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**"Enhancing Writing Accuracy: A Study of  
Written Corrective Feedback for Intermediate  
Iraqi EFL Students"**

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## Abstract

This study examines the effectiveness of direct versus indirect written corrective feedback (WCF) on the writing accuracy of intermediate Iraqi English as a Foreign Language (EFL) students, as well as the potential development in their use of English article systems over eight weeks. Using intact classes and a quasi-experimental design, the study assessed the impact of the interventions using a "pretest, treatment, and posttest" approach. To evaluate language proficiency and writing skills, instruments including the Nelson English Language Test and writing pre-, and post-tests were utilized. Sixty participants were selected based on their language proficiency and randomly assigned to experimental and control groups. There were six sessions, each lasting six weeks, during which direct corrective feedback, indirect corrective feedback, and task-complexity manipulation were implemented. Findings indicated substantial differences among the groups, with direct corrective feedback proving most effective in enhancing writing accuracy. The discussion concentrates on the distinction between direct and indirect feedback, highlighting the significance of direct feedback for improving writing accuracy. The outcome of the study emphasises the need for improved teacher training and instructional methodologies in second language (L2) writing education at Baghdad University.

## Introduction

The quest for enhanced writing accuracy among intermediate Iraqi English as a Foreign Language (EFL) students takes center stage in this study. Given the increasing recognition of the significance of adept second language (L2) writing abilities in facilitating effective communication, academic success, and professional growth, the primary objective of this study is to examine the impact of written corrective feedback (WCF) on enhancing the writing accuracy of L2 learners. Our study begins with a clearly defined objective. In the context of the University of Baghdad, we intend to uncover the strategies and methods employed in L2 writing instruction and feedback provision. To accomplish this, we rely on systematic classroom observations, which enable us to identify both the strengths and limitations of current practices. However, the heart of our investigation rests in the evaluation of written corrective feedback. Throughout a rigorous 12-week quasi-experimental study, the efficacy of two distinct forms of WCF is investigated. Direct corrective feedback is characterized by explicit error corrections placed near to the original errors, whereas indirect corrective feedback relies on the method of error underlining. Our subjects, intermediate Iraqi EFL students, are carefully allocated to one of two experimental groups: group A (receiving direct corrective feedback) or group B (receiving error underlining). The efficacy of these feedback methods is meticulously evaluated through a series of pre-, post-, and delayed post-tests, each of which serves as a milestone in our effort to determine their influence on writing accuracy. This study examines the intersection between student preferences and pedagogical strategies. We conduct interviews and surveys to collect the perspectives of instructors and students on the topic of feedback. The results provide persuasive insights into their beliefs and preferences. Observations in the classroom reveal the current state of L2 writing instruction and feedback practices at the University of Baghdad, emphasizing key improvement areas. The findings of the quasi-experimental study indicate that while students improve over the duration of the experiment, neither form of corrective feedback has a substantial effect on writing accuracy, grammatical complexity, or lexical complexity. These insights, along with the preference for direct corrective feedback, reflect the sentiments of instructors and students who value feedback as a useful tool. Yet, they also underscore the significance of refining feedback delivery and follow-up practices to bridge the gap between student preferences and effective instructional strategies. Considering these nuanced findings, the concluding chapter of this study provides recommendations. These recommendations are intended to guide the ongoing discourse regarding L2 writing instruction and feedback practices, adding valuable perspectives to the larger conversation about improving writing accuracy and optimizing pedagogical approaches for intermediate Iraqi EFL learners.

## 2. Literature Review

Despite numerous investigations into the relative effectiveness of direct and indirect written corrective feedback, no consensus has been reached on this issue. Variability in findings may be attributable to the heterogeneity of study foci [1]. While direct feedback is advantageous for assessing the proficiency of structures, indirect feedback is more effective in evaluating the effectiveness of metacognitive strategies. Furthermore, it has been shown by (Ellis et.al, 2009) and (Ferris et.al 2001) that the degree of skill demonstrated by learners plays a crucial role in determining the efficacy of both forms of feedback [2][3]. In the context of language learning, individuals who are new to the language may perceive direct feedback as more beneficial due to its ability to provide substantial support in improving their linguistic abilities. Conversely, learners who demonstrate proficiency and possess the capacity to autonomously identify errors

