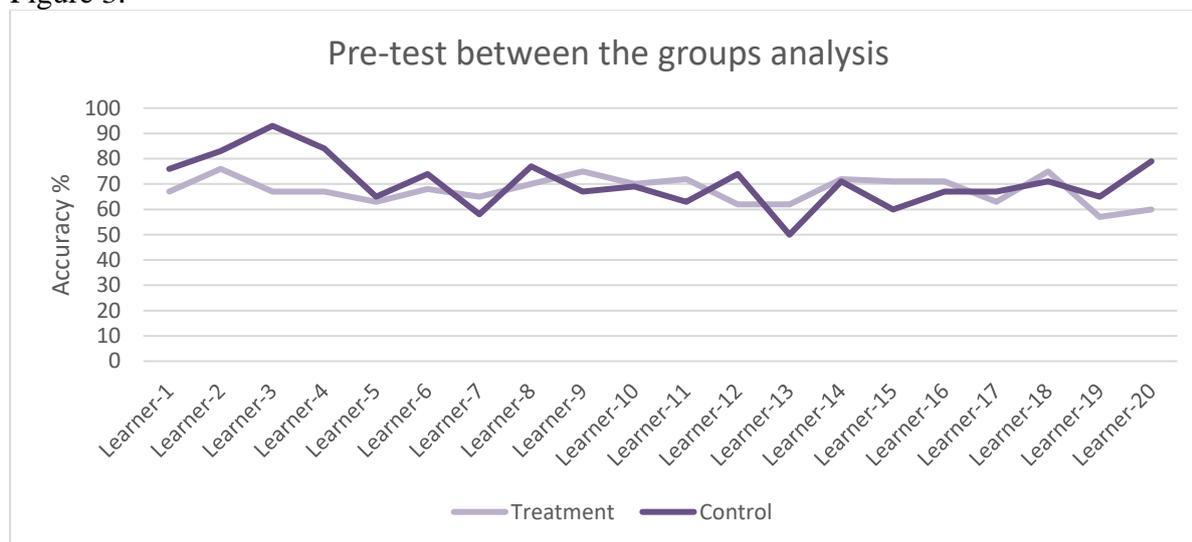


FIGURE 3. Pre-test, between the groups, analysis.

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

The same data of pre-test of treatment group and control group were used to conduct independent t-test to compare the percentage accuracy of both groups. The table below shows the mean values, variance and P-value of both groups obtained by independent samples t-test.

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 results of descriptive analyses given in the above table, including the means, variance and the "p-value" calculated by t-test that is 0.241, greater than .05, shows that there is no significance difference between the accuracy level of the treatment group and the Control group in the beginning of the treatment.

WITHIN TREATMENT 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 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

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

Figure 4.

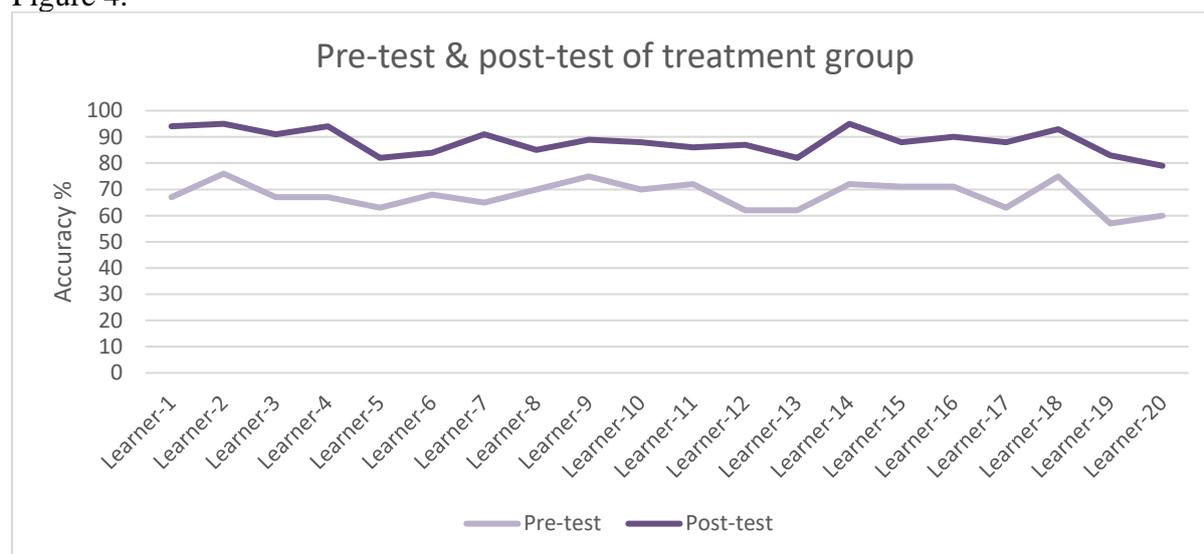


FIGURE 4. Pre-test & post-test of treatment group

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

The results of descriptive analyses, including the means, variance and p-value shows that there is a significant difference between the accuracy of treatment group before the treatment and after the treatment as the “p-value” calculated in the above table is 1.38E-14 which is smaller than “.05”.