may perceive indirect feedback as a more suitable approach [2]. The ongoing discussion regarding the efficacy of focused feedback, which targets specific problem types, versus unfocused feedback, which addresses a variety of error categories, has yet to produce a conclusive result. Numerous studies' extensive focus on error types like English definite and indefinite articles provokes questions about the generalizability of the observed positive effects associated with these structures [4]. Despite their methodological rigor, a study (Storch et al., 2010) expressed concerns regarding the ecological implications of research that focuses predominantly on feedback [5]. In recent years, academic research has increasingly integrated theoretical concepts with practical applications. This is evident in the efforts of studies such as (Liu et al., 2015), which seek to investigate a broader range of errors in authentic classroom settings [6]. Moreover, (Li et al., 2019) have emphasized the need to differentiate between comprehensive and selective feedback, particularly when dealing with errors related to a specific linguistic structure [7]. The significance of meta-analyses in assessing the effectiveness of corrective feedback, particularly in second language (L2) instruction, should not be understated. The influential study conducted by (Biber et al., 2000) highlighted the significance of meta-analyses in the field of second language acquisition [8]. Subsequently, a number of additional meta-analyses have been conducted, each with distinct emphasis areas and inclusion criteria. As the extant corpus of literature on corrective feedback continues to expand, there is an urgent need for up-to-date meta-analyses, with a particular emphasis on written corrective feedback. The provided empirical background serves as the basis for the subsequent literature review, which emphasizes the fluid and dynamic character of research in the field of corrective feedback in second-language writing [9].

## 2.1 L2 Writing Feedback

The provision of feedback on students' written work is essential in second language (L2) instruction. Providing feedback on writing projects is regarded as a crucial duty of writing instructors since it enables them to assess the performance of their pupils in these tasks. According to research, students have a strong desire for feedback to gauge their level of success in writing activities and identify areas for improvement in future writing endeavors [10].

## 2.2 Direct vs. Indirect Feedback

Some researchers (e.g., Lalande et al., 1982; Ferris et al., 2003) have theorized that indirect CF has the greatest potential to facilitate learning because it engages students in deeper cognitive processing and "promotes the type of reflection on existing knowledge or partially internalized knowledge that is more likely to foster long-term acquisition and written accuracy [11][12][13]. However, (Chandler et al., 2003) argued that delayed access to the correct form may negate the benefit created by indirect CF [15]. Direct CF, on the other hand, provides students with prompt access to the target form, allowing them to confirm or abandon their hypotheses about the language shortly after they write, which helps them to internalize the corrections better. Other benefits of direct CF may include reducing confusion caused by ambiguous indirect CF and providing students with information to solve complex errors involving a syntactic structure or idiomatic expressions [14]. Regarding the comparative efficacy of direct and indirect corrective feedback (CF), a body of research consisting of four studies has been conducted. These studies have consistently indicated that direct CF leads to a higher level of accuracy improvement when compared to indirect CF. Notably, the findings from these studies suggest that while both direct and indirect CF is effective in the short term, only direct CF yields a more substantial and enduring impact in the long term [15][16][17][18].

## 2.3 L2 Development and Feedback

Recent studies have specifically investigated whether written CF can facilitate L2 development. Comparing over time the new texts of students who received written CF versus those who did not demonstrate that written CF can result in enhanced control of the targeted structures [12][16][19].

## 2.4 Effectiveness of Feedback Types

Several researchers have conducted investigations to determine whether various forms of CF may result in distinct outcomes. The majority of initial investigations focused on comparing the effectiveness of direct forms of feedback, which involve explicit correction, with indirect forms, which involve just indicating that an error has occurred [20][21]. In contrast, recent research has indicated that direct feedback has a greater long-term impact on the acquisition of specifically targeted structures. There is a possibility that proficient students in composition and language acquisition programs may find indirect feedback to be satisfactory, whereas lower proficiency pupils with a restricted linguistic repertoire may benefit more from direct input [17][18].

## 2.5 Studies on WCF

Writing accurately in a second language poses a formidable challenge for L2 writers, which is frequently exacerbated by a variety of contextual factors. Although grammar is only one aspect of writing, it necessitates attention because it is a major obstacle for many L2 writers [23]. To effectively administer Written Corrective Feedback (WCF), it is necessary to consider these contextual factors, rendering motivated intermediate or advanced ESL students at the university ideal recipients. Each student's errors and interlanguage are influenced by a multitude of factors, including their native language, nationality, cultural identity, learning style, values, attitudes, beliefs, socioeconomic background, and motivations [24]. Motivation remains a crucial variable even though research has not conclusively determined which factors predict L2 learning success. Students who are dedicated to enhancing their writing abilities are more likely to profit from feedback [25]. Some students, particularly those who do not intend to write extensively in the future, may prioritize oral skills overwriting or tolerate their errors so long as they do not impede communication [26]. Low-proficiency students may lack the linguistic awareness necessary to remedy identified errors [24], posing an additional challenge to the effectiveness of WCF. Situational variables include the tangible learning environment and, on occasion, political or socioeconomic factors. Learning can be hindered by factors such as discomfort, inadequate lighting, pollution, and disruptive classroom behavior. In a university ESL classroom, however, these external factors typically have a limited impact, as the L2 writing instructor is the most important situational variable. Teachers of L2 writing and grammar exhibit a wide spectrum of skills and pedagogical approaches [26]. The instructional design, including what is taught and how it is taught, is influenced by methodological variables. In this context, "methodological" refers to instructional methodology, not research methodology [27]. Inappropriate sequencing, ineffectual pacing, a lack of practice opportunities, or excessive feedback can impede the benefits of WCF. The L2 writing instructor plays a pivotal role in determining the most efficient means for students to process correction and implement their learning in future writing [14]. This study focuses on the roles of Direct Corrective Feedback (DCF) and Indirect Corrective Feedback (ICF) in enhancing students' written accuracy in terms of vocabulary, grammar, and mechanics in the composition of original written works. Despite extensive research on different aspects of feedback in English as a Foreign Language (EFL) contexts, it is necessary to investigate this topic in the context of EFL instruction in Iraq. This paper's primary objective is to lay the foundation for well-reasoned recommendations, which will be elaborated in the conclusion. The purpose of these recommendations is to enrich the ongoing discourse on Second Language (L2) writing instruction and feedback practices, thereby contributing valuable insights to the larger dialogue on improving writing accuracy and optimizing pedagogical approaches for Intermediate Iraqi EFL students. To accomplish this objective, the study attempts to answer the following research questions:

- 1) What is the comparative efficacy of direct written corrective feedback versus indirect written corrective feedback on the writing accuracy of intermediate Iraqi EFL students?
- 2) Over eight weeks, does the use of written corrective feedback (WCF) result in a considerable improvement in the accuracy of using two functions of the English article system among intermediate Iraqi EFL students?

### 3. Methodology

#### 3.1 Research Design

The study employed a research design known as the "pretest, treatment, posttest design" and used intact classes as the sample. In this design, both the control group and the experimental groups were tasked with composing two 30-minute essays. During the study, students in both experimental and control groups were provided with instructional materials encompassing not only grammar but also various other skill domains. The lessons were held biweekly, with each session lasting 105 minutes and focusing on language instruction. The research utilized a quasi-experimental design, which is consistent with the intended objectives of the study. Quasi-experimental designs are employed to assess the causal effect of an intervention on a particular target group. The framework of the research design is illustrated in Table 1 presented below.

Control group (no feedback)	T1	O	T2
Experimental group1 (direct feedback)	T1	X1	T2
Experimentalgroup2 (indirect feedback)	T1	X2	T2

Table 1: Design of the study. X1 (treatment1), X2 (treatment2), O (no treatment), T1 (pretest), T2 (posttest)

## 3.2 Instrumentation

Various facets of the participants' language proficiency, writing abilities, and the effect of Written Corrective Feedback (WCF) were evaluated using a comprehensive set of instruments. To evaluate the effect of task manipulation and WCF on grammatical accuracy in writing, both pre-and post-tests of writing were administered, with participants tasked with producing essays in response to a common writing prompt. These writing samples, which were separated by four weeks, provided essential information for comparative analysis. The Nelson English Language Test (Section 200 A), adapted from (Fowler et al., 1976), was used as a proficiency test to ensure the homogeneity of the participants. This test consisted of three sections, including cloze tests, structure questions, and vocabulary multiple-choice questions [28]. In addition, a writing pre-test assessed the participants' initial writing abilities. The pretest was structured around a specific topic and conducted under standardized conditions, providing a baseline for comparison. Similarly, a posttest with identical parameters was administered to experimental groups following the treatment phase. This multi-instrument approach was crucial to attaining the study's objectives as it allowed for a comprehensive examination of the participants' language proficiency and writing accuracy.