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 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.

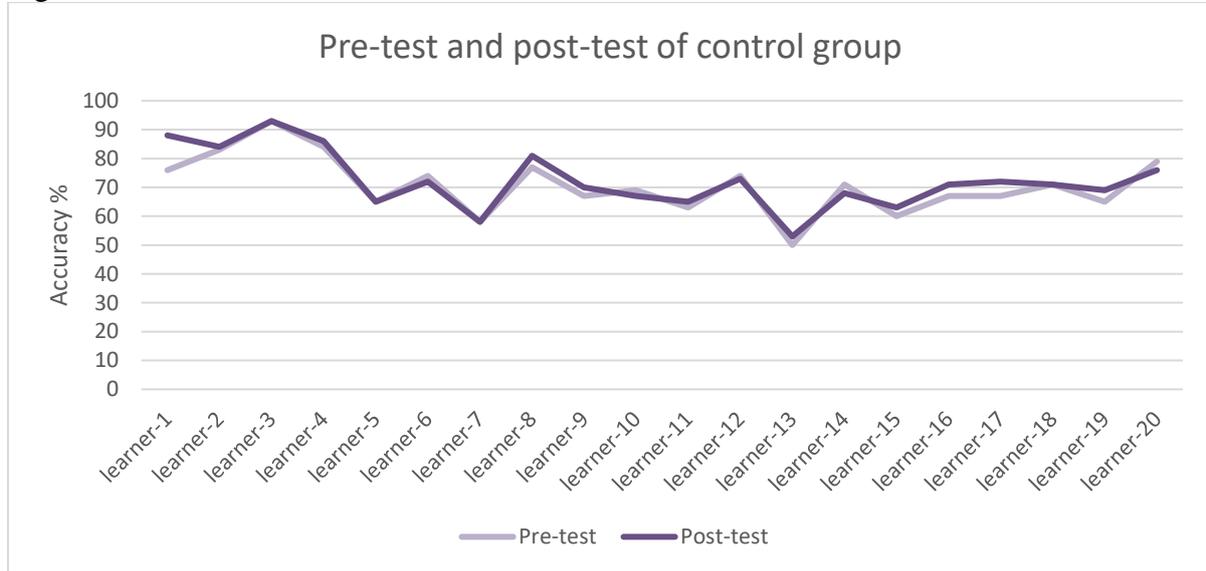


FIGURE 5. Pre-test & post-test of control group

The chart shows clearly that the percentage accuracy of learners of 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

The results of descriptive analyses, including the means, variance and p-value shows that there is no significant difference between the accuracy of control group in the beginning of the experiment and at the end of experiment as the “p-value” calculated in the above table is 0.1235 which is greater than “.05”.

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.