## 3.3 Participants

This study included Baghdad University EFL students whose language proficiency was assessed according to the university's placement policy. The study initially included 36 women and 21 men aged 18–35. Participants were randomly assigned to three 19-person experimental groups. Three experimental groups were named: 1. Direct WCF Group, 2. IWCF Group, and 3. Task-complexity Manipulation (TM) Group. All participants were Persian speakers and had learned paragraph writing basics from their teachers. Separate treatment schedules were created to avoid overlap between class and therapy schedules, resulting in some attrition among the three groups. After data processing, several participants were discovered to be below the required skill level, reducing the final dataset's participant count. To ensure English proficiency homogeneity, the Nelson English Language Proficiency Test (Fowler & Coe, 1976) was given [28]. The test version 200 A was used for this investigation, including 40 tests covering ten language competency levels.  $M=29.02$  and  $SD=8.79$  were the proficiency scores. Participants with scores within one standard deviation below and above the mean ( $M=29.02$ ,  $SD=8.79$ ) were selected for the study to improve precision and reduce extraneous influences. A carefully selected sample of participants with similar language proficiency was chosen for the investigation.

## 3.4 Procedures and Data Analysis

The experimental procedure included six sessions conducted over six weeks for each respective group. During the inaugural session, all participants were instructed to complete a pre-test for a paragraph-writing activity, with an allocated time of roughly 40 minutes for completion. Following the administration of the pre-test, all experimental groups were provided with basic explanations about the narrative writing genre, as well as a comprehensive examination of the organization of writing tasks. During the following four sessions, each group received their designated intervention. The Direct Written Corrective Feedback (WCF) Group involved participants who were provided with direct rectification of grammatical faults in their written assignments. Following the necessary corrections, the individuals were allowed to engage in a period of reflection over their revised written work and seek clarification by posing inquiries. The discussion also encompassed common errors, which were possibly internalized by the participants. The participants in the Indirect Corrective Feedback Group received indirect indications of their grammatical problems, with the use of a red pen to mark the occurrences of errors. However, no direct corrections were supplied to them. The participants were provided with a designated period to engage in introspection over their mistakes, rectify them, and seek clarification through inquiries, if necessary. Several frequently asked questions prompted brief discussions of different types of errors. The Cognitive-Complexity Manipulation (TM) Group did not receive any form of corrective feedback, either direct or indirect. Conversely, the participants' attentional resources were reallocated toward their linguistic and functional repertoire using a manipulation technique that guided their emphasis toward the temporal aspects of reference. This involved a shift from a present-centered perspective ("Here and Now") to a more distant temporal perspective ("There and Then"). The level of task complexity exhibited a continuous progression throughout the sessions, first with elementary activities and subsequently advancing towards more intricate ones. Each of the three experimental groups was administered a total of four treatment sessions. Following the completion of the treatment period, all participants were administered a final writing assignment, which served as the post-test for assessing their writing abilities. Each treatment session for the WCF groups consisted of around 40 minutes dedicated to the

writing work, followed by 15 to 20 minutes allocated for correction, and concluding with approximately 20 to 30 minutes designated for reflection and post-task conversation. The completion of the pre-task worksheet for the TM group required approximately 15 to 20 minutes, while the writing assignment itself took approximately 40 minutes. The participants assigned to the experimental groups were provided with instructions to compose a written passage lasting for ten minutes. The content of the paragraph was to be centered around a broad subject matter, and the students were not informed of the specific issue beforehand. Following each paragraph lasting 10 minutes, language accuracy, fluency, and complexity were evaluated by researchers. This evaluation involved the use of designated error symbols that were positioned either below or above the locations where errors were identified. The students were instructed to analyze error kinds using designated symbols and thereafter rectify the faults independently. The present study employed a quantitative and experimental survey methodology to examine the impact of direct and indirect written corrective feedback (WCF) on improving the writing correctness of students at Baghdad University, located in Iraq. To analyze the efficacy of WCF, this study specifically examined the two functions of the English article system, namely the referential indefinite article 'a' and the referential definite article 'the'. The primary objective was to see whether the accuracy of their usage showed improvement following a series of eight treatment sessions. The process of data analysis encompassed multiple sequential stages. Initially, the researcher carefully chose a cohort including 36 female and 21 male Iraqi English as a Foreign Language (EFL) learners who exhibited a consistent level of language proficiency and writing competence. The study utilized cluster sampling as a method of participant selection. To establish homogeneity among the participants, they were administered the Nelson Proficiency Test version 200A. The study included a total of 60 participants who were selected based on their results falling within one standard deviation below and above the mean. The participants were allocated into three groups by a random assignment procedure. These groups consisted of a control group and two experimental groups. One experimental group received direct written corrective comments, while the other experimental group received indirect input. To establish a consistent level of writing proficiency across the three groups, a pretest was administered. During this pretest, participants were instructed to compose one-paragraph expository essays within a time constraint of 20 minutes. The assessment of inter-rater reliability was conducted, and subsequently, the reliability index was calculated. During the experimental phase, participants in each of the three groups engaged in the act of composing written texts on a total of eight distinct subjects, spanning eight weeks. The students in the control group adhered to a conventional approach to learning and writing practices. The students in the experimental groups were provided with either direct or indirect written remedial feedback. Following the completion of the treatment phase, a posttest was conducted to ascertain the comparative efficacy of different feedback types in relation to students' writing proficiency and accuracy in the use of articles. The compositions underwent scoring and the average scores of the three groups in both the pretest and posttest were analyzed to determine if there were any statistically significant disparities. The process of data analysis encompassed the utilization of descriptive statistics to furnish a comprehensive summary of the dataset. The data was processed and analyzed using the Statistical Package for Social Sciences (SPSS). The researchers computed descriptive statistics, such as the mean and standard deviation, for the individuals. The One-way Analysis of Variance (ANOVA) statistical test was employed to ascertain the presence of statistically significant differences across the three groups. The assessment of score reliability was conducted by employing inter-rater reliability, specifically utilizing the Spearman-Brown method [29]. Additionally, indices were computed to determine the dependability of the scoring. The measurement of the student's writing accuracy scores was conducted through the utilization of holistic scoring as well as the calculation of the proportion of proper utilization of target structures. To assess writing fluency and complexity, the researchers examined the total count of structural units and dependent clauses produced by participants within a 30-minute time frame. Means and standard deviations were computed for each group during both the pretest and posttest sessions. T-tests were employed to assess the statistical significance. The writing tasks required the participants to produce six-story compositions, each consisting of a minimum of three paragraphs. The prompts for these tasks were carefully chosen to guarantee consistency and suitability across all groups. The testing settings and rubrics were standardized to facilitate the comparability of data. The selection of the posttest topic was also made by the pretest. The language accuracy, fluency, and complexity of the activities were evaluated. A data analysis was conducted to assess the efficacy of direct and indirect feedback in improving writing accuracy among Iraqi English as a Foreign Language (EFL) learners.

#### 4. Findings

This study examined the efficacy of various types of teacher-written corrective feedback (WCF) on writing accuracy, focusing specifically on the use of definite and indefinite articles in English. Using the Nelson English Language Test, participants within one standard deviation of the mean were chosen to ensure the homogeneity of the participants in the study. All three groups, including the Control Group, Experimental Group 1 (direct corrective feedback), and Experimental Group 2 (indirect corrective feedback), demonstrated comparable performance on the pretest. After the intervention, however, the posttest revealed significant differences between the groups, with Experimental Group 1 outperforming the others, followed by Experimental Group 2 and the Control Group obtaining the lowest scores. This led to the conclusion that direct written corrective feedback was more effective in augmenting writing accuracy for intermediate Iraqi EFL learners, particularly in the accurate use of definite and indefinite articles. These findings highlight the significance of providing students with direct corrective feedback to improve their writing abilities. The Nelson English Language Test (version 200 A) was initially employed as a language competency assessment to ensure the uniformity of the intermediate-level participants. According to the data presented in Table 4.1, the Nelson test had a mean score of 29.02 with a standard deviation of 8.79. The researcher employed a selection criterion wherein participants with scores that deviated by one standard deviation below and above the mean were chosen. This approach aimed to improve the accuracy of the findings and minimize the influence of extraneous variables.