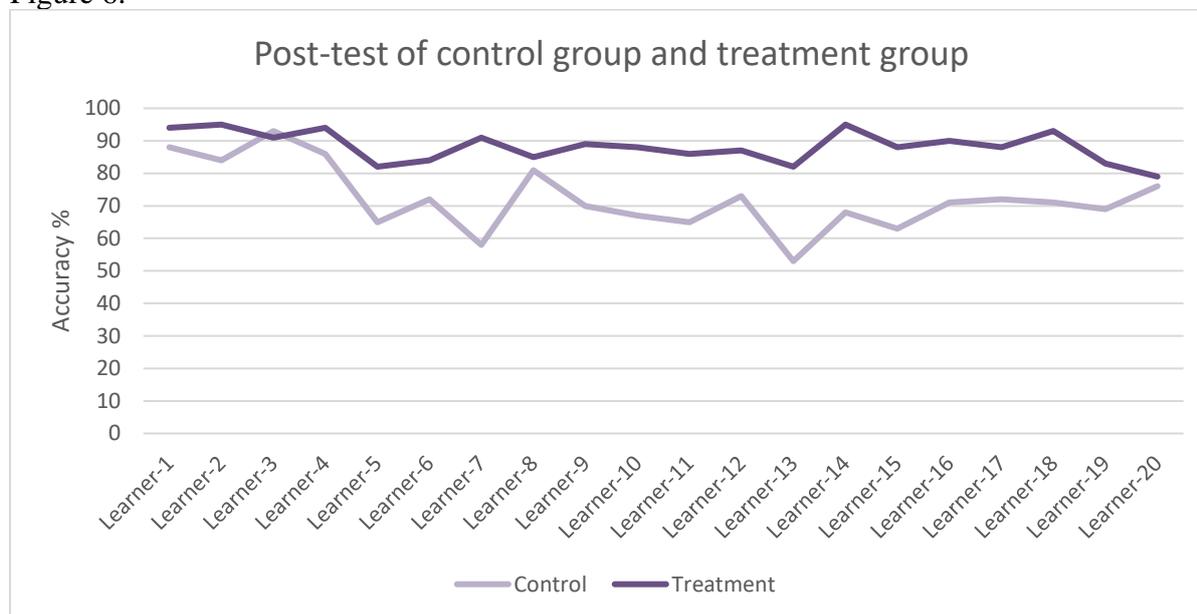


FIGURE 6. Post-test of control group and treatment group.

The above chart shows significant difference between the percentage accuracy of control group and the treatment group at the end of treatment.

The table given below compares the percentage accuracy of treatment group with the percentage accuracy of the control group at the end of the treatment by using t-test.

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

The results of descriptive analyses, including the means, variance and p-value shows that there is a significance difference between the accuracy of treatment group and the Control group at the end of experiment as the “p-value” calculated in the above table is 7.18E-07 which is smaller than ‘.05’.

DISCUSSION

The study was intended to examine how direct WCF affects the writing accuracy among the participants of foreign language learners of English. More specifically, the study focused on the effects of direct WCF on the accuracy of verbs used in the students' essay writing.

The study revealed that direct WCF helped the participants to gain greater control to construct and use verbs more accurately and that the teacher's feedback was found to be useful. The findings of this study show that correct use of verb-based accuracy of both groups, treatment and controlled, increased but the level of improvement was different. The accuracy level of treatment group increased significantly but the improvement in the accuracy level of controlled group was not significant. Moreover, it is found that the teachers, in general, should not be hesitant to provide WCF, even though regardless of its potential, WCF will not solve all

of the learners' linguistic issues. It is worth noting that the learners of treatment group were found receptive during the whole treatment period and that they took it as a useful activity.

It is thus critical for the teacher to ensure that students pay serious attention to the WCF by advising them to read and understand fully the original text. For better learning, to follow the given feedback is critical because, according to Schmidt's Noticing Hypothesis (1990), linguistic features in input cannot be learned unless the learner themselves notice them and correct the errors. Hamid, Nasri and Ghazali (2018) concurred that such self-awareness plays a pivotal role to increase the writing accuracy of the EFL learners. Last but not least, the teacher must remember that "second language acquisition is slow, incremental, and often difficult, and that corrective feedback is simply one of many elements that contribute to that process" (Guenette, 2007). It can take a long time for WCF to start producing results.

This study confirms the general claims of Black and Nanni (2016) and Loan (2019) that several factors will all play the roles in the effectiveness of the writing feedback including the error types, the feedback features (e.g., explicitness, lucidity, regularity), the student's attitude, competence (e.g., linguistic aptitude, proficiency level, enthusiasm, developmental maturity), and the teacher's personality, behaviour and teaching methods.

The findings of this research also support the previous findings (Krashen & Seliger, 1975) that direct WCF has a significant positive effect on the writing accuracy of the learners. These findings are consistent with those of numerous later studies (Ferris, 2010) that direct WCF has a significant positive effect on the writing accuracy of the learners. It is also in line with the studies that focused on single error category and found that the WCF was actually useful in increasing the knowledge of accuracy among the learners (Bitchener & Knoch, 2010; Sheen Y. , 2010a).

The findings of this study support the results of the following studies; WCF facilitates the learners to master their second language (Bitchener & Knoch, 2009; Pourdana, Nour, & Yousefi, 2021), it improves learners' writing accuracy (Farris, 1999), it helps the learners to be aware of their strengths and weaknesses (Hyland, 2013), it motivates the learners to focus on the purpose of the writing (Saukah, Dewanti, & Laksmi, 2017), and it also improves the process of second language acquisition (Ellis, 2010).