Table 1 Descriptive Statistics for Nelson test (Intermediate level)

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Scores</b>	85	14.00	45.00	29.02	8.79

Figure 4.1 additionally depicts the distribution of scores obtained in the Nelson proficiency test at the intermediate level. To determine the normal distribution of the Nelson Test data, the Kolmogorov-Smirnov non-parametric test was employed. According to the data, the obtained significance level of 0.07 suggests that the scores exhibit a normal distribution. The assumption of normal distribution is upheld as the p-value, which is more than 0.05, does not indicate a violation.

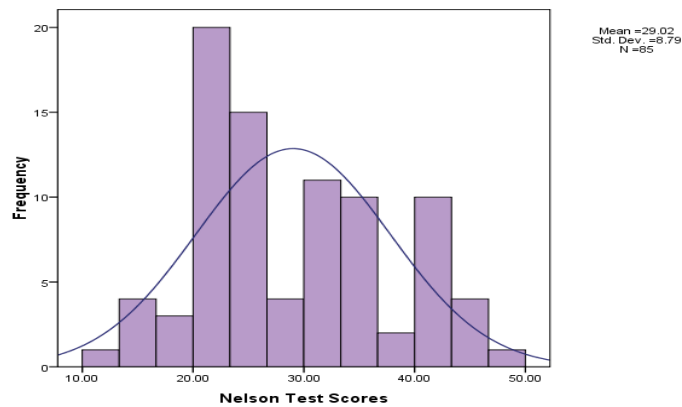


Figure 1 Distribution of the score in Nelson proficiency test at intermediate level.

Furthermore, Out of a total of 85 intermediate students, 60 individuals satisfied the homogeneity requirement, so they met the qualifications to be selected as intermediate participants for this study. Subsequently, the researcher proceeded to conduct a pretest to examine the potential homogeneity of students about their writing proficiency. The performance outcomes of the participants in the three groups, namely the Control Group, Experimental Group 1 (direct corrective feedback), and Experimental Group 2 (indirect corrective feedback), on the pretest, are displayed in Table 4.2.

Table 4.2 Descriptive statistics on the performance of the three groups on the pretest

Groups	N	Mean	Standard deviation
<b>Control Group</b>	20	45.45	9.74
<b>Experimental 1</b>	20	41.25	7.85
<b>Experimental 2</b>	20	43.25	11.99

This study aimed to examine direct and indirect written corrective comments on Iraqi EFL students' writing proficiency. The study examined how these feedback approaches affected students' writing using definite and

indefinite articles. To do this, three groups' pre- and post-test mean scores were compared one week following the intervention. Focus was also made on composition scoring inter-rater reliability, resulting in a 0.86 reliability index. This extensive investigation sought to determine if direct or indirect feedback improved intermediate Iraqi EFL students' writing skills. Data on the three intermediate groups' pre- and post-test performance is shown in Table 4.3. Table 4.3 Descriptive statistics of the three groups' performance on the pre and posttests

Group	Test	Mean	Std. Deviation
Control group	Pretest	45.45	9.74
	Posttest	52.65	6.49
Experimental G1	Pretest	41.25	7.85
	Posttest	69.00	6.92
Experimental G2	Pretest	43.25	11.99
	Posttest	60.30	3.61

Concerning the research questions of whether there exists a notable distinction among the Control group, Experimental Group 1 (direct corrective feedback), and Experimental Group 2 (indirect corrective feedback) about their impact on the proficiency of learners' writing ability, a thorough examination of Table 4.4 indicates that the F-ratio (38.90) surpasses the critical F value (3.15). In addition, the significance level of Sig (P-value = .000) is lower than the predetermined alpha level (0.05). Thus, it can be concluded that the three intermediate groups differ significantly in their writing proficiency and their ability to use definite and indefinite articles in the English language. Table 4.4 ANOVA for three intermediate groups' performance on the post-test