These findings contradict with the results of the following studies; WCF is ineffective in all forms (Truscott, 2007), it affects the learners communicative ability negatively (Farrokhi, Zohrabi, & Azad, 2018), the teachers tend to be careless with the feedback (Irvin, 2017), and it can affect the learners' affective (emotional) factor that has been overlooked by most of the studies (Goetz, Lipnevich, Krannich, & Gogol, 2018).

These findings can be useful for the Pakistani population in addressing the concern among teachers in the teaching-learning context that influence the students' accuracy levels. Student editing may be particularly significant in Pakistan, where teachers are primarily accountable for editing their pupils' writing, which is time-consuming (Haider 2012). Learners are not required to review their work by concentrating on their teacher's corrections, nor are they required to rectify previous errors before generating a new piece of writing. As a result, pupils do not tend to concentrate much on correcting errors or improving the accuracy of using appropriate verbs in producing written work.

CONCLUSION

This paper has demonstrated a study which was designed to investigate whether direct WCF impacts on students' ability to construct and use verbs correctly. The study revealed that although both groups, treatment and control, improved their ability to construct and use verbs correctly after the three months' treatment period, the provision of WCF resulted in

significantly higher writing accuracy of treatment group in post-test as compared to the control group.

According to the findings of this study, although treatment group outperformed as compared to control group, both groups improved their writing accuracy, thus the teachers' intervention in the form of WCF is useful for the EFL learners to improve the grammatical features of foreign language regardless of the types of feedback (Bitchener & Ferris, 2011; Yoon & Lee, 2020). As Grabe (2009) stated, a single investigation is not enough to prove research issues in a particular question under examination; a variety of evidence is required to understand the question under investigation

In this study, the learners were not asked to write the second draft or the revised version of the essays. More research should be conducted by considering the second drafts of the essays to compare the knowledge gained by the students from the WCF provided by the teachers. Moreover, research should be conducted by focusing other types of errors, other types of WCF, by considering other student population in a variety of contexts. In that way, we can perhaps, understand whether students understand the errors, focus on the feedback and try to avoid the mistakes made. Future studies should also explore the impact of written corrective feedback by comparing the effects of two treatment groups with different degrees of English language competence: one with high proficiency and the other with poor proficiency.

The duration of this quasi-experimental investigation is another restriction. The accuracy retention in this study was tested over a three-month period, but the results would be more significant if future researchers expanded the scope to include different post-tests over a longer period, allowing the ultimate value of feedback for written acquisition to be determined. By extending the time period to ten months, as Bitchener and Knoch (2010) did, the relative influence of different feedback kinds utilized in this study could have been shown more clearly. However, due to the time constraint of the participants' and researcher's availability, this study could only be conducted within three months.

Pedagogical advice can be made despite these limitations. Lessons on a small number of recurrent error categories, for example, may be given to all students, followed by small group meta-linguistic sessions to address the specific errors that students found to be the most problematic. Giving each pupil personalised spoken comments can also be beneficial. Teachers can schedule a five- to six-minute oral metalinguistic conference or lesson with their students. Furthermore, teachers' focus and continuous feedback on errors (such as correct use of verb) may assist students' understanding of using such words. After receiving feedback, teachers should ask their students to write sentences using those words and check their revised work. By presenting a number of diverse projects, teachers can transform the language classroom into a learner-centred environment for meaningful and creative writing.

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Appendix A

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?"	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

First author:

Muhammad Yaseen
English Teacher in Pakistan International School, Taif, Saudi Arabia.
Ph. D Student in Universiti Utara Malaysia (UUM)

Second author:

PROF. MADYA DR. MOHD HILMI BIN HAMZAH

Deputy Dean (Research & Innovation)
School of Languages, Civilisation & Philosophy
Universiti Utara Malaysia

Associate Professor
Applied Linguistics Unit
Department of Languages & Linguistics
School of Languages, Civilisation & Philosophy
Universiti Utara Malaysia

Research Gate: https://www.researchgate.net/profile/Mohd_Hilmi_Hamzah

Google Scholar:
https://scholar.google.com/citations?view_op=list_works&hl=en&authuser=1&user=-eLKeCEAAAJ

Third author:

PROF. MADYA DR. MOHD HILMI BIN HAMZAH

Deputy Dean (Research & Innovation)
School of Languages, Civilisation & Philosophy
Universiti Utara Malaysia

Associate Professor
Applied Linguistics Unit
Department of Languages & Linguistics
School of Languages, Civilisation & Philosophy
Universiti Utara Malaysia

Research Gate: https://www.researchgate.net/profile/Mohd_Hilmi_Hamzah

Google Scholar:
https://scholar.google.com/citations?view_op=list_works&hl=en&authuser=1&user=-eLKeCEAAAJ