	Sum of squares	Df	Mean squares	F	Sig
Between-groups	2676.90	2	1338.45	38.90	.000
Within groups	1960.75	57	34.399		
Total	4637.65	59			

## 5. Discussion

The study's purpose was effectively supported by the noteworthy findings obtained. The examination, bolstered by the inclusion of tables and figures, resulted in the dismissal of the null hypotheses at a significance level of 0.05. The use of direct written corrective feedback in writing education was found to have a substantial impact on improving students' writing skills through the correction of grammatical faults. The conclusion aligns with the concept proposed by (Ellis et al., 2009) that highlights the benefits of direct corrective feedback in offering clear direction for error rectification [2]. This is particularly advantageous for intermediate learners who may encounter difficulties in self-correction or identifying the correct form. In addition, the findings of the study provided further support for past scholarly investigations [15][30]. These studies also emphasized the beneficial effects of error correction on enhancing writing precision.

The results of the study were consistent with the viewpoint presented by (Sheen et al., 2007), indicating that providing explicit corrective feedback is more beneficial for students at the elementary or intermediate level [31]. This is attributed to their restricted ability to identify faults due to their lower level of language proficiency. In contrast, another study has emphasized the limitations associated with direct feedback, recognizing its low cognitive load on learners despite its efficacy in rectifying errors [32]. Furthermore, the results of the study presented here are in opposition to the conclusions reached by (Lalande et al., 1982) and (Ferris et al., 2001). These previous studies suggested that there was no significant distinction between direct and indirect feedback, or even proposed that indirect feedback might be more effective by not explicitly indicating the specific locations of errors [11][14].

Furthermore, the present investigation deviated from previous studies indicating that the utilization of indirect feedback encourages learners to assume self-responsibility, hence promoting enduring learning outcomes and enhancing writing precision [33]. Similarly, another study's results suggest that the utilization of indirect feedback demonstrated greater efficacy in addressing spelling errors, in contrast to the present study's findings which favor the superiority of direct feedback [34]. In general, this study confirms the importance of providing direct written corrective feedback as a means of enhancing the writing correctness of intermediate English as a Foreign Language (EFL) students [34]. This finding is consistent with certain prior investigations, while also questioning accepted viewpoints within the field.

## 6. Conclusion



The research uncovered significant deficiencies in the teaching of L2 writing at the University of Baghdad, specifically in terms of teacher awareness and teaching methodology. It highlighted an overemphasis on grammar and vocabulary instruction at the expense of the actual writing process. In addition, the study revealed that although instructors provided students with feedback, there was little follow-up, resulting in missed opportunities for students to receive corrective instruction.

On the positive side, both students and teachers recognized the value of feedback, believing it played a pivotal role in improving writing, particularly in areas like grammar, vocabulary, and organization. Students favored error correction on their scripts over underscoring because it facilitated their comprehension of the nature of the errors. However, a dearth of teacher-student interaction and infrequent requests for second draughts prevented the feedback's full potential from being realized. The study also revealed that different types of feedback had varied effects on various linguistic aspects, including prepositions, adjective phrases, and noun phrases.

Based on these findings, it can be concluded that effective feedback, especially direct written corrections, significantly improves the writing accuracy of intermediate students. This study underlines the importance of providing training for teachers in utilizing feedback to improve their students' writing skills, emphasizing the need for a more comprehensive comprehension of L2 writing methodologies. To this end, workshops and training programs covering various aspects of the writing process, feedback strategies, and nurturing teacher-student interactions could be beneficial for teachers. In addition, Bagdad University should consider implementing orientation programs that include intensive language courses to ensure that students satisfy the required language proficiency standards before advancing to higher education.

In addition, the study suggests that Bagdad University should pay closer attention to student evaluations of their instructors' performance and consider these evaluations when evaluating teaching quality. To address the limitations of the present study, future research could examine the combined use of oral conference feedback and written corrective feedback, delve into more specific types of errors common in L2 writing, and investigate effective strategies for self-editing. This study offers valuable insights into the role of written corrective feedback in increasing writing accuracy, with potential educational implications for English language teaching and opportunities for further research in the field.

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